



Guide to Tenured and Tenure-Track Faculty Reviews July 2021

The development of a quality faculty is of utmost importance to the success of the educational institution. To provide for professional development and continued excellence, non-tenured full-time faculty members participate in annual reviews conducted by the Department Chair. Tenured faculty members participate in three-year reviews conducted by the Dean. These reviews are to be formative in nature. Faculty participate in their own reviews through the annual self-evaluation. Where areas for improvement in a faculty member's performance are identified, deans and department chairs should work with the faculty member to develop and implement a plan to address identified areas of concern.

Additionally, the faculty review process will be used by the Faculty Evaluation Team (FET) for the advancement and tenure process. These reviews are intended to be summative in nature, and FETs will ultimately make recommendations about a faculty member's standing.

All reviews should focus on teaching, professional development, and service and should be submitted to the Office of Academic Affairs upon completion.

This packet is designed to guide these faculty reviews, and it has three sections.

Introduction	Responsibilities of Individuals Involved in the Faculty Review Process
Forms	Faculty Review Documents
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Introduction

Responsibilities of Individuals Involved in the Faculty Review Process

Faculty Member

1. Maintain Professional Dossier—can be electronic and/or hard copy. The Dossier should be held by the faculty member, updated regularly, made available to dean and department chair for reviews, and be submitted to Academic Affairs each time a faculty member undergoes an advancement or tenure review:
 - a. Current Curriculum Vitae;
 - b. Most recent MOU, as well as past MOUs for faculty positions at Snow;
 - c. A Faculty Development Plan (FDP) approved in the past three years (see Form B in this packet);
 - d. Self-Evaluations from the past three years (see Forms A1 and A2 in this packet);
 - e. Syllabi for all courses (not individual sections) taught in the past three years;
 - f. Sample assignments and assessments for all courses taught in the past three years;
 - g. Additional materials required by division/department.
2. For annual and three-year reviews, submit dossier to chair or dean for scheduled review by deadline (see Appendix 1 in this packet).
3. Work with the department chair if an Action Plan for Faculty is initiated.
4. For advancement or tenure review, submit dossier to Academic Affairs for Advancement and Tenure Committee (ATC) review by the deadline. While it is not required, the Dossier could be accompanied by a letter of application that includes a pedagogical statement. The VPAA office will make annual and three-year evaluations from deans and chairs available to the FET.
5. Meet with the FET as requested (the candidate could also request a meeting with the FET if so desired). Check with FET throughout the process to ensure they have materials they need and that the review is being completed.
6. Write a response to the recommendation made by FET within two weeks of receiving the FET draft letter and submit that response to the FET committee lead (you may also want to share it with the dean and department chair).

Department Chair

Reviews of Non-Tenured Faculty

1. Conduct annual evaluations for non-tenured faculty (submit to the Vice President for Academic Affairs by April 15): for non-tenured faculty, an annual evaluation of faculty member should include a review of the FDP and of the self-evaluations. The chair should fill out a Comprehensive Review Form (Form D in this packet) which evaluates teaching, professional development, and service.
2. Create an Action Plan for Faculty (see Form E in this packet) for individuals who receive a “does not meet expectations” on any expectation (both the faculty member and the VPAA office should receive a copy of this).
3. Follow-up with any formal Action Plan for Faculty.

Reviews of Faculty Undergoing ATC Review

1. Check in with FET lead throughout the process.
2. Work with ATC division representative throughout the process.
3. Write a response to the FET recommendation for tenure and advancement and provide documentation as necessary within two weeks of receiving the FET draft letter.
4. Send reply to FET recommendation to FET lead.

Other Reviews

1. Write letters of support when asked by faculty members.

Division Dean

Reviews of Tenured Faculty

1. Conduct three-year Evaluations for tenured faculty (submit to Vice President for Academic Affairs by April 15): for tenured faculty, an evaluation of the faculty member should include a review of the FDP and of the self-evaluations. The chair should fill out a Comprehensive Evaluation (Form D in this packet) which evaluates teaching, professional development, and service.
2. Create an Action Plan for Faculty for individuals who receive “does not meet expectations” on any expectation (submitted to AA).
3. Follow-up with any formal Action Plan for Faculty(s).

Reviews of Faculty Undergoing ATC Review

1. Organize a Faculty Evaluation Team (FET) for each faculty member being considered for advancement or tenure review. The FET consists of at least three faculty members (at least one faculty member from the department and/or division and at least one faculty

member from outside the division). One of the FET members will be designated as the Lead. The FET lead must be tenured.”

2. Check-in with FET lead periodically to ensure the process is running smoothly and efficiently. Ensure FET is clear on what review(s) the candidate is undergoing.
3. Work with ATC division representative throughout the process.
4. Write a response to the FET recommendation for tenure and advancement and provide documentation as necessary within two weeks of receiving the FET draft letter.
5. Send reply to FET recommendation to FET leads.

Other Reviews

1. Write letters of support when asked by faculty members.
2. College workload policies and MOUs define faculty member expectations generally. In divisions/departments where there is a need for specific guidelines, define those and share with division, FET committee members, and ATC.

Faculty Evaluation Team (FET)

1. Receive dossier and meet with team to establish assignments and timelines. Meet early and often (as needed) throughout the review process.
2. Evaluate faculty member’s teaching (classroom observations, teaching documents, student evaluations), professional development, and service.
3. Complete forms (Course Observation Forms and Comprehensive Review Form), providing strong and convincing evidence for both strengths and weaknesses.
4. Compose a letter summarizing the evaluation and recommending an ATC decision. The letter will generally be written by the FET Lead based on the input from each team member. See Appendix 3 for sample letters. Incorporate specifics from the dossier, comprehensive review, and classroom observations into the letter.
5. Evaluate additional materials held in Academic Affairs if necessary.
6. Meet with the dean and department chair, as needed, throughout the review.
7. Meet with the faculty member to discuss observations, ask questions, and seek additional clarification and insight (especially regarding any criteria not directly observed during the class observations or explained in the dossier).
8. Share recommendation letter, Comprehensive Review (Form D), and Course Observations Forms with the candidate, department chair, and dean. The dean, department chair, and candidate should provide a written response within two weeks.
9. Revise the Comprehensive Review and recommendation letter if necessary (based upon feedback).
10. Submit final recommendation letter (signed by ALL FET members) and all review materials (including at least one Classroom Observation Form from each FET member, one completed Comprehensive Review Form, and response letters from the candidate, dean, and department chair) to the Advancement and Tenure Committee through Academic Affairs.

