

## UCCS Department of Languages and Cultures Criteria for Annual Reviews – TT & IRC

It is the job of each faculty member ranked at the IRC or Professor level 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 in assessing the work of the faculty in their department. The Department is committed to quality teaching, strong research/creative work, and effective service to the Department and the university, the profession, and the community.

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. Anything below a 3 in any category will require a meeting between the Chair and 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 (the lists are not exhaustive, and additional accomplishments may be listed as part of the faculty's self-evaluation for consideration). **These lists offer a wide range of measures for evaluating faculty during assessment. It is the job of the individual faculty member to make the case for the self-assessed ranking.**

### Teaching (Applies to TTF and IRC Faculty Evaluations)

#### 5 (Outstanding)

To receive an assessment of Outstanding, faculty should clearly demonstrate any one 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.

OR Faculty MAY ALSO be judged as outstanding if they demonstrate multiple (**4 or more**) examples of the following markers denoting teaching that "exceeds expectations".

#### 4 (Exceeding Expectations)

To receive an assessment of 4, "Exceeding Expectations", faculty must clearly demonstrate ANY **three** of the following:

- Positive Student Evaluation of Teaching (FCQs at or above Departmental/College/Campus scores)
- Positive Peer Evaluation of Teaching (Evaluation by Departmental faculty supervisors or/and colleagues)
- Alumni Evaluation (letters of support from students who have taken courses with the faculty member on the year under evaluation)
- Student Advising
- Innovations in Teaching (what ideas, resources, methodologies, changes to the curriculum have been implemented to improve teaching efficiency, focus)
- Creativity in Teaching (What novel and creative ideas have been adopted to improve student performance in a class, retention, continuity of students with the program).

- Incorporating research/creative practice into teaching.
- Participation in Teaching-Related Subject Activities.
- Effectiveness of Students in Succeeding Courses and/or in the Pursuit of Graduate Education and/or in Careers
- Student Supervision in Professional Experience Activities, Internships, and/or Independent Studies
- Evaluation of Student Performance in departmental examinations and assessments
- Student Development/Encouragement (Centers of Excellence, Library Knowledge, Learning Disability Recognition)
- Contributions to the Languages and Cultures curriculum
- Contributions to the interdisciplinary teaching mission of the Department
- Creation of on-campus teaching/learning activities for students through recognized visiting speakers
- New course development
- Teaching improvement activity undertaken by faculty (workshops, conferences)
- Evidence of student recruitment
- Contributions of teaching to diversity
- Inclusion of students in non-refereed publication or creative works

**Faculty may be ranked between 4 and 5 by demonstrating multiple indicators of exceeding expectations.** 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 (Applies only to TTF evaluations)**

### 5 (Outstanding)

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

- Successful publication of an article, book chapter, book, or creative work
- Active Participation in the Creation and Dissemination of Cultural Projects (exhibitions, festivals, publications related to the field).
- Submission of a major grant, research, or contract proposal.
- Funding of a major grant proposal.
- Recognition by other scholars of academic activities, research and publications

OR Faculty may also be judged as outstanding if they demonstrate multiple examples of the following markers denoting research or scholarly work that “exceeds expectations”.

### 4 (Exceeding Expectations)

To receive an assessment of 4 Exceeding Expectations, faculty must clearly demonstrate any two of the following measures:

- Documented progress on a manuscript or scholarly project
- Presentation at a professional workshop/conference

- Presentation at a public venue
- Submission of research product (article, abstract, poster, e.g.) for peer review
- Development of an exhibit or creative work
- Public outreach
- Media dissemination of scholarly work or activities
- Participation in career development Activity (workshops, conference, etc.)
- Documented progress on long-term research projects
- Expert and technical consultation of research projects
- Role modeling and mentoring research on any educational level
- Contribution to diversity of research
- Patent submission
- Inclusion of students in non-refereed publications

Faculty may be ranked between 4 and 5 by demonstrating multiple indicators of exceeding expectations. 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 (Applies to TTF Faculty Evaluations)**

#### 5 (Outstanding)

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

- Chairing a committee outside the department
- Director or Co-director of a program within department
- Chair or director of department

OR Faculty beyond the initial reappointment review may also be judged as outstanding if they demonstrate multiple examples of the following markers denoting service that exceeds expectations. Following our criteria for promotion and tenure, tenure-track faculty in their first two years will be assessed as Outstanding when they demonstrate any of the measures for Exceeding Expectations.

#### 4 (Exceeding Expectations)

To receive an assessment of 4 Exceeding Expectations, faculty beyond the initial reappointment review must clearly demonstrate any **Three** of the following:

- Active participation on committees or other service opportunities beyond the department
- Active participation in student mentoring
- Service to the Profession and Discipline (Local, State, National, International Level)
- Consultation and Public Service
- Flexibility and Adaptability to Department Scheduling Needs within expected dedication to full-time capacity
- Role Modeling and Mentoring on Any Educational Level
- Reviewing Research Proposals
- Reviewing Books in Scholarly Journals
- Reviewing Grant Proposals

- Refereeing Manuscripts
- Participation at Professional Conferences, Specifically Organizational Activities (Organizational
- Activities, Local Planning Committees, Site Visit Details, Activities Involved in Local, Regional and National Meetings, etc.)
- Membership In and/or Office-holding in Professional Associations.
- Service Contribution to Education at Any Level and at Any Institution in Addition to the University of Colorado
- Contribution to diversity through service
- Participation in faculty governance

OR Faculty who have undergone their initial reappointment review may be ranked between 4 and 5 by demonstrating multiple indicators of exceeding expectations. When these are sufficient, a case may be made for an assessment of Outstanding.

### 3 (Meeting Expectations)

At minimum, all faculty are expected to participate in departmental and section meetings and to complete letters of recommendation for students when appropriate.

### Service (Applies to IRC Faculty Evaluations)

#### 5 (Outstanding)

IRC faculty at any level, will be assessed as Outstanding when they demonstrate any **THREE** of the measures for Exceeding Expectations.

#### 4 (Exceeding Expectations)

To receive an assessment of 4 Exceeding Expectations, IRC faculty must clearly demonstrate any **TWO** of the following:

- Active participation in All Department and Program Meetings.
- Flexibility and Adaptability to Department Scheduling Needs within expected full-time capacity schedule
- Role Modeling and Mentoring on Any Educational Level
- Active participation on committees or other service opportunities beyond the department
- Active participation in student mentoring
- Service to the Profession and Discipline (Local, State, National, International Level)
- Reviewing Books in Scholarly Journals
- Refereeing Manuscripts
- Participation at Professional Conferences (Organizational Activities, Local Planning Committees, Site Visit Details, Activities Involved in Local, Regional and National Meetings, etc.)
- Contribution to diversity through service
- Participation in faculty governance
- Write student letters of recommendation when asked

### 3 (Meeting Expectations)

At minimum, all faculty are expected to participate in All Languages and Cultures Department and sectional meetings.