SIGS Annual Evaluation Guidelines

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impact of the disruption on their work performance and the FEC will endeavor to take the impact into consideration when evaluating performance for that year.

II. Teaching

A. Guidelines for Excellence, i.e. "Outstanding"

SIGS considers "excellence" in teaching to consist of teaching that effectively guides students in the acquisition of disciplinary knowledge, fosters students' critical and creative thinking skills, and helps students to develop proficiency in oral and written communication. It considers faculty to have demonstrated excellence in teaching to the extent that they demonstrate:

- effective course design (including the selection of course materials that are relevant to the subject matter and appropriately current)
- rigorous readings and assignments
- fair evaluation of, and instructional feedback on, student work
- and commitment to the ongoing development of useful teaching methods

Faculty may demonstrate excellence in teaching through a variety of teaching activities and forms of recognition, including but not limited to:

- teaching undergraduate and graduate courses
- developing new courses or substantially revising courses
- writing and evaluating student comprehensive examinations
- supervising independent studies or undergraduate student research projects
- supervising or serving on committees for undergraduate honors' theses, master's theses, and dissertations
- teaching high-impact courses that emphasize community/civic engagement or study abroad
- submitting grant proposals focused on instruction in the field; being awarded grants
- publishing scholarly articles related to education in the field
- peer evaluation, including written observations of teaching by faculty peers or the School Director
- winning teaching awards, such as the Outstanding Undergraduate Teaching Award or Graduate Mentoring Award. This category may also include evidence of work with students in community engagement activities or leadership in a Study Abroad program

While all of the relevant activities listed above will be counted in the assessment of whether a faculty member has demonstrated excellence in teaching, faculty are not required to participate in all of these activities to be considered excellent.

In particular, given the significant disparity in specialties of graduate students in SIGS as well as potential disparities in access to graduate teaching depending on campus location, expectations for excellent teaching will vary accordingly. Excellent teaching for faculty in subject areas with significant numbers of graduate students and access to graduate teaching will include active participation in the graduate program, including teaching graduate courses and sections, participating in the comprehensive exam process, and

serving on thesis committees. Excellent teaching for faculty in subject areas with few numbers of graduate students will be focused on their active participation in the undergraduate program.

Faculty who demonstrate excellence in their teaching for the year under review will be rated “outstanding” in annual evaluations.

B. Assessing Teaching

The FEC will make use of all materials provided in the file in order to evaluate whether a faculty member has demonstrated excellence in teaching.

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Effectiveness of course design and rigor of readings and assignments will be assessed primarily by considering teaching philosophy statements, syllabi, sample assignments, other relevant course materials, and peer evaluations if provided.

Fairness of evaluations of student work and provision of instructional feedback will be assessed primarily by considering course assignment instructions, evaluation rubrics or standards, and samples of feedback provided.

Commitment to the ongoing development of useful teaching methods will be assessed primarily by considering evidence of effort invested in updating or revising course materials, preparing new courses, responding to student input, and learning about teaching tools or methods through attending workshops or other means.

Although new course preparation is not required for outstanding teaching, the FECremhak-4 (e)]TJ -[se

III. Research

A. Guidelines for Excellence, i.e. "Outstanding"

SIGS considers "excellence" in research to consist of making a substantial contribution to the peer-reviewed scholarship in a faculty member's area(s) of specialty, as measured by both quality and quantity of publications and other research activities.

Faculty may demonstrate excellence in research through a variety of scholarly activities, including but not limited to:

- publishing articles in refereed professional journals
- publishing scholarly books
- publishing chapters in edited book collections
- publishing textbooks that change the way scholars view the discipline
- publishing scholarly encyclopedia entries
- publishing edited book collections
- engaging in the scholarly activity of editing professional journals
- writing and/or performing creative work that draws on research
- engaging in applied or community-engaged research projects
- submitting internal and external grant proposals in support of research projects; being awarded grants
- presenting research at conferences, symposia, colloquia, etc.

While all of the relevant activities listed above will be counted in the assessment of whether a faculty member has demonstrated excellence in research, faculty are not required to participate in all of these activities to be considered excellent.