Recommendations for FETs

- The FET completes a comprehensive review, so plan to spend 7-10 hours (perhaps more for the FET Lead), which should include time for planning, evaluation of materials, class observations, and completing the comprehensive review form and recommendation letter.
- Protect privacy throughout this process: FETs will have access to sensitive information throughout a candidate's review (student evaluations, chair, and dean reviews, etc.) and, as such, must exercise caution when discussing FET matters outside of the FET.
- Meet as a team before beginning the evaluation process, look through the Comprehensive Evaluation form, and determine the specific evidence that shows each criterion is being met.
- "Meets Expectation" is the standard. Faculty can be advanced and tenured with a "meets expectation" rating. Some departments and/or divisions will develop specific guidelines for meeting expectations.
- The evidence included on each form should support any claim of meets expectation, exceeds expectation, and/or does not meet expectations.
- Consider evaluating an area or two together as a "norming" strategy
- Look through candidate materials to ensure all materials are present: request any additional materials you might need.
- Arrange to observe different courses and classes and to observe different mediums when faculty teach in multiple mediums (e.g. online, IVC, face to face). The final recommendation should include at least one completed classroom observation form for each FET that includes specific evidence for each criterion.
- Meet with the faculty member to discuss observations, ask questions, and seek additional clarification and insight (especially regarding any criteria not directly observed during the class observations or explained in the dossier).
- Consider asking to take the last ten minutes of a class or convene a group of students to interview students about course, feedback, and/or professor.
- Fill out the Comprehensive Review Form as you evaluate the dossier and other materials. Meet as a team and use information from each team member to complete the one Comprehensive Review Form that will be submitted with the recommendation.
- Meet as a team to make decisions about the recommendation.
- The FET lead writes a draft letter and seeks input from the other team members.
- Because the letter should summarize the complete review process in making a recommendation, expect the recommendation letter to draw from information contained in the comprehensive review and classroom observations.
- If the FET is not in agreement on the class evaluation, the FET could have a course filmed and then watch and discuss it together.
- If the FET does not agree on the recommendation, a team member may write a separate evaluation letter.
- Share the evaluation letter(s) with dean, department chair, and candidate
- Revise letter(s) if necessary (based upon feedback).

- Submit final recommendation letter(s) and all review materials (comprehensive review, classroom observations, letter responses, and other materials) to Academic Affairs for ATC review as one packet.
- Submit all recommendation documents in a single-sided format for scanning purposes. Consider submitting the information electronically.

Advancement and Tenure Committee Members

1. Ensure faculty in division are notified of process, timeline, and review expectations.
2. Ensure FET leads are clear on expectations.
3. Ensure FET process is complete and thorough.
4. Support individuals (faculty member, dean, department chair) throughout the process.
5. Ensure proper and complete documents are submitted to FET lead and upon completion to Academic Affairs.
6. Evaluate candidates across disciplines with consistency.

Forms

Faculty Review Documents

Form A1	Faculty Self Evaluation (General)
Form A2	Faculty Self-Evaluation (Online)
Form A3	FET Evaluation
Form B	Faculty Development Plan
Form C1	Course Observation Form (Face-to-Face)
Form C2	Course Observation Form (Online)
Form C3	Course Observation Form (IVC)
Form D	Comprehensive Review
Form E	Action Plan for Faculty

Individual forms are available in Word format in the “Faculty Evaluation Resources” Canvas course.

If you have any questions regarding these forms or do not have access to the “Faculty Evaluation Resources” Canvas course, please contact your division’s Advancement and Tenure representative.

Faculty Self-Evaluation (General)

For each criterion, briefly identify, where applicable, what goals you set in the previous year (for non-tenured faculty) or in the previous 3-years (for tenured faculty), the results, and your goals and action plan for the upcoming year(s).

Name:

Teaching
<p>1. Engaged Teaching: What strategies do you incorporate into your teaching to promote student engagement?</p> <p>Response:</p>
<p><i>Goals, results, action plan:</i></p>
<p>2. Inquiry: What strategies do you employ to ensure a learning environment for all students that encourages student curiosity, inquiry, respect, and/or integrated thinking?</p> <p>Response:</p>
<p><i>Goals, results, action plan:</i></p>
<p>3. Course Refresh: What have you done to update and refresh the courses you teach?</p> <p>Response:</p>
<p><i>Goals, results, action plan:</i></p>
<p>4. Rigor: What do you do to ensure a rigorous class environment that helps students succeed?</p> <p>Response:</p>
<p><i>Goals, results, action plan:</i></p>

<p>5. Assessment (assessment tools include an assignment you give, data from program assessments, self-evaluations, dean and/or department chair reviews, etc.):</p>
<p>a. What assessment tools do you use and how do you ensure students are meeting outcomes through those assessments?</p> <p>Response:</p>
<p><i>Goals, results, action plan:</i></p>
<p>b. What changes have you made to your own teaching based upon assessment feedback?</p> <p>Response:</p>
<p><i>Goals, results, action plan:</i></p>
<p>c. Based upon recent course evaluations, what are your strengths and what are your weaknesses?</p> <p>Response:</p>
<p><i>Goals, results, action plan:</i></p>

<p>Professional Development</p>
<p>1. Lifelong Learning: How do you model a commitment to lifelong learning for your students and colleagues?</p> <p>Response:</p>
<p><i>Goals, results, action plan:</i></p>
<p>2. Developing Teaching: How have you used professional development opportunities to improve your teaching?</p> <p>Response:</p>
<p><i>Goals, results, action plan:</i></p>

Service	
1. Service: What service to department, division, college, profession, and/or community do you currently engage in?	
Response:	
<i>Goals, results, action plan:</i>	
2. Recruitment and Retention: How are you engaged with the recruitment and retention efforts of the department, division, and/or College?	
Response:	
<i>Goals, results, action plan:</i>	
3. Collaboration: What have you done recently that demonstrates your commitment to your colleagues (mentoring, collaboration, interdisciplinary work)?	
Response:	
<i>Goals, results, action plan:</i>	

Faculty Signature:	Date:
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Faculty Self-Evaluation (Online)

This rubric has been designed to aid in the ongoing self-evaluation of online courses. The feedback on this form should include reflection of successes and plans for improvement.

Faculty Name	Course	Date
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1. Course is aligned to student learning outcomes from the master syllabus (e.g. outcomes stated in course syllabus and on signature assignments, assessment strategy clearly ties to outcomes)

Evidence that the criterion is met:

Comments (if necessary):

2A. Instructor online presence and interactions (e.g. discussion forums, conferences, chat rooms, announcements, question and answer forum, online office hours, email) are appropriate for the needs and goals of the course

Evidence that the criterion is met:

Comments (if necessary):

2B. Course is personalized to reveal instructor’s character to help connect with students in the online environment (e.g. short instructor bio, pictures, welcome videos). Also, if the course is based on a shared master course or department template created by another instructor, any personalized images of the previous instructor are replaced and any videos showing or voiced by the previous instructor are replaced, unless intended to be shared.

Evidence that the criterion is met:

Comments (if necessary):

3. Course orientation and procedures are included and followed (including turnaround times for grading, feedback, etc.)

Evidence that the criterion is met:

Comments (if necessary):

4. Course navigation is clear, logical, and consistent. One of the approved online home pages is used and leads to well-developed modules that are labeled and organized by themes, weeks, or chapter units.

Evidence that the criterion is met:

Comments (if necessary):

5. Student responsibilities are clearly communicated to the students (e.g. course syllabus, assignment instructions, online chats, discussions, announcements, grading criteria)

Evidence that the criterion is met:

Comments (if necessary):

6. Course includes a variety of learning activities and resources (i.e. the course isn't composed with only reading quizzes or only discussion boards) to promote active student learning and achieve course/student learning outcomes

Evidence that the criterion is met:

Comments (if necessary):

7. College and department requirements are met (e.g. master syllabus, required assignments and exams, weekly student load, accessibility requirements)

Evidence that the criterion is met:

Comments (if necessary):

Reflection on student evaluations:

Additional comments, recommendations, and overall impressions:

Signature

Instructor: _____ Date: _____

FET Evaluation

Faculty Evaluation Teams (FETs) and other stakeholders in the FET review process may use this form as a checklist for the expectations of the FET review and to facilitate discussions regarding FET review quality.

