

goals. Summative evaluations measure the degree to which institutional standards are met

disciplinary context and relevant course characteristics.

Peers/External Evaluators

At a minimum, peers/external evaluators will contribute to the assessment of the appropriateness of the course design and the instructional delivery, including the grading and assessment of learning outcomes.

Departmental policies must specify the process and methods of the various types of peer/external evaluator evaluation.

To increase inter-rater reliability and validity, the CEMS leadership team will develop a common rubric for all peer/external evaluator evaluations to follow.

Guiding Principles for Evaluation Protocols and Frequency

The College and Departments will develop teaching mentoring and evaluation protocols that are not overly cumbersome, and to design the schedule of peer/external evaluation strategically and selectively, according to the following guiding principles.

Departments will be responsible for providing new faculty members with some form of role-modeling and

deficiencies indicated by peer/external or student evaluations, new pedagogical approaches they have incorporated, what resources they have sought out to improve their teaching effectiveness (e.g., attending relevant conferences or short courses, utilizing web repositories, books, consultations with CTL), etc.

Based on the above, the self-assessment must include a justifiable self-evaluation

Respects, supports and cultivates diversity and inclusion in the classroom setting and during other interactions with students.

Takes on additional teaching responsibilities when the need or opportunity arises (e.g., supervises independent study, practical, or service learning courses, student research projects, honors theses, etc.), if allowed to.

Supervises undergraduate and masters projects, theses, or doctoral dissertations (if a graduate faculty member).

Communicates an interest in personal welfare and intellectual development of students.

meets and in some cases exceeds expectations denoted

- there should be substantial evidence of quality based on the

following indicators:

Shows marked evidence of success in many of the above mentioned categories, but generally the quantity and/or quality is less than that of an "excellent" teacher.

Receives student evaluations that are still very positive but not at same level as an "excellent" teacher.

Generates feedback that is highly positive but to a lesser degree than for an "excellent" teacher.

Collects, assesses and submits accreditation-related data from the courses taught in timely manner when relevant.

satisfactorily meets all expectations denoted henceforth

- there should be substantial evidence of quality based on the following

indicators:

Shows some evidence of success in some of the above-mentioned categories, but generally the quantity and/or quality is less than that of a "highly satisfactory or excellent" teacher.

Receives positive as well as primarily satisfactory student evaluations.

Generates feedback that is generally positive but to a lesser degree than for a "highly satisfactory" teacher.

Makes themselves available to students on a basis commensurate with the faculty member's teaching and advising assignments, and maintains office hours reasonably convenient to students.

Makes substantive and sincere adjustments to teaching in response to deficiencies identified by student and/or peer/external evaluations.

Collects and submits accreditation-related data from the courses taught in a timely manner when relevant.

meets most expectations, but some improvements needed

there should be substantial evidence of quality based on the following indicators:

Shows only marginal evidence of success in the above-mentioned categories, and generally the quality is less than that of a "satisfactory" teacher.

Receives mostly satisfactory, but a significant number of poor, student evaluations.

complaints.

Is minimally available to students on a basis commensurate with the faculty member's