

## UCCS Department of Anthropology Criteria for Annual Performance Reviews – TT & IRC

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It is the job of each faculty member ranked at any level of Instructor or Professor to evaluate themselves annually. Following submission of self-evaluations, it is the job of the Chair to evaluate all faculty annually. The following document is intended to guide faculty as they prepare their self-evaluations and to guide the chair as they assess the work of the faculty in their department. The assessment criteria below assume a workload distribution of 40% teaching, 40% research, and 20% service. When a faculty member's workload differs from this (ie: anything aside from 40/40/20), then this will be taken into account when assessing work by weighing the items within each category based on the new load. We also acknowledge that this criteria may need to be flexible in times of significant disruptions.

It is the job of the Chair to meet with faculty to discuss their assessments, and to alert faculty in a timely manner to low performance with potential to affect that faculty's RPT process. Anything below a 3 in any category will require a meeting between the chair and the faculty member, a plan of remedial action agreed upon and signed by both the faculty member and the chair, and a follow-up meeting midway through the following year.

Faculty may assess themselves as falling between rankings when they have accomplished several of the markers for a given ranking. It is the job of the individual faculty member to make the case for the self-assessed ranking.

The department agrees unanimously on the following guidelines for annual reviews in each category.

### **Teaching**

#### **5 (Outstanding)**

To receive an assessment of Outstanding, faculty must clearly demonstrate any of the following measures:

- Public recognition of excellence in teaching (awards, etc.)
- Development and public dissemination of an innovative high-impact teaching practice
- Development of a new departmental or interdisciplinary program

Faculty may also be judged as outstanding if they demonstrate multiple (more than 5) examples of the following markers denoting teaching that exceeds expectations.

#### **4 (Exceeding Expectations)**

To receive an assessment of Exceeding Expectations, faculty must clearly demonstrate any of the following:

- Incorporation of high-impact teaching practices, including out-of-classroom, community-based, and/or hands-on learning experiences for students

- Intentional and broad incorporation of diversity, equity, and inclusion into teaching practices, as demonstrated through assignments, classroom discussions or activities, engagement with media representing multiple perspectives, community engagement activities, or other approaches that are clearly identified in the syllabus and that go well beyond a diversity of reading materials
- Creation of new course or extensive revision of existing course
- Primary supervision of independent study, honors thesis, internship, or directed research
- Participation in professional development on teaching
- Accomplishments in pedagogy of teaching and learning
- Participation in interdisciplinary work that incorporates students
- Integration of students into research opportunities
- Mentorship of students, current and post-graduate.
- Teaching additional (overload) courses to meet curricular and pedagogical demands, to include the development of course materials for these additional courses
- FCQs?

Faculty may be ranked between 4 and 5 by demonstrating additional indicators of exceeding expectations (up to 0.2 for each additional indicator, each indicator may be counted multiple times – e.g, if a faculty member creates multiple courses, then that would count as 0.2 for each course). When these are sufficient, a case may be made for an assessment of Outstanding.

### 3 (Meeting Expectations)

At minimum, faculty are expected to adequately prepare and teach scheduled courses and to evaluate students in a timely manner.

## **Research and scholarly work**

### 5 (Outstanding)

To receive an assessment of Outstanding, faculty must clearly demonstrate any of the following measures:

- Successful publication of an article, book chapter, book, or professional/technical report
- Submission of a major grant or contract proposal
- Funding of a major grant proposal
- Opening of a public installation
- Successful completion of a community-based research project
- Publication of a textbook

Faculty may also be judged as outstanding if they demonstrate multiple (more than 5) examples of the following markers denoting research or scholarly work that exceeds expectations.

### 4 (Exceeding Expectations)

To receive an assessment of Exceeding Expectations, faculty must clearly demonstrate any of the following measures:

- Documented progress on a manuscript
- Presentation at a conference
- Presentation at a public venue
- Submission of research product (article, abstract, poster, e.g.) for peer review
- Development of an exhibit
- Public outreach, such as creating materials for public education
- Initial creation of or progress on a community-based research project
- Demonstrated incorporation of DEI principles into research
- Demonstrated progress on field school data processing and reporting requirements that lie beyond or outside the faculty member's primary areas of research.

Faculty may be ranked between 4 and 5 by demonstrating additional indicators of exceeding expectations (up to 0.2 for each additional indicator; each indicator may be counted multiple times – e.g., if a faculty member submits multiple research products for peer review, then each product submitted could count for 0.2 points). When these are sufficient, a case may be made for an assessment of Outstanding.

### 3 (Meeting Expectations)

All faculty on the tenure track are expected to maintain an active research program.

#### **Service**

### 5 (Outstanding)

To receive an assessment of Outstanding for faculty before the initial reappointment, faculty should demonstrate a commitment to the department via participation in departmental meetings

To receive an assessment of Outstanding, faculty beyond the initial reappointment review must clearly demonstrate any of the following measures:

- Chairing a committee outside the department or within a professional organization
- Chairing a department or directing a center
- Chairing faculty governance committees at campus level or participating in faculty governance at system level

Faculty beyond the initial reappointment review may also be judged as outstanding if they demonstrate multiple examples (five or more) of the following markers denoting service that exceeds expectations.

Following our criteria for promotion and tenure, tenure-track faculty in their first two years, and instructors at any level, will be assessed as Outstanding when they demonstrate any of the measures for Exceeding Expectations.

### 4 (Exceeding Expectations)

To receive an assessment of Exceeding Expectations, faculty beyond the initial reappointment review must clearly demonstrate any of the following:

- Active participation on committees or other service opportunities beyond the department, whether at the College, University, or System level, within the discipline, or as an academic within the community (e.g., reviewing manuscripts, grants, or letters)
- Active committee membership in shared governance
- Active performance of exceptional duties within the department
- Active participation in student mentoring
- Guest lecturing for other faculty, departments, or public
- Review of manuscripts
- Active participation in faculty mentoring
- Active and documented participation in DEI-related activities on campus, in the community, at the system level, or within professional organizations
- Teaching additional (overload) courses to meet curricular demands, to include the development of course materials for these additional courses

Faculty who have undergone their initial reappointment review may be ranked between 4 and 5 by demonstrating multiple indicators of exceeding expectations (up to 0.34 for each additional indicator). When these are sufficient, a case may be made for an assessment of Outstanding.

### 3 (Meeting Expectations)

At minimum, faculty are expected to be professional, civil, and respectful of our students, faculty, staff, and the UCCS and anthropological community. All faculty are expected to participate in departmental meetings and to complete letters of recommendation for students when appropriate.