Name of FET Member #1 (Lead):	Form Completed By:
Name of FET Member #2:	Form Completion Date:
Name of FET Member #3:	
Name of FET Member #4 (if needed):	

1. Expectations met for FET review deadlines.		
Yes	No	Explanation of Criteria
		FET review began by <u>2nd Friday of the semester.</u>
		Completed Comprehensive Review (Form D), preliminary recommendation letter, and course observation forms and sent them to candidate, department chair, and dean by <u>8th Friday of the semester.</u>
		After receiving written responses from candidate, chair, and dean, a final draft comprehensive review and recommendation letter was completed and submitted along with all response letters and dossier to Academic Affairs by the <u>end of the semester.</u>
<i>Comments (if necessary):</i>		

2. Expectations met for FET Member #1 (Lead).		
Yes	No	Explanation of Criteria
		Sent candidate dossier documents to all FET members immediately after receiving them from Academic Affairs.
		Reviewed candidate dossier (Curriculum Vitae, MOU, FDP, self-evaluations, syllabi, sample assignments/assessments).
		Reviewed student evaluations with a focus on identifying trends, taking care not to focus on extreme comments that only occur once or twice.
		If from the candidate's division, provided Division-specific insights and perspectives to the team throughout the review. If from outside the candidate's division, provided outside-the-Division insights and perspectives to the team throughout the review.
		Scheduled and hosted a team meeting early in the semester to establish assignments and timelines.
		Observed at least one class taught by the candidate and completed a course observation form in a timely manner.
		Followed up with other team members to ensure that course observations were being conducted in a timely manner and the observation forms were being completed and forwarded to all team members and the candidate.
		Based on input from each team member, completed the Comprehensive Review (Form D), providing strong and convincing evidence for both strengths and weaknesses.
		Based on input from each team member, wrote the recommendation letter, incorporating specifics from the dossier, comprehensive review, and classroom observations.
		Signed the final FET recommendation letter.
		Signed and submitted a separate letter of dissent if individual recommendation does not align with the consensus of the FET.
		Scheduled and hosted a team meeting with the candidate to discuss observations, ask questions, and seek additional clarification and insight (especially regarding any criteria not directly observed during the class observations or explained in the dossier).
<i>Comments (if necessary):</i>		

3. Expectations met for FET Member #2.		
Yes	No	Explanation of Criteria
		If from the candidate's division, provided Division-specific insights and perspectives to the team throughout the review. If from outside the candidate's division, provided outside-the-Division insights and perspectives to the team throughout the review.
		Communicated with FET Lead and other team member(s) often to ensure that all assignments are being completed by the established timeline.
		Reviewed candidate dossier (Curriculum Vitae, MOU, FDP, self-evaluations, syllabi, sample assignments/assessments).
		Reviewed student evaluations with a focus on identifying trends, taking care not to focus on extreme comments that only occur once or twice.
		Attended all team meetings.
		Observed at least one class taught by the candidate and completed a course observation form in a timely manner.
		Offered assistance and insight to the Lead as the Lead completed the Comprehensive Review (Form D) and the recommendation letter.
		Signed the final FET recommendation letter.
		Signed and submitted a separate letter of dissent if individual recommendation does not align with the consensus of the FET.
<i>Comments (if necessary):</i>		

4. Expectations met for FET Member #3.		
Yes	No	Explanation of Criteria
		If from the candidate's division, provided Division-specific insights and perspectives to the team throughout the review. If from outside the candidate's division, provided outside-the-Division insights and perspectives to the team throughout the review.
		Communicated with FET Lead and other team member(s) often to ensure that all assignments are being completed by the established timeline.
		Reviewed candidate dossier (Curriculum Vitae, MOU, FDP, self-evaluations, syllabi, sample assignments/assessments).
		Reviewed student evaluations with a focus on identifying trends, taking care not to focus on extreme comments that only occur once or twice.
		Attended all team meetings.
		Observed at least one class taught by the candidate and completed a course observation form in a timely manner.
		Offered assistance and insight to the Lead as the Lead completed the Comprehensive Review (Form D) and the recommendation letter.
		Signed the final FET recommendation letter.
		Signed and submitted a separate letter of dissent if individual recommendation does not align with the consensus of the FET.
<i>Comments (if necessary):</i>		

5. Expectations met for FET Member #4 (if needed).		
Yes	No	Explanation of Criteria
		If from the candidate's division, provided Division-specific insights and perspectives to the team throughout the review. If from outside the candidate's division, provided outside-the-Division insights and perspectives to the team throughout the review.
		Communicated with FET Lead and other team member(s) often to ensure that all assignments are being completed by the established timeline.
		Reviewed candidate dossier (Curriculum Vitae, MOU, FDP, self-evaluations, syllabi, sample assignments/assessments).
		Reviewed student evaluations with a focus on identifying trends, taking care not to focus on extreme comments that only occur once or twice.
		Attended all team meetings.
		Observed at least one class taught by the candidate and completed a course observation form in a timely manner.
		Offered assistance and insight to the Lead as the Lead completed the Comprehensive Review (Form D) and the recommendation letter.
		Signed the final FET recommendation letter.
		Signed and submitted a separate letter of dissent if individual recommendation does not align with the consensus of the FET.
<i>Comments (if necessary):</i>		

Additional comments, recommendations, and overall impressions:

Faculty Development Plan

Faculty Development Plans (FDPs) articulate plans for improvement and development in the faculty's constant pursuit of excellence. The FDP asks the faculty member to think about their long term goals for development and improvement in teaching, professional development, and service. An FDP is a plan that is crafted by a faculty member, with input and approval by the department chair and dean, stating the faculty member's future goals and strategies to accomplish those goals. The FDP describes intended actions including teaching improvement activities, professional development activities, and institutional and professional service. FDPs are approved for a 3-year period.

Plans for teaching improvement activities
Plans for professional development activities
Plans for service to profession and community

Signatures

Faculty Member	Date
Department Chair	Date
Dean	Date
Division ATC Representative	Date

Course Observation Form (Face-to-Face)

This form should be used in the review of faculty teaching but could also be used as a tool for mentoring faculty at any stage in their career. This review provides a snapshot of a particular course; the Comprehensive Review focuses on the entire course.

Faculty Name	Reviewer Name	Date
Course Observed	Number of Students	Day/Time/Room

1. Class activities are aligned with course outcomes.	Impressions
<i>Moments from the class that meet or fail to meet these criteria:</i>	Exceeds Expectations
<i>Comments (if needed):</i>	Meets Expectations
	Does Not Meet Expectations

2. The students present are engaged and the atmosphere is one of mutual respect and learning	Impressions
<i>Moments from the class that meet or fail to meet these criteria:</i>	Exceeds Expectations
<i>Comments (if needed):</i>	Meets Expectations
	Does Not Meet Expectations

3. The class is well planned and presented (including materials, visuals, instructions)	Impressions
<i>Moments from the class that meet or fail to meet these criteria:</i>	Exceeds Expectations
<i>Comments (if needed):</i>	Meets Expectations
	Does Not Meet Expectations

4. The instructor communicates with students clearly and effectively in the classroom (addressing questions, presenting material)	Impressions
<i>Moments from the class that meet or fail to meet these criteria:</i>	Exceeds Expectations
<i>Comments (if needed):</i>	Meets Expectations
	Does Not Meet Expectations

5. Based upon your observation, the instructor has specific strengths in the area of:

6. What did you observe that you have questions about?

7. Based upon your observation, what suggestions do you make to the instructor and why?

Additional comments, recommendations, and overall impressions:

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Addendum: Explanation of Impressions

Meets Expectations: The teacher meets all expectations for the criteria as set by the master syllabus, the department overseeing the course, and the college. This impression is the benchmark for each teacher and course. This impression means that minor improvements could still be made in the course, and the reviewer is encouraged to explain any recommended improvements in the comments field for the criteria or in the suggestions prompt at the end of the form.

