

**Department of Anthropology and Sociology**  
**Evaluation of Teaching**  
**Non-tenure Track Adjunct Faculty**

Each semester that courses are taught<sup>1</sup>, adjunct faculty members will submit portfolios for the evaluation of their teaching. Each portfolio should contain the elements described below. **All materials should be submitted to the department chair in electronic form, preferably on a single disk or jump drive, but a single large PDF would also work if email is necessary.**

- A. **Overview of Teaching Responsibilities** – In this section, the faculty members should provide the following for each course taught:
- a. Title
  - b. Number of students enrolled
  - c. Syllabus
  - d. Tests and other assignments given
  - e. Grade distribution
  - f. Student evaluations
  - g. Any other materials that will help the personnel committee assess the quality of instruction
- B. **Teaching Narrative** – In this narrative, the faculty member should address the following:
- a. Goals/objectives for the course and how well they were met – what worked well, what didn't; what should be kept and what should be changed
  - b. Work done in terms of course development, maintenance, or revision
  - c. Any professional development activities (e.g., workshops attended)
  - d. Any peer evaluation of teaching

## EVALUATION CATEGORIES

The adjunct faculty member's performance will be evaluated to see whether he/she met expectations of the department, exceeded expectations, or fell short of them. The faculty member will receive written feedback and will then meet with the committee to discuss areas for potential development in teaching as well as areas of success.

### TEACHING

#### Satisfactory – Meets Expectations

An adjunct faculty member's teaching shall be deemed "satisfactory" if the faculty member

1. demonstrates the following professional behaviors
  - meeting, holding, and dismissing classes at the designated time and place
  - preparing and distributing appropriate syllabi or other course materials
  - submitting grades in a timely manner
2. meets course standards for each course level as outlined by program (see attachment),
3. meets the pedagogical standards of the faculty member's field, e.g. using appropriate textbooks, lecture materials, and pedagogical techniques. Pedagogical standards are distinct from the course standards outlined by the program.
4. has student evaluation *median* scores of 4.00 or above for all questions asked. However, scores are evaluated within the context of the course. If a class is new or challenging or the instructor engages students with new pedagogical techniques, lower median scores in this type of class will be evaluated in this context.

#### Good – Exceeds Expectations

An adjunct faculty member's teaching shall be deemed "good" if the faculty member

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<sup>1</sup> If an adjunct will be teaching both in the spring and fall of the calendar year, he/she may request to the personnel committee that they submit their portfolio in January of the next year during the regular personnel evaluation period.

1. meets the expectations outlined under “satisfactory,”
2. documents activities in at least one of the following categories
  - Course Development*: includes development of a new course (new for faculty member or program), teaching materials or activities, and/or instructional techniques; significant course revision in line with individual/program objectives;
  - Course Maintenance*: As it is understood that a course does not require significant revision each time it is taught, the continued use of innovative or time intensive teaching materials or techniques, e.g. service learning, labs, significant assignments, or continued significant updating of pedagogical materials may be included in this section.
  - Professional Development*: includes involvement in professional activities related to one's teaching such as pedagogical publications, conference presentations, attendance at workshops, etc.
  - Peer Evaluation of Teaching*: peer evaluations may be done by colleagues, chair, instructional support services staff, or other qualified individuals. Faculty member should include in the narrative a discussion of how the evaluation will impact their teaching.
  - Other/Special considerations*: If there are activities that relate to teaching that do not conveniently fit under the above four categories, they may be included here. Faculty may also include note of exceptional student evaluation scores relative to the demonstrated rigor of the course.

#### Excellent – Far Exceeds Expectations

An adjunct faculty member's teaching shall be deemed “excellent” if the faculty member

1. meets the expectations outlined under “good”
2. documents one of the following (a OR b)
  - a. measures of effectiveness (beyond student evaluations) for course
  - b. additional activities in two or more of the categories outlined under “good”: *course development, course maintenance, professional development, peer evaluation of teaching, and other.*

#### Needs Improvement – Below Expectations

An adjunct faculty member's teaching shall be deemed “needs improvement” if the faculty member meets ONE of the following criteria:

1. does not engage in at least three of the professional behaviors outlined under “satisfactory”
2. does not meet program course standards or pedagogical standards for their field
3. has student evaluation *median* scores of 3.50 or below in a course

#### Unsatisfactory

An adjunct faculty member's teaching shall be deemed “unsatisfactory” if the faculty member meets TWO or more of the criteria listed under “needs improvement”, e.g. 1 & 2, 1& 3, or 2 &3.