The FEC will use the measures below as a general guide to evaluating research but will also consider various circumstances as explained and documented in the faculty member's narrative when determining the final evaluation. Research and publication will be evaluated with a view toward balancing credit for work done in the year under consideration and credit for overall career development. The effort involved in successfully developing a new line of research, or in successfully completing research that requires unusual effort, expenditure of time, or technical skills will be taken into consideration. Following the five-year rule, colleagues who have established a trend of productivity over the previous five years should have their overall performance taken into account when evaluating a seemingly unproductive year, especially given evidence of ongoing research activity, re-tooling, impact on the field, and/or significant involvement in activities that include elements of teaching or service but also require a good deal of current scholarly knowledge—such as directing a dissertation, editing a journal, or making substantive decisions about a conference program.

With these factors in mind, faculty who demonstrate excellence in their research either in the year under review or in the larger context of substantial ongoing contribution to scholarship in their field will be rated "outstanding" in annual evaluations.

B. Assessing Quality of Research

Indications of quality for "outstanding" research include:

- books and chapters in edited volumes published by university presses or academically-oriented commercial presses relevant for the faculty member's field
- most journal articles published in refereed journals, whether top disciplinary journals that reach a broad audience or journals that are focused in particular subfields
- in the case of textbooks and other reference works, evidence of scholarly impact
- in the case of editing books or journals, explanation of the contribution
- in the case of publications in a language other than English and/or in a non-Anglo-American journal, documentation of the peer-review process as well as the impact and prestige of such work
- in the case of publications in non-refereed outlets, evidence of impact
- in the case of co-authored publications, explanation of the level of contribution
- citations and reviews of publications, where available
- grants, fellowships, and scholarly awards as well as unfunded grant applications that are clearly substantive

C. Assessing Quantity of Research

Given a standard research assignment of 45% for the year and sufficient indications of quality, the following publication levels will merit the following ratings in research:

<u>Outstanding (5)</u>

- Publication of a single-authored or co-authored book (merits an evaluation of "outstanding" in the year of publication and for 3 years thereafter).
- Publication of an edited or co-edited book with a substantial scholarly contribution by the editor(s) (merits an evaluation of "outstanding" in the year of publication and for 2 years thereafter)
- Publication of a revised edition of a book (with evidence of substantial revision, merits an evaluation of "outstanding" in the year of publication and for 1-2 years thereafter depending on the extent of revision; without evidence of substantial revision, merits an evaluation of "outstanding" in the year of publication)
- Publication of a single-authored or co-authored article or book chapter in a peer-reviewed journal or edited volume (with evidence of substantial contribution, if co-authored)
- Publication of a review essay with substantive length and some original contribution in assessing the state of the field
- Receipt of a major research-focused award, grant, or fellowship that is nationally competitive
- 3 or more of the peer-reviewed items from the list that merits a rating of "strong/outstanding"

- Presentation of a scholarly paper or address or participation in a roundtable at a professional conference
- Submission of an original or substantially revised article or book chapter manuscript for editorial review
- Ongoing progress on a book or edited collection involving circulation of its smaller components, i.e. circulation or presentation of completed chapters but without official assessments from a press
- Evidence of progress on fieldwork for a new project and/or work involved in re-tooling or changing to a new research focus
- Submission of a major research-focused award, grant, or fellowship without evidence of positive reviews
- Delivery of a professional report
- Receipt of a small external grant to support research (i.e. a travel grant)
- In cases where there is a trend of "strong" productivity over the previous five years, some evidence of ongoing research activity, re-tooling, impact on the field, and/or significant involvement in teaching or service activities that also require a good deal of current scholarly knowledge (following the "five year rule")

Satisfactory (3)

- Evidence of ongoing research activity, i.e. work in progress but not yet in circulation.

Unsatisfactory (1-2)

- Record does not meet the departmental standard for satisfactory
- Or no materials were submitted for evaluation by the deadline

IV. Service

Faculty may provide service through a variety of activities, including but not limited to:

University Service

- serving on, or chairing, committees in the school, college, or university
- writing proposals and documents for the school, college, or university
- reviewing proposals for university awards
- giving presentations at university events

Professional Service

- chairing or serving as a discussant for a panel at a conference
- reviewing a manuscript for a refereed journal or academic book publisher
- serving on a journal's editorial board
- handling the administrative components of editing or co-editing journal
- being a book series editor for a publisher

- reviewing paper proposals for a section of a professional conference
- organizing conferences or workshops
- serving on scholarly awards committees
- reviewing grant proposals
- reviewing tenure and promotion applications for candidates at other universities
- reviewing academic programs at other universities
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