Exceeds Expectations: The teacher exceeds the expectations for the criteria as set by the master syllabus, the department overseeing the course, and the college. This impression should only be used when a teacher significantly goes beyond expectations and should not be the standard for all criteria.

Does Not Meet Expectations: The teacher is not meeting the expectations for the criteria as set by the master syllabus, the department overseeing the course, and the college. This impression should be used when significant improvements are recommended to align with expectations.

Course Observation Form (Online)

This rubric has been designed to aid in the ongoing evaluation of online courses and instructors. The feedback on this form should recognize instructor efforts to maintain high quality and rigor in their courses and provide thoughtful recommendations for improvement.

Faculty Name	Reviewer Name	Date
Course Observed		

1. Course is aligned to student learning outcomes from the master syllabus (e.g. outcomes stated in course syllabus and on signature assignments, assessment strategy clearly ties to outcomes)	Impressions
<i>Evidence that the criterion is met:</i>	Exceeds Expectations Meets Expectations
<i>Comments (if necessary):</i>	Does Not Meet Expectations

2A. Instructor online presence and interactions (e.g. discussion forums, conferences, chat rooms, announcements, question and answer forum, online office hours, email) are appropriate for the needs and goals of the course	Impressions
<i>Evidence that the criterion is met:</i>	Exceeds Expectations Meets Expectations
<i>Comments (if necessary):</i>	Does Not Meet Expectations

<p>2B. Course is personalized to reveal instructor’s character to help connect with students in the online environment (e.g. short instructor bio, pictures, welcome videos). Also, if the course is based on a shared master course or department template created by another instructor, any personalized images of the previous instructor are replaced and any videos showing or voiced by the previous instructor are replaced, unless intended to be shared.</p>	<p>Impressions</p>
<p><i>Evidence that the criterion is met:</i></p>	<p>Exceeds Expectations</p>
<p><i>Comments (if necessary):</i></p>	<p>Meets Expectations</p> <p>Does Not Meet Expectations</p>

<p>3. Course orientation and procedures are included and followed (including turnaround times for grading, feedback, etc.)</p>	<p>Impressions</p>
<p><i>Evidence that the criterion is met:</i></p>	<p>Exceeds Expectations</p>
<p><i>Comments (if necessary):</i></p>	<p>Meets Expectations</p> <p>Does Not Meet Expectations</p>

<p>4. Course navigation is clear, logical, and consistent. One of the approved online home pages is used and leads to well-developed modules that are labeled and organized by themes, weeks, or chapter units.</p>	<p>Impressions</p>
<p><i>Evidence that the criterion is met:</i></p>	<p>Exceeds Expectations</p>
<p><i>Comments (if necessary):</i></p>	<p>Meets Expectations</p> <p>Does Not Meet Expectations</p>

5. Student responsibilities are clearly communicated to the students (e.g. course syllabus, assignment instructions, online chats, discussions, announcements, grading criteria)	Impressions
<i>Evidence that the criterion is met:</i>	Exceeds Expectations
<i>Comments (if necessary):</i>	Meets Expectations Does Not Meet Expectations

6. Course includes a variety of learning activities and resources (i.e. the course isn't composed with only reading quizzes or only discussion boards) to promote active student learning and achieve course/student learning outcomes	Impressions
<i>Evidence that the criterion is met:</i>	Exceeds Expectations
<i>Comments (if necessary):</i>	Meets Expectations Does Not Meet Expectations

7. College and department requirements are met (e.g. master syllabus, required assignments and exams, weekly student load, accessibility requirements)	Impressions
<i>Evidence that the criterion is met:</i>	Exceeds Expectations Meets Expectations
<i>Comments (if necessary):</i>	Does Not Meet Expectations

Course Observation Form (IVC)

This form should be used in the review of faculty teaching IVC courses but could also be used as a tool for mentoring faculty at any stage in their career. This review provides a snapshot of a particular course; the Comprehensive Review focuses on the entire course.

Faculty Name	Reviewer Name	Date
Course Observed	Number of Students	Day/Time/Room

1. Outcomes for this specific class are clear and aligned with the outcomes for the entire course; outcomes for this specific class are met	Impressions
<i>Moments from the class that meet or fail to meet these criteria:</i>	Exceeds Expectations
<i>Comments (if needed):</i>	Meets Expectations
	Does Not Meet Expectations

2. The students present are engaged and the atmosphere is one of mutual respect and learning	Impressions
<i>Moments from the class that meet or fail to meet these criteria:</i>	Exceeds Expectations
<i>Comments (if needed):</i>	Meets Expectations
	Does Not Meet Expectations

3. The class is well planned and presented (including materials, visuals, instructions)	Impressions
<i>Moments from the class that meet or fail to meet these criteria:</i>	Exceeds Expectations
<i>Comments (if needed):</i>	Meets Expectations Does Not Meet Expectations

4. The instructor communicates with students clearly and effectively at each IVC location (addressing individual site questions, presenting material, meeting outcomes)	Impressions
<i>Moments from the class that meet or fail to meet these criteria:</i>	Exceeds Expectations
<i>Comments (if needed):</i>	Meets Expectations Does Not Meet Expectations

5. The instructor uses technology (SMART board, Cisco Webex, Canvas, document camera, or other such technology) in a way that is beneficial to class presentation	Impressions
<i>Moments from the class that meet or fail to meet these criteria:</i>	Exceeds Expectations
<i>Comments (if needed):</i>	Meets Expectations Does Not Meet Expectations

6. Based upon your observation, the instructor has specific strengths in the area of:

7. What did you observe that you have questions about?

8. Based upon your observation, what suggestions do you make to the instructor and why?

Additional comments, recommendations, and overall impressions:

Addendum: Explanation of Impressions

Meets Expectations: The teacher meets all expectations for the criteria as set by the master syllabus, the department overseeing the course, and the college. This impression is the benchmark for each teacher and course. This impression means that minor improvements could still be made in the course, and the reviewer is encouraged to explain any recommended improvements in the comments field for the criteria or in the suggestions prompt at the end of the form.

Exceeds Expectations: The teacher exceeds the expectations for the criteria as set by the master syllabus, the department overseeing the course, and the college. This impression should only be used when a teacher significantly goes beyond expectations and should not be the standard for all criteria.

Does Not Meet Expectations: The teacher is not meeting the expectations for the criteria as set by the master syllabus, the department overseeing the course, and the college. This impression should be used when significant improvements are recommended to align with expectations.

