


# Evaluation Criteria for Annual Review (ECAR)

Approved by Faculty Forum - December 9, 2020

Approved by the Dean - December 9, 2020

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All policies governing Annual review can be found on the [Vice Provost for Academic Affairs Website](#). Evaluations will be conducted using criteria and procedures established by the faculty and administrators, which is required by the University Handbook for Appointed Personnel. [[UHAP 3.2.01 \(2 & 5\) UHAP 3.2.02](#)] The approved evaluation criteria and procedures must be set and provided to faculty before the review period begins.

## Process

Faculty Annual Reviews (often referred to as APRs or Annual Performance Reviews) are meant to guide an annual conversation with your Department Head in order to ensure that you are making progress toward promotion if desired. The APR not only provides for the overall alignment of teaching and service with the mission at CAST, but it also ensures quality of teaching in the college. Reviews are intended to be a self-reflective, formative process that includes helpful feedback from both administrators and faculty peers. Therefore, your submissions will also be evaluated by the Personnel Committee. Your review will culminate in a discussion with your Department Head who will meet with you in order to guide you in your professional development and help you with your goals for the coming year.

### Goal Setting with Department Head

Meet with your Department Head to agree on a set of written goals and expectations for the upcoming year.

The Annual Review process consists of four steps:

### First: Information Gathering & Self-Rating

[UHAP 3.2.01 \(1\)](#)

#### UAVitae

Documentation of your teaching for the year must be uploaded to UAVitae. You should provide such items as syllabi, student evaluations, and letters, etc., in order to document your work. You must also include a narrative, or **self-evaluation**, of your teaching and service efforts for the current calendar year as well as address the goals you set in the previous year. These achievements should align with the criteria provided below:\*

#### Narrative

As part of this narrative, you will provide a rating for your teaching and service, and include evidence that supports your rating or refer to the evidence provided via the UAVitae system. The explanatory power of narrative should be utilized to account for any categorical overlap, for example you can address work that might fall in both service and teaching. Also, in each section, goals that were entered into UAVitae for

the previous year should be addressed in each contract area.

The [criteria](#) provided in this document is primarily meant to ensure faculty are recognized for meeting their contractual obligations in a satisfactory way and is not intended to limit additional efforts that might not be mentioned in the criteria section.

## Second: Peer Evaluation

### [UHAP 3.2.01 \(2\)](#)

The Personnel Committee review, together with the annual review of your teaching, constitutes the peer review in this process. The Personnel Committee evaluates the faculty member's teaching and service and, depending on contractual agreements, research. Reviews will be based on the evaluation criteria below [[UHAP 3.2.01 \(2\)](#)].

The role of the Personnel Committee is to review your submission and to add their approval to your rating. Once the committee has reviewed your self-evaluation and the summary of the peer review of a course, they will determine if adequate evidence has been provided for your self-reported ratings and send a written recommendation to the Department Head to confirm your self-evaluation or suggest areas that need further clarification.

### Peer review of a course

Each year, you should have one course peer reviewed by another faculty member as required by the Vice Provost for Academic Affairs. As we move through COVID, contact [Jocelyn Fisher](#), the Faculty Affairs Coordinator, to see if this is required or recommended. She will also help you to schedule your review.

The purpose of the peer review of a course is formative. It is meant to provide you with feedback in order to improve your courses.

You will use the Office of Instruction and Assessment's [Peer Review of Teaching Protocol](#) for the review. You should review the appropriate protocol (face-to-face or online) before meeting with your peer reviewer.

Due to the timing of annual reviews, it is recommended that you schedule your review in the fall semester, since annual reviews are done in the spring. However, the review can be of a course completed in the previous Spring or Summer semester (it simply needs to be in the calendar year under review). Contact [Jocelyn Fisher](#) if you have any questions.

At the end of the review, ask your reviewer to provide you with a written summary of their recommendations. Include this summary in your narration.

Also consider conducting a peer review of a colleague's course. This is a great experience to see how others design and conduct their courses.

### Third: Preliminary Evaluation

#### [UHAP 3.2.01 \(3\)](#)

The appropriate Department Head, working with the Personnel Committee, develops a preliminary written evaluation that is shared with you to be discussed in step four.

### Fourth: Meeting with the Department Head

#### [UHAP 3.2.01 \(4 & 5\)](#)

You will meet with your Department Head to discuss your written evaluation, assignments, and expectations for the next annual review. If requested, the discussion can also include a summary of the results of the evaluation by the peer-review committee. If the faculty member is tenure-eligible, then this meeting will include a discussion of the faculty member's progress toward tenure and promotion.

### Administrative Assignment

#### [UHAP 3.2.01 \(8\)](#)

When a faculty member holds an appointment that involves an administrative assignment, the related duties will be assessed by a supervising administrator, while the faculty member's teaching, research, and other service duties will be considered through appropriate peer review. All administrators must be evaluated in writing once every 12 months by their immediate supervisor with respect to their leadership in building trust, fostering collaborations, maximizing resources, achieving results and instilling inclusive excellence, according to [UHAP 5.2](#).