**Department of Anthropology and Sociology**  
**Evaluation of Teaching & Service**  
**Non-tenure Track Visiting Faculty**

Each year<sup>2</sup>, visiting faculty members will submit portfolios for the evaluation of their teaching and service. Each portfolio should contain the elements described below. **All materials should be submitted to the department chair in electronic form, preferably on a single disk or jump drive, but a single large PDF would also work if email is necessary.** The workload distribution for visiting faculty is 80% teaching/20% service. Therefore, the sections below will be weighted accordingly.

## I. TEACHING

- C. **Overview of Teaching Responsibilities** – In this section, the faculty members should provide the following for each course taught:
- a. Title
  - b. Number of students enrolled
  - c. Syllabus
  - d. Tests and other assignments given
  - e. Grade distribution
  - f. Student evaluations
  - g. Any other materials that will help the personnel committee assess the quality of instruction
- D. **Teaching Narrative** – In this narrative, the faculty member should address the following:
- a. Goals/objectives for the course and how well they were met – what worked well, what didn't; what should be kept and what should be changed
  - b. Work done in terms of course development, maintenance, or revision
  - c. Any professional development activities (e.g., workshops attended)
  - d. Any peer evaluation of teaching
  - e. Any student development work

## II. SERVICE

Service should comprise approximately 20% of faculty work.<sup>3</sup>

- A. **Basic Service Narrative** – It is understood that a visiting faculty member will have different service opportunities and obligations from those of regular faculty members. Basic service activities for visiting faculty members include:
- Attending regularly scheduled department and program meetings as requested
  - Responding in a timely fashion to requests from Program Directors or the Department Chair (e.g., to provide information or schedule a meeting)
  - Keeping regular service office hours as required by departmental office hours policy
- Service activities which the faculty member participated in should be listed in a brief narrative.
- B. **Narrative of Additional Service Activities** – Although visiting faculty members do not have the same service opportunities as regular faculty, there are opportunities to go beyond basic expectations. The narrative should provide a list and brief description of these sorts of service activities. Some examples of service in different areas include (but are not limited to):

***Service to the Department, College, and University***

- Sociology or Anthropology Club or other work with student clubs

<sup>2</sup> Since the academic year (fall/spring semester) is not the same as the evaluation year (the calendar year), visiting faculty who are only employed for one academic year are required to submit materials at the end of each semester that they are at USM.

<sup>3</sup> 20% equates to 8 hours per week or 256 hours per year.

- Organizing visiting lecturers/workshops
- Participating in events such as the Undergraduate Symposium (judging abstracts/posters/presentations)

### ***Service to the Profession***

- Professional organization membership/involvement in subcommittees
- Editorial Board membership
- Manuscript reviewing for journals
- Session Organizer for professional meeting

### ***Service to the Community***<sup>4</sup>

- Guest lectures to community organizations
- Workshops for area professionals
- Discussant for public events

## **EVALUATION CATEGORIES**

The faculty member's performance will be evaluated to see whether he/she met expectations of the department, exceeded expectations, or fell short of them. The faculty member will receive written feedback and will then meet with the committee to discuss areas for potential development in teaching as well as areas of success.

### **TEACHING**

#### Satisfactory – Meets Expectations

A faculty member's teaching shall be deemed "satisfactory" if the faculty member

1. demonstrates the following professional behaviors
  - teaching assigned course load as appropriate to departmental needs
  - meeting, holding, and dismissing classes at the designated time and place
  - preparing and distributing appropriate syllabi or other course materials
  - keeping regular, posted office hours
  - submitting grades in a timely manner
2. meets course standards for each course level as outlined by program (see attachment),
3. meets the pedagogical standards of the faculty member's field, e.g. using appropriate textbooks, lecture materials, and pedagogical techniques. Pedagogical standards are distinct from the course standards outlined by the program.
4. has student evaluation *median* scores of 4.00 or above for all questions asked. As faculty are encouraged to take on new or challenging classes, improve rigor, and engage students with new pedagogical techniques, lower median scores in this type of class will be evaluated in this context.