Comprehensive Review

Faculty Member Being Reviewed:	Date:	Review Candidate is Undergoing:
Reviewer Name:		

Deans, chairs, and Faculty Evaluation Teams (FETs) should use this form as part of the official review for A&T applications. Use the dossier, evaluations, and other materials available in Academic Affairs Office to help you evaluate the faculty member’s excellence in teaching, professional development, and service. The feedback on this form should recognize instructor efforts to maintain high quality and rigorous courses, support for student success, and thoughtful recommendations for improvement.

Teaching

1.Course expectations are clearly communicated (course syllabus, assignment instructions, discussions, grading criteria, Canvas setup)	Impressions
<i>Evidence that Criterion is Met:</i>	Exceeds Expectations
<i>Comments (if necessary):</i>	Meets Expectations
	Does Not Meet Expectations

2. Course outcomes are clearly defined (in the classroom, the course design, examinations, and in the assignment scaffolding and design)	Impressions
<i>Evidence that Criterion is Met:</i>	Exceeds Expectations
<i>Comments (if necessary):</i>	Meets Expectations
	Does Not Meet Expectations

3. Uses engaged teaching techniques (high impact practices, innovation, relevance, activities) and promotes inquiry through assignments (questioning, critical thinking, creative thinking, analytical thinking)	Impressions
<i>Evidence that Criterion Is Met:</i>	Exceeds Expectations
<i>Comments (if necessary):</i>	Meets Expectations
	Does Not Meet Expectations

4. Uses assessments as tools for improvement (formative feedback on papers, projects, assignments) and regularly refreshes and updates courses (including course textbooks, syllabi, assignments, and other materials)	Impressions
<i>Evidence that Criterion is Met:</i>	Exceeds Expectations
<i>Comments (if necessary):</i>	Meets Expectations
	Does Not Meet Expectations

5. Course evaluations reflect quality instruction in all mediums (rigor, respect for students, supportive learning environment, timely and constructive feedback in face-to-face, online, IVC environments)	Impressions
<i>Evidence that Criterion is Met:</i>	Exceeds Expectations
<i>Comments (if necessary):</i>	Meets Expectations
	Does Not Meet Expectations

Professional Development

1. Demonstrates Commitment to Lifelong Learning (keeps abreast of current trends in pedagogy and discipline development; engages with material in other disciplines to facilitate integrated learning opportunities)	Impressions
<i>Evidence that Criterion is Met:</i>	Exceeds Expectations
<i>Comments (if necessary):</i>	Meets Expectations Does Not Meet Expectations
2. Uses Assessment and Review Materials as Faculty Development Tools (self-evaluations, course evaluations, dean and department chair reviews, course observations)	Impressions
<i>Evidence that Criterion is Met:</i>	Exceeds Expectations
<i>Comments (if necessary):</i>	Meets Expectations Does Not Meet Expectations
3. Seeks opportunities for Professional Development and Uses Professional Development Opportunities to Improve Teaching	Impressions
<i>Evidence that Criterion is Met:</i>	Exceeds Expectations
<i>Comments (if necessary):</i>	Meets Expectations Does Not Meet Expectations

Service and Professionalism

1. Accepts and Performs Roles that Support Department, Division, and College Governance as Appropriate	Impressions
<i>Evidence that Criterion is Met:</i>	Exceeds Expectations
<i>Comments (if necessary):</i>	Meets Expectations Does Not Meet Expectations

2. Fulfills Assessment Obligations at Course and Program Level	Impressions
<i>Evidence that Criterion is Met:</i>	Exceeds Expectations
<i>Comments (if necessary):</i>	Meets Expectations Does Not Meet Expectations

3. Demonstrates Collegial Engagement (collaborates, mentors, and supports)	Impressions
<i>Evidence that Criterion is Met:</i>	Exceeds Expectations
<i>Comments (if necessary):</i>	Meets Expectations Does Not Meet Expectations

4. Engaged in Recruitment and Retention Goals of Department, Division, and/or College	Impressions
<i>Evidence that Criterion is Met:</i>	<p>Exceeds Expectations</p> <p>Meets Expectations</p>
<i>Comments (if necessary):</i>	<p>Does Not Meet Expectations</p>

Addendum: Explanation of Impressions

Meets Expectations: The teacher meets all expectations for the criteria as set by the master syllabus, the department overseeing the course, and the college. This impression is the benchmark for each teacher and course. This impression means that minor improvements could still be made in the course, and the reviewer is encouraged to explain any recommended improvements in the comments field for the criteria or in the suggestions prompt at the end of the form.

Exceeds Expectations: The teacher exceeds the expectations for the criteria as set by the master syllabus, the department overseeing the course, and the college. This impression should only be used when a teacher significantly goes beyond expectations and should not be the standard for all criteria.

Does Not Meet Expectations: The teacher is not meeting the expectations for the criteria as set by the master syllabus, the department overseeing the course, and the college. This impression should be used when significant improvements are recommended to align with expectations.

Action Plan for Faculty

The final step in the Department Chair Annual Review and the Dean Three-Year Review is to complete an action plan with the faculty member when needed (when a faculty member does not meet expectations to a significant degree for any criteria on the annual, 3-year, or FET review). These reviews are formative and are intended to help the faculty member improve and find success. Working with the faculty member, identify goals and strategies to accomplish those goals in any of the three areas (teaching, professional development, service).

1. Goal
 - a. Strategy

Faculty Member Signature:

Date:

Dean or Department Chair Signature:

Date:

APPENDICES

Appendix: Review Timelines

Annual and Three-Year Reviews

When	Who	What
January 15	Faculty Member	Submit dossier to dean or department chair for review
April 15	Department Chair	Annual reviews of non-tenured faculty submitted to Academic Affairs
April 15	Dean	3-year reviews of tenured faculty submitted to Academic Affairs

Interim Tenure Review and Interim Tenure Review with Advancement

When	Who	What
2 nd Friday of 4 th semester	Faculty Member	Submit dossier to Academic Affairs—who will share review materials with FET
8 th Friday of 4 th semester	Faculty Evaluation Team	Draft of recommendation to dean, department chair, candidate
10 th Friday of 4 th semester	Dean, Department Chair, Candidate	Recommendation responses to FET
End of 4 th semester	Faculty Evaluation Team	Final Recommendation submitted to Academic Affairs
5 th Semester	Advancement and Tenure Committee	Review materials and make recommendation

Final Tenure Review and Final Tenure Review with Advancement

When	Who	What
2 nd Friday of 10 th semester	Faculty Member	Submit Dossier to Academic Affairs—who will share review materials with FET
8 th Friday of 10 th semester	Faculty Evaluation Team	Draft of recommendation to dean, department chair, candidate

10 th Friday of 10 th semester	Dean, Department Chair, Candidate	Recommendation responses to FET
End of 10 th semester	Faculty Evaluation Team	Final Recommendation submitted to Academic Affairs
11 th Semester	Advancement and Tenure Committee	Review materials and make recommendation

Advancement Only

When	Who	What
2 nd Friday of Fall Semester of year you are applying	Faculty Member	Submit Dossier to Academic Affairs—who will share review materials with FET
8 th Friday of Fall Semester of year you are applying	Faculty Evaluation Team	Draft of recommendation to dean, department chair, candidate
10 th Friday of Fall Semester of year you are applying	Dean, Department Chair, Candidate	Recommendation responses to FET
End of that Fall Semester	Faculty Evaluation Team	Final Recommendation submitted to Academic Affairs
Spring Semester of that year	Advancement and Tenure Committee	Review materials and make recommendation

