

English IRC faculty complete a self-evaluation each year. Faculty evaluate each component of their work individually (teaching, service, and in some cases research). For each component, faculty assign a numerical score and write a reflective narrative.

English IRC faculty created and approved the following tool to promote transparency and consistency and to help faculty assess their work. The tool determines where numerical scores should fall (in the 3, 4, or 5 range) for each component of our work. Faculty are able to count a measure multiple times and should count all measures that apply to their work.

In the reflective narrative faculty highlight the best parts of their last year, address difficulties they faced, and set goals for the coming year. The reflective narrative allows faculty to argue for a specific score (4.2 or 4.6, for instance) within the broader range determined by the quantitative tool. Faculty should account for the measures that determined their score within the reflective narrative, but faculty should focus the reflective narrative as they see fit.

These criteria will be assessed and modified as needed; modifications will be approved by a vote open to all English IRC faculty. Any changes to criteria will be determined in advance of the evaluation period. Changes require 70% agreement among voting faculty.

| <b>TEACHING CRITERIA</b>   |   |  |
|--|---|--|
| <p><b>5: Outstanding</b></p> <ul style="list-style-type: none"> <li>• Excellence in best practices for teaching within their discipline.</li> <li>• Reflect on teaching and strategies for refining or maintaining best practices.</li> <li>• Achieve <b>5</b> measures in the last year.</li> <li>• Performs minimum requirements defined under “Meeting Expectations.”</li> </ul> <p><b>4: Exceeding Expectations</b></p> <ul style="list-style-type: none"> <li>• Exceeds best practices for teaching within their discipline.</li> <li>• Reflect on teaching to enhance current best practices and inspire growth.</li> <li>• Achieve <b>1-4</b> measures in the last year.</li> <li>• Performs minimum requirements defined under “Meeting Expectations.”</li> </ul> <p><b>3: Meeting Expectations</b></p> <ul style="list-style-type: none"> <li>• Meets best practices for teaching within their discipline.</li> <li>• Performs the following teaching requirements:               <ul style="list-style-type: none"> <li>- Prepares materials for scheduled courses</li> <li>- Delivers courses and provides feedback on assignments</li> <li>- Holds office hours</li> <li>- Conducts student evaluations of teaching</li> <li>- Communicates clearly and consistently with students</li> </ul> </li> </ul> <p><b>1-2: Below expectations</b></p> <ul style="list-style-type: none"> <li>• Faculty score between 2 and 3 if they are achieving only some of the expected measures in teaching.</li> <li>• Faculty score between 1 and 2 if they are failing to meet the expected criteria.</li> <li>• Frequent scores in this range pave the grounds for termination.</li> </ul> | Administer mid-semester in-class surveys and make changes based on results                        |  |
|  | Apply for and/or receive pedagogical or instructional development funding                         |  |
|  | Attend a norming session  |  |
|  | Attend teaching-centered professional development activities                                      |  |
|  | Be nominated for a teaching award or other significant recognition in instruction                 |  |
|  | Conduct pedagogical community outreach  |  |
|  | Conference individually with students at least once per semester                                  |  |
|  | Create new teaching-related documents for faculty support   |  |
|  | Develop and deliver courses that reflect and respond to a core value of the university            |  |
|  | Develop a new course or refine an existing course in different modes to maximize student learning |  |
|  | Educate UCCS teachers about pedagogical best practices  |  |
|  | Engage in paired peer observation (both observe and be observed)                                  |  |
|  | Implement creative, challenging, or experimental teaching practices                               |  |
|  | Learn and apply new pedagogical methods to courses  |  |
|  | Lead travel study and/or field study courses  |  |
|  | Maintain purposeful action toward teaching goals  |  |
|  | Mentor students beyond classroom requirements   |  |
|  | Offer a resubmission policy for student work  |  |
|  | Publish or present teaching research  |  |
|  | Receive acknowledgements of teaching achievement from current or former students                  |  |
| Return student work with feedback within two weeks   |   |  |
| Supervise students in academic work outside the classroom  |   |  |
| Team teach courses   |   |  |
| Use approved learning management system to organize and present course materials   |   |  |

## SERVICE CRITERIA

### 5: Outstanding

- Attend all required program and/or department meetings excepting cases of illness, emergency, or competing professional requirement.
- Achieve 2 additional service criteria in the last year.
- Reflect on service work.

### 4: Exceeding Expectations

- Attend all required program and/or department meetings excepting cases of illness, emergency, or competing professional requirement.
- Achieve 1 additional service criterion in the last year.
- Reflect on service work.

