

**SOCIOLOGY/ANTHROPOLOGY DEPARTMENT**  
**FORMATIVE EVALUATION AND MENTORING POLICY**

First established FEBRUARY 2005

Revised JANUARY 2011

We affirm both formative evaluation and mentoring as means by which we, as department faculty, support one another in assessing the effectiveness of and improving our teaching. We affirm the benefits to be derived by both senior and junior faculty from formative evaluation and mentoring.

Formative Evaluation Of Junior Faculty

Visitations and Discussions of Teaching and Pedagogy

Because of the university's three-year cycle of review for contract renewal and tenure, our formative evaluation of junior faculty is based on a three-year review cycle. Discussion and observations of junior faculty will occur in each of the five semesters preceding a junior faculty's contract renewal and tenure reviews. For each of the first five semesters, a different tenured faculty member will be the junior faculty member's mentor, and will meet with the junior faculty member to discuss and visit one course during one semester (i.e., a total of five courses in five semesters). Discussions and visitations will occur at least twice in the semester and will occur at different times during the semester. The junior faculty member and departmental colleague will meet prior to the class visit to discuss pedagogy, syllabi, objectives, and planned activities. During the teaching of the class, the faculty colleague will use the attached formative evaluation form to record his/her remarks. Immediately or shortly after the class visit (within three days), the instructor and faculty colleague will meet to discuss their respective thoughts and comments regarding the class under discussion.

If the junior faculty member would like additional visitations to her/his class or would like additional faculty to participate in formative evaluation in a given semester, this option is available.

Following a successful third year review, the formative evaluation of junior faculty will be modified. The semester conference (see below) will become an annual conference and goal setting.

Discussions of Scholarship

For each of the first five semesters, the junior faculty member and the departmental colleague mentor for that semester should have at least one conversation about the scholarly research agenda of both the junior faculty member and the departmental colleague. Conversations should focus on balancing teaching and research, development of scholarship over time, submission of work to the peer review process, and accessing resources for research.

Mutual Visitations and Discussions

The junior faculty member and faculty colleague participating in formative evaluation in any given semester are encouraged to participate in a mutual process of formative evaluation. While participating in a mutual formative evaluation is not required of junior faculty, we encourage junior faculty colleagues to choose to take advantage of this opportunity and, if they do so, department colleagues will readily participate. A process

similar to that described above (e.g., meeting of colleagues prior to visitation, visitation, meeting for discussion following visitation) will form the framework for mutual formative evaluation, with participating faculty deciding on the number and frequency of visitations that would be mutually beneficial.

### Annual Conference and Goal Setting

First Three Years: At the end of each semester in the first three years of formative evaluation, the instructor, senior colleague participating in visitations, and the chair will meet to discuss the instructor's pedagogy as well as his/her teaching experience, research, and community service of the past year. During the conference, participants will identify the instructor's strengths and will discuss goals for the continued development of the instructor's teaching, research and community service during the coming year

Following Successful Third Year Review: At the end of each of the fourth and fifth years, the instructor, colleagues participating in visitations, and the chair will meet to discuss the instructor's pedagogy as well as his/her teaching experience, research, and community service of the past year. During the conference, participants will identify the instructor's strengths and will discuss goals for the continued development of the instructor's teaching, research and service during the coming year.

### Use of Departmental Formative Evaluation

While these goals will be used in the summative evaluation of the instructor, the purpose and content of this conference are formative, not summative, in nature.

### Formative Evaluation of Senior Faculty

While formative evaluation is essential to the development of junior faculty, we encourage all faculty in the department to participate in mutual formative evaluations using the process of visitation and discussion described for the formative evaluation of junior faculty.

### Mentoring

While colleagues participating in the formative evaluation process may develop a mentoring relationship, formative evaluation is not synonymous with mentoring.

Each junior faculty member, with assistance from the department chair, can develop a mentoring relationship with a senior faculty member in the department. A senior faculty member may also request a mentoring relationship within the department from another senior faculty member. The responsibilities of this mentoring relationship include mutual feedback on teaching vis-à-vis reciprocal class visitations, and review of learning objectives, teaching activities, and student outcomes.

Each junior faculty member, with assistance from the department chair, may also identify and initiate a mentoring relationship with a senior faculty member from outside the department.

### Assessment of the Formative Evaluation Policy

Every three years department members will review the effectiveness of the formative evaluation policy and the policy's implementation. We will explore strengths of the existing policy and process, as well as the ways in which both can be improved.

Note: The Department thanks members of the 2000-2001 Task Force on Teaching Evaluation for their development of The Handbook for Formative Evaluation of Teaching, which we used extensively in drafting our formative evaluation and mentoring policy.

1/2/2011