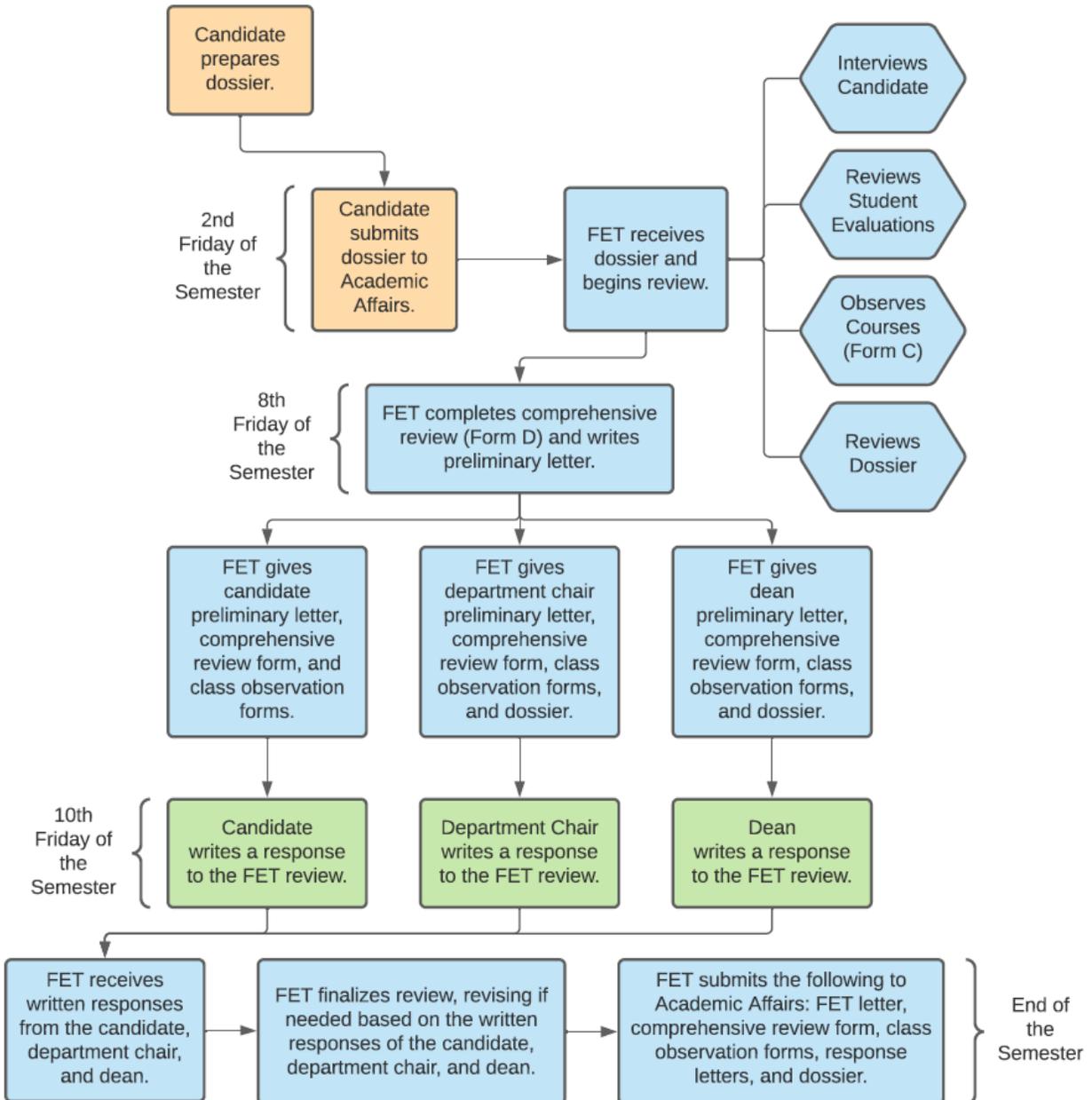
If you begin employment mid-academic year, the Advancement and Tenure timeline starts at the beginning of the next full academic year.

Appendix: Chart of Material and Submissions

Purpose	Doc #	Title	User(s)	When Used	Used With	Stored
Faculty Member Planning	A	Faculty Self Evaluation	Faculty Member	Non-Tenured: Yearly Tenured: 3-year cycle		Faculty Member and Chair Faculty Member and Dean
	B	Faculty Development Plan	Faculty Member	Every 3 years		Faculty Member and Chair
Teaching Observation	C1	Course Observation (face-to-face)	Course Observer	Non-Tenured: Yearly Tenured: 3-year cycle		Academic Affairs as part of Comprehensive Review Packet
	C2	Course Observation (online)	Course Observer	Non-Tenured: Yearly Tenured: 3-year Cycle		Academic Affairs as part of Comprehensive Review Packet
Formative Feedback	D	Comprehensive Review	Dept. Chair and Dean	Non-Tenured: Yearly Tenured: 3-year Cycle	Candidate Dossiers, Course Observations, Previous Action Plans, Student Evaluations	Academic Affairs
	E	Action Plan for Faculty	Dept. Chair and Dean	Does not meet expectations to a significant degree on Comprehensive Review		Academic Affairs as part of Comprehensive Review Packet
Summative Feedback	D	Comprehensive Review	Faculty Eval. Team	Advancement and Tenure Applications	Candidate Dossiers, Course Observations, Dean and Department Chair Evaluations, Actions Plans, Students Evaluations	Academic Affairs as part of Comprehensive Review Packet
		Sample FET Recommendations	Faculty Eval. Team	Advancement and Tenure Recommendations		Academic Affairs as part of Comprehensive Review Packet

APPENDICES

Appendix: FET Role and Timeline Flowchart



Appendix: Sample FET Recommendations

April 28, 2019

Snow College Advancement and Tenure Committee
150 East College Avenue
Ephraim, UT 84627

Dear Committee Members:

This Faculty Evaluation Team (FET) is charged with the responsibility of completing a tenure evaluation review for Earnesta Teachworthy, an assistant professor of forestry who is just completing her tenth semester of teaching. We have considered Professor Teachworthy's performance in each of the three areas required for evaluation and recommend that Professor Teachworthy be awarded tenure for her outstanding service to the College.

Teaching

Earnesta came to Snow College with relevant industry experience (Boise Cascade Forest Products, Inc.) but with no teaching experience. She struggled her first year as a teacher. Students commented that she seldom got assignments back within the two-week standard. In addition, while students noted Earnesta was kind and willing to work with students in office hour settings, they found her lectures to lack engagement. At the end of her first year of teaching, her chair assigned Professor Karen Ringer to work with her on designing assignments that were effective measures of student performance and that would allow her to cut down on grading time so students had a good idea of how they were doing in her courses. In addition, Karen helped Earnesta work through strategies for leading class discussions rather than relying solely on lecture format and PowerPoint slides. The results were positive in both areas. During her second year of service, Earnesta was able to grade and return work in a timely fashion. Students gave her far higher evaluation marks for the content of her assignments than they did her first year. In the classroom, Earnest has become a professor with an outstanding reputation for working with students and providing a fun and exciting learning environment. Her interim review noted the positive changes she had made as a teacher and she has continued to grow with each academic year.