### 3: Meeting Expectations

- Attend all required program and/or department meetings excepting cases of illness, emergency, or competing professional requirement.

Faculty will be evaluated in the **1-2** range if they are failing to meet the expected criteria. Frequent scores in this range pave the grounds for termination.

- Advise a student group for the semester
- Attend and/or present at a conference related to departmental or university service
- Chair a committee at any level
- Facilitate a training session, teaching circle, or workshop for colleagues on campus
- Participate in a meet-up or workshops with disciplinary colleagues
- Participate on a committee at any level
- Read & discuss scholarship with colleagues
- Review books or manuscripts
- Serve as a mentor to other English faculty
- Teach an additional course (overload) to meet departmental need
- Write letters of recommendation for students or colleagues (for awards, etc.)

## RESEARCH CRITERIA

IRC faculty with a research component in their employment contracts will engage in a range of scholarly and creative work including research, writing, and publication.

### 5: Outstanding

- Achieve 2 additional research criteria in the last year.
- Performs minimum requirements defined under "Meeting Expectations."

### 4: Exceeding Expectations:

- Achieve 1 additional research criterion in the last year.
- Performs minimum requirements defined under "Meeting Expectations."

### 3: Meeting Expectations

- Keep abreast of conversations/developments occurring in the discipline through reading, research, communications, etc., as related to their ongoing work.

Faculty will be evaluated in the **1-2** range if they are failing to meet the expected criteria. Frequent scores in this range pave the grounds for termination.

- Apply for grants, fellowships, contests, residencies, etc.
- Draft research and creative work to prepare for publication
- Edit an anthology or collection of work authored by others
- Engage in exhibits, performances, installments of work in various venues
- Investigate and access resources (libraries, databases, online sources, etc.) to conduct research and accumulate materials and perspectives around ongoing work
- Publish research and/or creative work in a competitive venue
- Receive a grant, fellowship, residency, etc. for work in process
- Receive an award and/or place in a contest for a publication
- Secure a contract for a written work in a competitive venue
- Submit to appropriate publications relevant to their work

## EXAMPLES OF TEACHING CRITERIA

| Criteria   | Examples of Criteria (not exhaustive)  |
|--|--|
| Apply for and/or receive pedagogical or instructional development funding              | Apply for FRC teaching enhancement grant   |
| Attend a norming session   | Meet with colleagues to read, grade, and discuss assessment of assignments             |
| Attend teaching-centered professional development activities                           | Brown bags, teaching circles, conferences, trainings, presentations, pedagogy showcase |
| Be nominated for a teaching award or other significant recognition in instruction      | Be nominated for an LAS or campus award for IRC faculty                                |
| Conduct pedagogical community outreach   | Lead or participate in workshops/activities conducted for teachers outside UCCS        |
| Conference individually with students at least once per semester                       | Hold individual meetings with students to discuss their work                           |
| Create new teaching-related documents for faculty support                              | Create guidelines for a teaching practice to be shared on Canvas                       |
| Develop and deliver courses that reflect and respond to a core value of the university | Diversity, inclusion, sustainability   |
| Develop/refine a course in a different mode to maximize student learning               | Online, hybrid, and/or other future formats  |
| Educate UCCS teachers about pedagogical best practices                                 | Teaching and Learning Conference, FRC sessions, GLINT, Let's Talk Teaching             |
| Implement creative, challenging, or experimental teaching practices                    | 1410 theme change, multi-modal assignments   |
| Learn and apply new pedagogical methods to courses                                     | Anti-racist pedagogy, anti-ableist pedagogy, universal design                          |
| Lead travel study and/or field study courses   | Plan, organize, and recruit for travel study or field study courses                    |
| Maintain purposeful action toward teaching goals                                       | Previous merit evaluation, Chair/Director feedback                                     |
| Mentor students beyond classroom requirements  | Support students participating in Open Mic, CUSURF, or Student Writing Symposium       |
| Publish or present teaching research   | Present or co-present at the UCCS Teaching and Learning Conference                     |
| Receive acknowledgements of teaching achievement from current or former students       | Thank you notes, emails  |
| Return student work with feedback within two weeks                                     | Provide feedback on student work and return within two weeks of submission             |
| Supervise students in academic work outside the classroom                              | Internships, research, scholarships, independent study                                 |
| Team teach courses   | Teach GPS, Pre-collegiate, or HUM with a co-teacher                                    |
| Use approved learning management system to organize and present course materials       | Use Canvas to share syllabus and course assignment directions                          |