### Appeal

#### [UHAP 3.2.01 \(6\)](#)

If you do not agree with the evaluation, you may appeal your evaluation to the Dean.

**Note:** A reply or acknowledgement can also be completed/included in UA Vitae without initiating an appeal.

## University Handbook for Appointed Personnel (UHAP) Policies

[The full policy can be found here.](#) Faculty members are considered Appointed Personnel.

## Evaluation Criteria

### Teaching

Candidates must present evidence of successful teaching and mentoring appropriate to the College's mission and commitment to quality teaching, including lower-division, upper-division, and graduate courses (when included in the candidate's workload assignments). This may include [publicly engaged instruction](#).

*\*Items marked with an asterisk are based closely on CAST promotion criteria. If you are interested in promotion, pay special attention to addressing these items successfully in your first three years in order to bolster your case for promotion.*

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| Exceptional          | Goes beyond the requirements for Exceeds Expectations in some way related to teaching that is exceptional for one's academic rank.  |
| Exceeds Expectations | <p>Goes beyond the requirements for "Meets Expectations" in significant ways as appropriate to one's academic rank. Your narrative is crucial for making your case for "exceeds expectations." Consider highlighting examples from the following in order to make your case.</p> <ul style="list-style-type: none"> <li>● Receives special recognition honors, or grants for teaching excellence or innovation.*</li> <li>● Contributes effective techniques and pedagogical approaches to learning environments.*</li> <li>● Pursues additional professional development in pedagogy (i.e. participates in Quality Matters or professional development opportunities offered by the University, or other organizations ).*</li> <li>● Engages in instructional innovation by keeping current with pedagogical practices and implements these practices through the modification of courses. This includes the development or redesign of courses to maximize learning outcomes.*</li> <li>● Brings effective techniques and pedagogical approaches to learning with evidence provided by assessment.*</li> <li>● Publishes/disseminates teaching materials or methodologies.*</li> <li>● Supervises Independent Studies, Internships (internal or external), or Preceptorships or is available for additional mentorship. (Works with student groups, etc.)</li> </ul> |

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|  | <ul style="list-style-type: none"><li>● <a href="#">Peer reviews</a> at least one class for a colleague.</li><li>● Serves as a mentor (formal or informal) to their colleagues in teaching related matters.</li><li>● Enables students to articulate issues, solve problems, and apply understanding to knowledge bases in other fields.*</li><li>● Develops additional applied learning materials to enhance face-to-face, blended, or online learning.*</li><li>● Adopts curricular or teaching materials or methods developed by others which have been proven effective.*</li><li>● Achieves positive student responses (emails - solicited or unsolicited, course evaluations).*</li><li>● Teaches beyond contractual loads in the academic year.</li><li>● Engages students in current discourse, debates, and inquiries within the field or in understanding the relevance of coursework to real-world applications.*</li></ul> |
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| Meets Expectations | <p>Provides evidence of competence in teaching, including the following:</p> <ul style="list-style-type: none"> <li>● Agrees on a set of goals and workload expectations with the Department Head, including at least one teaching goal per year.</li> <li>● Meets contractual load including any negotiated course releases.</li> <li>● Organizes and conducts courses consistent with (1) the level of the course, (2) the nature of the subject matter, and (3) stated learning objectives.*</li> <li>● Provides office hour opportunities (face-to-face or virtual)</li> <li>● Maintains course materials as appropriate to the field, including submission of required course and departmental materials (syllabi and book adoptions where required) in a timely manner to the appropriate entities. (Circumstances preventing timely submissions should be addressed in your narrative.)</li> <li>● Has at least one class per year <a href="#">peer reviewed</a>*</li> <li>● Achieves acceptable overall ratings on the <a href="#">Student Course Survey</a> or shows improvement in defined areas.* (Note: While we value student input, we recognize there may be bias in student ratings. The committee is aware that student survey data should never be viewed in isolation from other relevant information, but if you feel your SCS scores do not reflect your teaching, it is important to remember to discuss this in your narrative.)</li> <li>● Appropriately uses a variety of learning materials for face-to-face, blended, or online learning</li> <li>● Ensures student proficiency through formative and summative assessment</li> </ul> |
| Needs Improvement  | <p>One or more of the items listed under “Meets Expectations” warrants focused attention for improvement, including a plan that incorporates the tools, training, and workload space for effecting such corrections.</p>   |
| Unsatisfactory     | <ul style="list-style-type: none"> <li>● Does not teach effectively.</li> <li>● No involvement with students outside of class.</li> </ul>  |

## Service and/or Outreach

When service and/or outreach is part of the faculty member's workload, ongoing engagement within the university and with local, regional, and/or national constituencies is expected. Evidence of excellence in this category should include the following sections, service to: the Department, the College, the University along with service and outreach to either your profession or to the community. We also support an inclusive view of scholarship including participating in [publicly engaged service](#). See below for specific criteria for each.