In her probationary years, Earnesta's course development has been exemplary. Her syllabi, the variety of assignments, study sheets, grading matrices, and hands-on help with lab assignments reflect the care she has for her students and her desires to see them achieve by providing them with clearly designed materials to support them in their coursework. Her teaching style is masterful. She engages students in dialogue fashion and teaches them not just to answer questions, but to defend their answers. She stretches the students by asking them to apply what they are learning beyond the confines of the textbook and the classroom by giving them scenarios to work through from real-life problems found in the forest lands of Utah. Students

comment that they love to come to class and have found that they have gained so much more than the completion of a GE requirement. Her labs in Forestry 1010 are organized so that students construct a model of a local ecosystem based on the information they learn from the classroom and lab assignments. These models have to be reconfigured throughout the semester as they learn about added stress to the environment through seasonal change and human impact.

The FET is also pleased to see Earnesta revise her courses to address relevant issues impacting area forests. With the recent wildfires in the Central Utah area, Earnesta added a section on forest fuels and an additional section on fire recovery. She worked with Chad Dewey in Natural Resources to provide pathways for students interested in natural resource management which resulted in several students getting full-time paid internships with the Utah Division of Natural Resources. Earnesta's enthusiasm and love of teaching is going to serve the students of Snow College well for many years to come. We find she **Exceeds Expectations** in her teaching effectiveness.

Professional Development

As soon as Earnesta arrived, she took a great interest in the decline of Aspen groves in Western forests. She applied her graduate school training and work experience at Boise Cascade to pursue her interest in the invasive growth conifer trees among stands of Aspen trees. She created a simple but effective method of measuring conifer expansion in Aspen stands and has shared her results with a very grateful supervising ranger. This has not only helped the U.S. Forest Service understand the rate at which Aspen growth is declining, it also provides an ongoing project to share with students in classroom and laboratory settings. Her work has provided a living laboratory for students in her Foundations Course that she team teaches with Professors Grant and Hilson which has a focus on the renewable resources debate. For the past two years, Earnesta has been able to engage students in helping to set up additional monitoring stations in Aspen groves and the students gather information for the study every September in the local forest. The FET finds Earnesta **Exceeds Expectations** in professional development.

Service and Professionalism

Earnesta is a friendly and encouraging colleague. She shows enthusiasm for her department, division, and most of all for the educational mission of the College. She possesses excellent interpersonal skills and she is an active participant in his role as a College citizen.

For the past two years, Earnesta has served on the Service Learning Committee. She has used the opportunities on the committee to engage students in his Forestry 2110 course in fieldwork in the Aspen groves project. In her department, Earnesta took it upon herself to rethink how best to use laboratory experiences for GE courses. She felt Snow College could help students better learn the wonder of science by engaging them with their own experiments that they would conduct over the course of the semester. She presented her research and the outcomes she gathered at a science division seminar and later at a lunch bunch presentation. Her

contributions in rethinking the use of laboratory work for GE students has been a boon to science laboratory pedagogy at the College. Several professors have taken it upon themselves to revise their laboratory experiences based on the outcomes Earnesta has realized.

Earnesta prepares her students to give simple but engaging demonstrations on forest habitat for potential students who visit the science building and for science conferences for high school students that are supported by the division. Our students love being the teachers for visiting groups and the high school students relate well to students providing the information and see themselves in possible similar roles as Snow College students. We find Earnesta **Meets/Exceeds Expectations** in the area of service and professionalism.

Summary

It has been a pleasure to evaluate Earnesta Teachworthy's candidacy for tenure. Based on what Earnesta has achieved during her probationary years at the College, we are confident that Earnesta is an asset the College can rely in for many years to come. She will bring honor to her name and to the name of Snow College in the years ahead.

Sincerely,

Fern Green
Department of Forestry
FET Lead

Seymore Spruce
Department of Forestry

Alby Normal
Department of Psychology

October 24, 2019

Snow College Advancement and Tenure Committee
150 East College Avenue
Ephraim, UT 84627

Dear Committee Members:

Our Faculty Evaluation Team (FET) has been given the responsibility of completing an evaluation of Frank Spinoza, an assistant professor of philosophy who has applied to be promoted to the rank of associate professor. We have looked carefully into his performance in each of the areas required for evaluation and have determined that Professor Spinoza should not be advanced at this time.

Teaching

Professor Spinoza is in his tenth year of teaching at Snow College. He was promoted to assistant professor when he went up for interim tenure review at the recommendation of his chair, dean and the ATC. In the interim review, the ATC recommended that he work on consistency in his teaching evaluations and work on collegiality and being a more helpful colleague. Professor Spinoza's teaching evaluations were often stronger in the fall semester than in the spring semester, despite the fact that he taught several of the same courses. The ATC pointed out in his interim review that students sometimes found him aloof in some class meetings and engaging in others. He was criticized by students as sometimes being "stormy" and "unpredictable in his moods." After his interim review, he received more favorable teaching evaluations in general and they were consistently good from semester to semester. Students who had Professor Spinoza both before and after the interim tenure review period noted the change in his demeanor and in his approachability. This improvement continued through his tenure evaluation.

If one were to read the numerical scores on his teaching evaluations, Professor Spinoza's evaluations show no glaring signs of discontent among students. Students' written comments, however, do show dissatisfaction that needs to be addressed. It appears that after tenure was awarded, Professor Spinoza has slid back into some of the same patterns of uneven behavior noted in his interim tenure review. Students complain that he is at times "snarky" or "defensive when asked to clarify assignment expectations or to explain how assignments are graded." He rarely engages students in discussions but asks questions and if he does not get the answers he is expecting, criticizes students for not having mastered information from the text. While Professor Spinoza's discipline is philosophy, students complain that he "tells us what a philosopher thinks and disputes us if we ask a question or make a comment that does not align with his understanding of the philosopher." Students show more enthusiasm for his fall courses than his spring courses. Spring course evaluations are more likely to note Professor Spinoza's lack of patience and less signs that the professor is as interested in his course material

compared to the fall semester. With one or two exceptions, the course syllabi indicate the same textbooks have been used in his courses since he began teaching at the College. In his professional development plan, he set a goal to do some revision to two of his courses, but if there were changes to these courses, they were not obvious to the FET.

We worry the positive gains Professor Spinoza made prior to his tenure decision have been in decline post-tenure. For this reason, we believe his teaching **Does Not Meet Expectations**.

Professional Development

Professional development is important for faculty members at Snow College because of the importance it plays in keeping faculty members current and excited about what they teach. In his Professional Development Plan prepared three years ago, Professor Spinoza planned to keep current by reading journal articles and books that have relevance to his area of specialization, which is the mind-body distinction. In his most recent self-evaluation, he merely states that he fulfilled his goals but he did not offer any summative thoughts about what his project meant to his intellectual development or how it impacted his course designs. The FET was curious to know exactly what he read and how impactful this effort was. The team met with him and invited him to share his thoughts, and he had difficulty articulating what he had learned and how it was important to his teaching responsibilities. We found our conversation with Professor Spinoza to be disappointing because while he may have completed the goal he put down on paper, we do not believe his heart was into his project. We can find no evidence that the professional development goal selected by Professor Spinoza met the expectations the College seeks from professional development activities. He **Does Not Meet Expectations** in this area.