#### Good – Exceeds Expectations

A faculty member's teaching shall be deemed "good" if the faculty member

1. meets the expectations outlined under "satisfactory,"
2. documents activities in at least one of the following categories
  - Course Development*: includes development of a new course (new for faculty member or program), teaching materials or activities, and/or instructional techniques; significant course revision in line with individual/program objectives;
  - Course Maintenance*: As it is understood that a course does not require significant revision each time it is taught, the continued use of innovative or time intensive teaching materials or techniques, e.g. service learning, labs, significant assignments, or continued significant updating of pedagogical materials may be included in this section.
  - Professional Development*: includes involvement in professional activities related to one's teaching such as pedagogical publications, conference presentations, attendance at workshops,

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<sup>4</sup> Service to the community is defined as contributions to the community done within the faculty member's professional capacity.

etc.

- *Peer Evaluation of Teaching*: peer evaluations may be done by colleagues, chair, instructional support services staff, or other qualified individuals. Faculty member should include in the narrative a discussion of how the evaluation will impact their teaching.
- *Student Development*: includes successful direction/chairing of individual student work, e.g. theses, projects, independent research, student presentations at meetings or other non-class settings; direction of internships; or significant student mentoring. If a faculty member does not chair a student committee but feels that their work with a student merits consideration under this section, they may include that information here.
- *Other/Special considerations*: In addition, if there are activities that relate to teaching that do not conveniently fit under the above four categories, they may be included here. Faculty may also include note of exceptional student evaluation scores relative to the demonstrated rigor of the course.

### Excellent – Far Exceeds Expectations

A faculty member's teaching shall be deemed “excellent” if the faculty member

1. meets the expectations outlined under “good”
2. documents one of the following (a OR b )
  - a. measures of effectiveness (beyond student evaluations) for two or more courses.
  - b. additional activities in two or more of the categories outlined under “good”: *course development, course maintenance, professional development, peer evaluation of teaching, student development, and other.*

### Needs Improvement – Below Expectations

A faculty member's teaching shall be deemed “needs improvement” if the faculty member meets ONE of the following criteria:

1. does not engage in at least three of the professional behaviors outlined under “satisfactory”
2. does not meet program course standards or pedagogical standards for their field in two or more courses
3. has student evaluation *median* scores of 3.50 or below in 2 or more courses

### Unsatisfactory

A faculty member's teaching shall be deemed “unsatisfactory” if the faculty member meets TWO or more of the criteria listed under “needs improvement”, e.g. 1 & 2, 1& 3, or 2 &3.

## **SERVICE**

### Satisfactory – Meets Expectations

Faculty member has satisfactorily engaged in basic service to the department.

### Good – Exceeds Expectations

To earn a rating of “good,” a faculty member must fulfill the above standards of “meeting expectations” plus

- Engage in service in at least one area (e.g., department, college, university, profession, and/or community) beyond what is required for satisfactory.
- Demonstrate in the narrative that he or she has at least 85 hours of active service work in a participatory capacity for the year; and
- Explain in the narrative how his or her work has appreciable benefits to the department, college, university, discipline, or community.

### Excellent – Far Exceeds Expectations

To earn a rating of “excellent,” a faculty member should “meet expectations” as defined above plus

- Engage in service in at least two different areas (e.g., department, college, university, profession, community, and/or significant recruitment activities);
- Volunteer to serve or identify innovative service opportunities;
- Take a leadership role in service activities, e.g. committee/subcommittee/project chair;
- Demonstrate in the narrative that he or she has at least 105 hours of active service work in a participatory capacity for the year; and
- Explain in the narrative how his or her work has appreciable benefits to the department, college, university, discipline, or community.

**Department of Anthropology and Sociology**  
**Evaluation of Teaching**  
**Tenure-Track Faculty**  
**Effective date January 2016**

Each year faculty members will submit portfolios for the evaluation of their teaching addressing the areas of professionalism and quality. Each portfolio should contain the following elements:

**A. Statement of Teaching Responsibilities for the Past Year**

List specific courses with number of sections for each semester.  
Also list any independent study, practicum, and/or field courses.

**B. Teaching Narrative**

In this section, the faculty member should provide

1. a brief description of how each course was taught, addressing how it meets the course standards as outlined by each program,
2. an overall personal assessment of teaching activities – what worked well, what did not, what needs to be improved,

In this section, the faculty member may provide

1. a description of *course maintenance, course development, professional development, and/or student development* activities
2. a description of the method and outcome of peer evaluations if done.

