

Overview of Tier I Instructor Advancement Process

Time	Instructor	Chair	Content Evaluator (Chair/Designee)	Pedagogical Observer
Year 1 Fall Semester	<ul style="list-style-type: none"> • Schedule Mid-semester SETs for each course • Schedule a Pedagogical Observation (last 1/3 of term) • Participate in a Content Evaluation • For instructors starting in January, see “January hires only” row 3. 	<ul style="list-style-type: none"> • Provide Instructor with evaluation materials (by end of Week 2) • Ensure the Instructor scheduled a Mid-semester SET for each course • Ensure a Content Evaluation occurs • For instructors starting in January, see “January hires only” row 3. 	Complete a Content Evaluation	Complete a Pedagogical Observation (last 1/3 of term)
Year 1 Spring Semester	<ul style="list-style-type: none"> • Create a SMART Goal/s • Participate in Annual Performance Review • Complete a Promotion Activity Report 	<ul style="list-style-type: none"> • Complete Annual Performance Review by 1 April. (Includes Content Evaluation from fall, sample teaching/work materials, SETs, SMART Goal/s, Pedagogical Observation, and discussion of 5th unit workload for upcoming academic year; retention decision) 		
January hires only Year 1 Spring Semester	<ul style="list-style-type: none"> • Schedule Mid-semester SETs for each course • Schedule a Pedagogical Observation (last 1/3 of term) • Participate in truncated Annual Performance Review 	<ul style="list-style-type: none"> • Complete Chair expectations for first semester mentoring (Provide evaluation materials, schedule mid-semester SETs, and ensure Content Evaluation). • Complete truncated Annual Performance Review by 1 April. (Includes sample teaching/work materials, Mid-semester SETs, and discussion of 5th unit workload for upcoming academic year; retention decision) 	(1st Content Evaluation will occur in upcoming fall semester)	Complete a Pedagogical Observation (last 1/3 of term)
Year 2	<ul style="list-style-type: none"> • Participate in a Content Evaluation (fall) • Schedule a Pedagogical Observation (either fall/spring) • Create a SMART Goal/s (spring) • Participate in Annual Performance Review (spring) • Complete a Promotion Activity Report (spring) 	<ul style="list-style-type: none"> • Complete Annual Performance Review by 1 April. (Includes Content Evaluation from fall, sample teaching/work materials, SETs, SMART Goal/s, Pedagogical Observation, and discussion of 5th unit workload for upcoming academic year; retention decision) 	Complete Content Evaluation (fall)	Complete a Pedagogical Observation (either fall/spring)

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Year 3 Midpoint Review	<ul style="list-style-type: none"> • Participate in a Content Evaluation (fall) • Schedule a Pedagogical Observation (minimum of 1 observation sometime during years 3-5) • Create a SMART Goal/s (spring) • Participate in Annual Performance Review (completed no later than 1 April) • Complete a Promotion Activity Report (spring) • Submit Mid-Point Retention and Promotion materials to Dean's office by 15 business days after 1 April 	<ul style="list-style-type: none"> • Complete Annual Performance Review by 1 April. (Includes Content Evaluation from fall, sample teaching/work materials, SETs, SMART Goal/s, Pedagogical Observation [if available], and discussion of 5th unit workload for upcoming academic year; retention decision) 	Complete Content Evaluation (fall)	Minimum of 1 Pedagogical Observation during these three years
Year 4	<ul style="list-style-type: none"> • Participate in a Content Evaluation (fall) • Schedule a Pedagogical Observation (minimum of 1 observation sometime during years 3-5) • Create a SMART Goal/s (spring) • Participate in Annual Performance Review (spring) • Complete a Promotion Activity Report (spring) 	<ul style="list-style-type: none"> • Complete Annual Performance Review by 1 April. (Includes Content Evaluation from fall, sample teaching/work materials, SETs, SMART Goal/s, Pedagogical Observation [if available], and discussion of 5th unit workload for upcoming academic year; retention decision) 	Complete Content Evaluation (fall)	
Year 5 Retention & Promotion Review	<ul style="list-style-type: none"> • Participate in a Content Evaluation (fall) • Schedule a Pedagogical Observation (minimum of 1 observation sometime during years 3-5) • Create a SMART Goal/s (spring) • Participate in Annual Performance Review (spring) • Complete a Promotion Activity Report (spring) • Submit Final Retention and Promotion Review materials to Dean's office by 15 business days after 1 April 	<ul style="list-style-type: none"> • Complete Annual Performance Review by 1 April. (Includes Content Evaluation from fall, sample teaching/work materials, SETs, SMART Goal/s, Pedagogical Observation [if available], and discussion of 5th unit workload for upcoming academic year; retention decision) 	Complete Content Evaluation (fall)	

SET - Student Evaluation of Teaching: reports on tabulated responses and written comments for each course (as through MyCoursEval or Testing Services, not individual student written surveys).