Service and Professionalism

Professor Spinoza served on two faculty searches and served as a member of the Academic Standards Committee (ASC) since receiving tenure. One member of the FET was on the search committees with Professor Spinoza and notes his work was dependable. He was thorough and helpful in the interviews and deliberations. His work on the ASC is also thorough. He is professional and diligent in preparing for cases and is careful in his deliberations. He has spent some time in recruitment efforts in the department, particularly in the division outreach efforts to the six-county school districts. The FET believes he gets along with members of the department and division, though he is somewhat aloof compared to some of his colleagues. He regularly attends department and division meetings and occasionally makes comments, but he could show more engagement. He has much to offer but tends to hold back on taking the lead on departmental and division matters. We believe he **Meets Expectations** in this category.

Summary

Philosophy is a discipline that must be built upon interactive class discussion. Students must feel safe to ask questions, to challenge ideas, and to use their knowledge base to explore new

ideas in conversation with others. We do not feel Professor Spinoza's courses are based on this type of scholarly give-and-take. We encourage him to bring dialogue into his courses. This is essential for students to capture the intellectual vitality of philosophy and as a college with small class sizes, it is a pedagogy that **must** be employed. In addition, while it is tempting to rely on a single textbook, philosophy is not a subject that is best approached from a single textbook. Students are able to access short dialogues written by the philosophers themselves. Rather than using a textbook that distills information into an encyclopedic-type format, students will learn far more by reading original works (in translation) and engaging in the discussion directly with the philosopher.

We are also concerned that Professor Spinoza's disposition is at times defensive and abrasive. He proved his worth as an engaging teacher in the years between his interim tenure review and his tenure review. Tenure and rank advancement are not awarded by right. A candidate must make a compelling case to receive rank advancement. At this time, the FET recommends that Professor Spinoza refocus on his responsibilities to the students and as a faculty member generally, and works to build a compelling case for rank advancement.

Sincerely,

Ari S. Totle
Department of Philosophy
FET Lead

Willy Faulkner
Department of English

May A. Angelou
Department of English

April 22, 2019

Snow College Advancement and Tenure Committee
150 East College Avenue
Ephraim, UT 84627

Dear Committee Members:

We are charged with the responsibility of completing an interim tenure evaluation and a rank advancement review for Rhett Torrick, an instructor of Communication. Rhett is completing his fourth semester of teaching at Snow College. We have considered Rhett's performance in each of the three areas required for evaluation and recommend that he be advanced to the rank of assistant professor and note that he is making progress towards tenure.

Teaching

Rhett came to Snow College after completing his master's degree in business communications at Colorado State University. Rhett also completed twelve hours of coursework beyond the M.S. level in advertising, and this has been a boon to our students in the communication and business programs. At the close of his first year of teaching at the College, Rhett expressed interest in developing introductory level courses in business communications and advertising. We encouraged him in this endeavor and he came up with a professional development plan that was complete and purposeful in its approach. He met with several members of the business department to determine how he might help students in their department and he worked with the visual arts professor who teaches computer art to assure there were links between programs. He adapted the pedagogy of courses taught by one of his graduate school professors at Colorado State and offered the advertising course (Comm 1065) during the fall semester and the business communications course (Comm 1070) this semester. He teaches the courses in the Center for New Media labs and students are greatly enthused about what they are learning. Students comment that Rhett is caring, engaged, and enthusiastic, and they frequently mention that his courses are their favorites. Rhett acknowledges that efforts he exerted in developing these two courses has enabled him to bring new insights in his teaching of Comm 1010 (Intro Comm), Comm 2150 (Intercultural Communication), and Comm 2170 (Organizational Communication).

In his first semester of teaching, Rhett's course syllabi were clear in noting reading assignments and assignment due dates, but there was not much information that explained course content and what students could expect to learn from his courses. He was able to turn this around in the second semester with the help of the department chair and colleagues in his department. While the course outcomes are now clearly defined and the assignments are clearly articulated, we believe Rhett's courses lack sufficient attention to formal writing. In most of his courses, only five pages of formal writing is required. Rhett's feedback on graded writing assignments are clear and he frequently comments that students need to better defend their arguments. While these comments are appropriate, one of the ways students learn to defend arguments is

to be given more writing assignments so they have frequent opportunities to make and support thesis statements. The informal writing assignments he gives students in class are short essay quizzes. These are useful and encourage students to keep up to date on the reading assignments, but they do not replace the need for students to go through the process of formulating thoughtful arguments and defending these arguments in formal writing assignments.

Another area that needs attention is in the area of testing. Rhett frequently uses a format of having two or three exams that cover course units and then a final exam. All of these exams are multiple-choice format. Students often learn from assignments that force them to make and defend arguments. Having sections of his existing exams that require essay answers or substituting some multiple-choice exams with essay exams will bring a variety of evaluation into his courses that is missing.

Overall, Rhett is making progress in his teaching and has a solid base to build upon in the years ahead. We find he **Meets Expectations** in the area of teaching.

Professional Development

We have already mentioned Rhett's efforts to introduce new courses in the department and the effort he employed to meet with colleagues and develop a useful teaching strategy for the business communications and advertising courses. Rhett has also expressed a desire to team teach in the Foundations Course program. He has joined with colleagues in creating a course that will focus on the impact of electronic technology on human development. For his part, he will look at the role of social media on adolescent consumer choice. He is studying a course piloted at Westminster College that has a focus in this area and he has met with the faculty member who developed the course. He has also gathered information from a scholarly study made available online that focuses on advertising that targets teens. He and his partners are to begin teaching this in the fall of 2021.

Rhett has carefully studied his student evaluations and the classroom evaluations done by his peers. He has received suggestions to redesign course assignments and we applaud his efforts to do so. We look forward to seeing progress being made in the areas we point to in the section above. Rhett **Meets Expectations** in the area of professional development.

Service and Professionalism

From his first days at work, Rhett has been a devoted department and division member and a wonderful colleague to work with. His department chair suggested he focus his first few years on teaching and professional development, so Rhett has not sought out a formal committee assignment. That being said, his work with the department has been exemplary. His collaborative style has been good for a department whose members have been busy teaching many sections but had little time to reflect on department goals. Rhett's attention to preparing students for transfer to four-year institutions was the catalyst for the department reconsidering

course content and for reaching out to sister USHE institutions to find ways to better articulate our communication department goals with those at four-year schools. He has used his experience in studying advertising to work with student groups and the College Admissions Office to find ways to market the College and reach different target audiences, both prospective students and parents. His work has not only helped the admissions staff, but it has also been a tool for encouraging faculty colleagues engage in the process of recruiting.

Rhett's outgoing and warm demeanor and his attention to detail are key reasons why he is such a respected colleague. He is recognized by his colleagues as a creative thinker who will follow through and support the College in a collaborative way. His approachability and his experience in advertising has resulted in multiple departments seeking him out for assistance as they ponder ways to recruit prospective students to their departments. We find Rhett **Exceeds Expectations** in the areas of service and professionalism.

Summary

It has been a pleasure to review Rhett Torrick's file in this interim review. In all evaluation areas, he is performing at or exceeds expectations. We believe he will continue to make personal improvements in his teaching and professional development and that his department and the College will continue to benefit from his hard work. We recommend him as a highly qualified candidate to be advanced to the rank of assistant professor.

Sincerely,

T. V. Watch
Department of Communication
FET Lead

Oral Interp
Department of Communication

Eve Moneyppenny
Department of Business