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| Exceptional          | Goes beyond the requirements for Exceeds Expectations in some way that is exceptional for one's academic rank in service to the community, college, and profession.   |
| Exceeds Expectations | <p>Goes beyond the requirements for "Meets Expectations" in significant ways as appropriate to one's academic rank. Your narrative is crucial for making your case for "exceeds expectations." Consider highlighting examples from the following in order to make your case:</p> <p><b>Service to the University</b></p> <ul style="list-style-type: none"> <li>● Participates in university-wide standing or ad hoc committees or task forces if available.*</li> </ul> <p>Note: Opportunities for faculty members to participate in university-wide committees may not be available, though they are generally required for promotion. Consult with your mentor and Department Head to determine if opportunities to become involved in university-wide committees and task forces are available.</p> <p><b>Service/Outreach to the Professional Community</b></p> <ul style="list-style-type: none"> <li>● Participates in activities with professional societies or organizations in one's discipline.</li> <li>● Responsibility and recognition achieved by being selected for honorable recognitions or by being appointed or elected to relevant professional roles.</li> <li>● Reviews, conference proposals, or other professional materials (i.e. Articles, chapter or book proposals, etc.)</li> <li>● Receives national or international recognition by the profession.</li> <li>● Involvement in national and international professional organizations.</li> </ul> |

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|                    | <ul style="list-style-type: none"> <li>• Keynote, invited talks, seminars, etc at the regional and national level.</li> </ul> <p><b>Service/Outreach to the Community</b></p> <ul style="list-style-type: none"> <li>• Applies expertise to address local, regional, or national issues. Refer to the Faculty Affairs website for <a href="#">publicly engaged commercialized activities</a>.</li> <li>• Presents community lectures or performances.</li> <li>• Conducts outreach to community leaders.</li> </ul> <p><b>Service to the college</b></p> <ul style="list-style-type: none"> <li>• Improves the environment or culture of the college by participating in Professional Development outside of the faculty member's content area (e.g. inclusion and diversity training).</li> <li>• Attends other college events, i.e. graduation, student showcase, and so forth</li> </ul> |
| Meets expectations | <p>Provides evidence of service activities, including the following:</p> <p><b>Service to the Department/College</b></p> <ul style="list-style-type: none"> <li>• Sets at least one service goal with the Department Head</li> <li>• Makes progress towards the previous year's goal.</li> <li>• Regularly attends college faculty and department meetings</li> <li>• Serves on department-level committees and/or teams (when available).</li> <li>• Maintains collegiality.</li> </ul>  |
| Needs improvement  | <p>One or more of the items listed under "Meets Expectations" warrants focused attention for improvement, including a plan that incorporates the tools, training, and workload space for effecting such corrections.</p>  |
| Unsatisfactory     | <p>No evidence of involvement in service to the college or to the profession.</p>   |



We support an inclusive view of scholarship including participating in [publicly engaged research and creative activities](#).

If scholarship is not in your contract, evidence of scholarship should only add to a case for promotion and not detract from it. You are not required to do any of the following If scholarship is not in your contract, however, you may be approved to include the following in your documentation of service after consultation with your Department Head.

If scholarship is conducted in collaboration with students, be aware that it can likely contribute to your teaching and service sections.

When scholarly activity is part of the faculty member's workload, measures of scholarly achievement may include (but are not limited to) the following:

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| Exceptional          | Goes beyond the requirements for Exceeds Expectations in some way related to scholarship that is exceptional for one's academic rank.  |
| Exceeds expectations | <p>Goes beyond the requirements for "Meets Expectations" in significant ways as appropriate to one's academic rank. Your narrative is crucial for making your case for "exceeds expectations." Consider highlighting examples from the following in order to make your case:</p> <ul style="list-style-type: none"> <li>● Supports student research activities.</li> <li>● Receives and/or sustains grants, awards, and fellowships.</li> <li>● Disseminates research and/or scholarly works to academic, professional or public audiences.</li> <li>● Involvement in professional reviews of scholarly work.</li> <li>● Serves on Thesis or Dissertation Committees when possible.</li> <li>● Sustains a record of presentations at academic and professional forums at the regional, national, or international level.</li> <li>● Pursues internal or external grants, awards, and fellowships.</li> <li>● Participates in Invited work (i.e. speaking, training, or publications).</li> </ul> |
| Meets expectations   | <p>Provides evidence of competence in scholarship, including the following:</p> <ul style="list-style-type: none"> <li>● Sets at least one scholarship goal with the Department Head</li> </ul>  |

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|                   | <ul style="list-style-type: none"><li>● Makes progress towards the previous year's goal.</li><li>● Sustains a program of research and/or scholarly work and publication or creative contributions. This can include publicly engaged research and creative activities based on the <a href="#">University's definition of Inclusive Scholarship</a> and/or institutional research and evaluation of student performance.</li><li>● Regularly attends at least one academic or professional forum at the regional, national, or international level.</li></ul> |
| Needs improvement | One or more of the items listed under "Meets Expectations" warrants focused attention for improvement, including a plan that incorporates the tools, training, and workload space for effecting such corrections.   |
| Unsatisfactory    | No dissemination of work through presentations or publications. Scholarly agenda or professional growth not evident even if viewed over a three-year perspective.   |