**C. Teaching Objectives for the Next Year**

In this section the faculty member should include specific objectives for the next year. These objectives may be

- 1) programmatic (e.g. teaching specific course(s) as required by program, development of new courses, revising courses in line with program needs, student development)
- 2) course specific (e.g. course maintenance, course revisions, continued or new use of technologies or pedagogical techniques)
- 3) OR, skill specific (e.g. seminars, workshops, conferences, grants, etc)

**D. Supporting Materials**

- The faculty member should include for each course: a syllabus, copies of exams, handouts, assignments, projects, or other supporting materials, grade distributions, and student evaluations.
- Faculty members may also include other materials to document *course maintenance, course development, professional development, and student development* activities, *peer evaluation*, and other measures of teaching effectiveness.

**Evaluation Categories**

**Satisfactory – Meets Expectations**

A faculty member's teaching shall be deemed “satisfactory” if the faculty member

1. demonstrates the following professional behaviors
  - teaching assigned course load as appropriate to departmental needs
  - meeting, holding, and dismissing classes at the designated time and place
  - preparing and distributing appropriate syllabi or other course materials
  - keeping regular, posted office hours
  - submitting grades in a timely manner
  - (for faculty chairing graduate student committees) communicating with students as necessary to

- facilitate completion of their thesis or project
2. meets course standards for each course level as outlined by program (see attachment),
  3. meets the pedagogical standards of the faculty member's field, e.g. using appropriate textbooks, lecture materials, and pedagogical techniques. Pedagogical standards are distinct from the course standards outlined by the program.
  4. has student evaluation *median* scores of 4.00 or above for all questions asked. As faculty are encouraged to take on new or challenging classes, improve rigor, and engage students with new pedagogical techniques, lower median scores in this type of class will be evaluated in this context.

### Good – Exceeds Expectations

A faculty member's teaching shall be deemed “good” if the faculty member

1. meets the expectations outlined under “satisfactory,”
2. documents activities in at least one of the following categories
  - Course Development*: includes development of a new course (new for faculty member or program), teaching materials or activities, and/or instructional techniques; significant course revision in line with individual/program objectives; an instructional grant submission.
  - Course Maintenance*: As it is understood that a course does not require significant revision each time it is taught, the continued use of innovative or time intensive teaching materials or techniques, e.g. service learning, labs, significant assignments, or continued significant updating of pedagogical materials may be included in this section.
  - Professional Development*: includes involvement in professional activities related to one's teaching such as pedagogical publications, conference presentations, attendance at workshops, etc.
  - Peer Evaluation of Teaching*: peer evaluations may be done by colleagues, chair, instructional support services staff, or other qualified individuals. Faculty member should include in the narrative a discussion of how the evaluation will impact their teaching.
  - Student Development*: includes successful direction/chairing of individual student work, e.g. theses, projects, independent research, student presentations at meetings or other non-class settings; direction of internships; or significant student mentoring. If a faculty member does not chair a student committee but feels that their work with a student merits consideration under this section, they may include that information here.
  - Other/Special considerations*: As it is understood that circumstances arise that affect teaching such as being required to teach an overload or multiple new preparations in a semester, etc., the faculty member may include activities related to going above and beyond what is required of the faculty member in a normal year. In addition, if there are activities that relate to teaching that do not conveniently fit under the above four categories, they may be included here. Faculty may also include note of exceptional student evaluation scores relative to the demonstrated rigor of the course.

### Excellent – Far Exceeds Expectations

A faculty member's teaching shall be deemed “excellent” if the faculty member

1. meets the expectations outlined under “good”
2. documents one of the following (a, b , OR c)
  - a. a teaching award.
  - b. measures of effectiveness (beyond student evaluations) for two or more

courses.

c. additional activities in two or more of the categories outlined under “good”: *course development, course maintenance, professional development, peer evaluation of teaching, student development, and other.*

#### Needs Improvement – Below Expectations

A faculty member's teaching shall be deemed “needs improvement” if the faculty member meets ONE of the following criteria:

1. does not engage in at least three of the professional behaviors outlined under “satisfactory”
2. does not meet program course standards or pedagogical standards for their field in two or more courses
3. has student evaluation *median* scores of 3.50 or below in 2 or more courses

#### Unsatisfactory

A faculty member's teaching shall be deemed “unsatisfactory” if the faculty member meets TWO or more of the criteria listed under “needs improvement”, e.g. 1 & 2, 1& 3, or 2 &3.

