

DEPARTMENT OF ANTHROPOLOGY

Evaluation of Part-time Faculty in Anthropology

Following the stipulations of the University of Maine System and Part-time Faculty Association (PATFA) collective bargaining agreement, part-time faculty in Anthropology will be evaluated according to the following procedure:

- Part-time faculty are to be evaluated prior to the conclusion of the second semester of initial employment, prior to the conclusion of the fourth semester of employment, and every fourth semester of employment thereafter;
- Part-time faculty must be notified at the start of the semester during which they will be evaluated;
- Part-time faculty must be informed if an evaluator will attend a class session;
- Part-time faculty have two weeks to respond in writing to the completed written evaluation.

As provided in the UMS-PATFA Agreement, the evaluation will result in an overall finding of “satisfactory” or “not satisfactory.” Satisfactory performance is defined to mean the part-time unit member has successfully met or exceeded departmental requirements and expectations as outlined below in the academic unit’s evaluation criteria and has no pattern of adverse materials in his/her personnel file within the preceding four semesters of employment (PATFA Agreement, Article 9).

PATFA collective bargaining agreement:

<http://www.maine.edu/about-the-system/system-office/human-resources/labor-relations/>

Anthropology’s criteria for a satisfactory teaching review are as follows:

1. Successful instruction, as assessed by review of materials such as course syllabi and student work, a class visit, a reflective statement, and the results of student evaluations.
2. Adherence to University requirements for syllabus content, and fulfillment of responsibilities detailed in the UMS-PATFA Agreement, Article 13.
3. Adherence to course objectives and program learning outcomes, as defined by current course descriptions, and the appropriate administrator, chair, or program director.
4. No pattern of adverse materials in the personnel file within the preceding four semesters.

TEACHING EVALUATION FORM

1 – not satisfactory

2 – satisfactory

The form below is to be used as a guide for evaluating instruction during a visit to the classroom or online course platform (e.g., Blackboard). An overall rating of ‘satisfactory’ is achieved with satisfactory rankings in a minimum of 4 categories.

Categories -some examples	Score (circle one)
<p>Prepared and Organized</p> <ul style="list-style-type: none"> -plans for the semester, the unit, the week, the day’s activities -provides a syllabus containing student learning outcomes, objectives, bibliography of readings, assignments, homework, schedule, special requirements, grading, guidelines, learning outcomes, or other required information 	<p>1 2</p>
<p>Clear Communication</p> <ul style="list-style-type: none"> -shares information in a clear, understandable manner -capable of reducing knowledge to its simplest components, when appropriate -ties information together -relates theory, principles, and concepts to practical application, when appropriate -makes objectives available and clear -answers questions completely and freely -gives feedback regularly and in a manner that helps students learn 	<p>1 2</p>
<p>Command of the Subject</p> <ul style="list-style-type: none"> -knowledgeable in the content area(s) -current and up-to-date in the field -can demonstrate and illustrate the important aspects of the field -summarizes to aid learning and retention of material 	<p>1 2</p>
<p>Engaged Style of Teaching</p> <ul style="list-style-type: none"> -presents material/concepts in ways that are interesting and involving -reinforces major points with meaningful referent, example, or illustration -demonstrates interest and positive demeanor toward teaching of the subject matter -demonstrates concern for quality of teaching 	<p>1 2</p>
<p>Active Learning</p> <ul style="list-style-type: none"> -involves students in points of discussion, participation, and/or activities, when appropriate -creates opportunities for peer-to-peer interaction, when appropriate 	<p>1 2</p>

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