4/21/16

**Department of Anthropology and Sociology  
Evaluation of Teaching  
Graduate Instructors (TAs)**

All instructors of record are evaluated on their teaching each year. Graduate TAs should submit portfolios for the evaluation of their teaching within three weeks of the end of the semester in which they taught. Each portfolio should contain the elements described below. **All materials should be submitted to the department chair in electronic form, preferably on a single disk or jump drive, but a single PDF would also be acceptable if email is necessary.**

**I. TEACHING PORTFOLIO**

E. **Overview of Teaching Responsibilities** – Please provide the following for the course taught:

- a. Title
- b. Number of students enrolled
- c. Syllabus
- d. Tests and other assignments given
- e. Grade distribution
- f. Student evaluations
- g. Any other materials that will help the personnel committee assess the quality of instruction

F. **Teaching Narrative** – In this narrative, the instructor should address the following:

- a. Goals/objectives for the course and how well they were met – what worked well, what didn't; what should be kept and what should be changed
- b. Any professional development activities (e.g., workshops attended)
- c. Faculty teaching advisor evaluation of teaching; any other evaluation of teaching

**II. EVALUATION CATEGORIES**

The instructor's performance will be evaluated to see whether he/she met expectations of the department, exceeded expectations, or fell short of them. The instructor will receive written feedback and will then meet with the graduate director to discuss areas for potential development in teaching as well as areas of success.

**Satisfactory – Meets Expectations**

An instructor's teaching shall be deemed "satisfactory" if the instructor

1. demonstrates the following professional behaviors
  - meeting, holding, and dismissing classes at the designated time and place
  - preparing and distributing appropriate syllabi or other course materials
  - keeping regular, posted office hours
  - submitting grades in a timely manner
2. meets course standards for each course level as outlined by program (see attachment),
3. meets the pedagogical standards of the discipline's field, e.g. using appropriate textbooks, lecture materials, and pedagogical techniques. Pedagogical standards are distinct from the course standards outlined by the program.
4. has student evaluation *median* scores of 4.00 or above for all questions asked. However, scores are evaluated within the context of the course. If a class is

challenging or the instructor engages students with new pedagogical techniques, lower median scores in this type of class will be evaluated in this context.

5. is positively evaluated by the faculty TA advisor on the departmental rubric to evaluate in-class teaching performance

### Good – Exceeds Expectations

An instructor's teaching shall be deemed "good" if the instructor

1. meets the expectations outlined under "satisfactory,"
2. documents activities in at least one of the following categories
  - Course Development*: includes development/use of innovative or time intensive teaching materials or techniques, e.g. service learning, labs, significant assignments
  - Professional Development*: includes involvement in professional activities related to one's teaching such as attendance at workshops, etc.
  - Evaluation of Teaching*: additional evaluations may be done by chair, instructional support services staff, or other qualified individuals. Instructor should include in the narrative a discussion of how the evaluation will impact their teaching.
  - Other/Special Considerations*: In addition, if there are activities that relate to teaching that do not conveniently fit under the above four categories, they may be included here. Instructors may also include note of exceptional student evaluation scores relative to the demonstrated rigor of the course.

### Excellent – Far Exceeds Expectations

An instructor's teaching shall be deemed "excellent" if the instructor

1. meets the expectations outlined under "good"
2. documents one of the following (a OR b )
  - a. measures of effectiveness (beyond student evaluations) for two or more courses.
  - b. additional activities in two or more of the categories outlined under "good" *course development, professional development, evaluation of teaching, and other/special considerations.*

### Needs Improvement – Below Expectations

An instructor's teaching shall be deemed "needs improvement" if the instructor meets ONE of the following criteria:

1. does not engage in at least three of the professional behaviors outlined under "satisfactory"
2. does not meet program course standards or pedagogical standards for their field in two or more courses
3. has student evaluation *median* scores of 3.50 or below in the course. However, lower student evaluation scores can be mediated by a strong evaluation from the faculty teaching advisor.

### Unsatisfactory

An instructor's teaching shall be deemed "unsatisfactory" if the instructor meets TWO or more of the criteria listed under "needs improvement", e.g. 1 & 2, 1& 3, or 2 &3.