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SMART Goal/s Review Process (ongoing process during probationary period)

1. For only the first semester of employment, Instructors should complete Mid-semester SETs for each class, administered approximately halfway through the semester (early October or early March).
 - a. The Instructor may add other questions to the standard instrument, as appropriate.
2. SMART Goal/s: Instructor will review available SETs, content evaluation completed in fall, and most recent pedagogical observation. Based on this data, Instructor will choose one or two areas they think need improvement using the SMART Goal Form. (See SMART Goal Form for details.)
3. Send the completed SMART Goal/s Form to Chair as part of the materials submitted for Annual Performance Review.
4. As part of the Annual Performance Review, the Chair discusses SMART Goal/s with the Instructor for upcoming academic year.
5. Instructor implements changes as identified in SMART Goal/s and/or seeks support to implement changes.
6. As new SET data and other forms of feedback become available, Instructor should review to SMART Goal/s. Reflect and modify, if necessary.
7. At the next Annual Performance Review, the Chair and Instructor discuss progress toward SMART Goal/s. If the SMART Goal/s is met, the instructor will identify another SMART Goal/s for the upcoming academic year.
8. This annual process of goal setting is repeated throughout the probationary period.

Pedagogical Observer

Pedagogical Observer is a faculty member identified by the University and trained to observe, document, and support effective teaching practices that promote student learning. Instructors will receive a pedagogical observation during their first and second years plus at least one additional time during the remainder of their probationary period.

1. The pedagogical observer meets with the instructor for a pre-conference (See Pedagogical Observation process).
2. The pedagogical observer conducts observation and documents evidence of teacher practice during the observation.
3. The pedagogical observer meets with the instructor for a post-conference to discuss the practices observed, identify strengths of instructional work, offers suggestions if relevant and signs the Pedagogical Observation Form.
4. A copy of the signed Pedagogical Observation Form will be provided to the instructor at the end of the meeting and a copy sent to the Chair.

Content Evaluator

Content Evaluator is the Chair or the Chair's designee. The Content Evaluator must be proficient in the field of study. Instructors will receive a content evaluation annually.

1. A Content Evaluation will happen every fall.
2. The Content Evaluator contacts the Instructor to request a relevant sample of materials from a single course. If the Content Evaluator intends to conduct a "classroom observation," a pre-conference (such as a meeting or email exchange) between the Instructor and Evaluator is recommended.
3. The Content Evaluator completes their evaluation using the Content Evaluation Form and meets with the Instructor to discuss it.
4. A copy of the signed Content Evaluation Form will be provided to the Instructor at the end of the meeting, and a copy provided to the Chair.

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Annual Performance Review process

1. In the spring, Chair sets Annual Performance Review meeting with Instructor. Annual Performance Reviews shall be completed no later than April 1.
2. Chair reviews sample teaching/work materials, SETs, SMART Goal/s, Content Evaluation from fall, and the Pedagogical Observation Form, if applicable.
3. The Instructor and Chair conduct the meeting and the Annual Performance Review form is completed. Discussion and mutual agreement of 5th unit workload for upcoming academic year is recorded on the Form. Chairs shall also indicate retention decision on Annual Performance Review Form.
4. The Chair will provide the Instructor a written copy of the Annual Performance Review.
5. The Chair will file the Annual Performance Review documents in accordance with University policy.

Annual Promotion Cycle:

- Instructors undergoing Mid-point or Promotion review shall submit materials to Dean's office by 15 business days after April 1. Specific due dates will be announced annually.
- The Dean has until May 15 to complete their review and, in cases of Promotion, make recommendations to the Office of the Provost. Results of the Mid-point Review will be communicated to the Instructor by the Dean, with copies to the Department and the Office of the Provost.
- Final decisions about Promotion will be communicated to the Instructor no later than June 1st by the Office of the Provost, with copies to the Dean and the Department.

Mid-Point Retention documents: Student Evaluation Summaries (SET), 3 SMART Goal/s forms, 3 Content Evaluation Forms, 2-3 Pedagogical Observation Forms, 2-3 Promotion Activity Reports, 3 Annual Performance Reviews, 1 Comprehensive Statement of Teaching, and the Mid-point, Tier I, Tier II Advancement Cover Sheet.

Retention and Tier I Advancement documents: Student Evaluation Summaries (SET), 5 SMART Goal/s forms, 5 Content Evaluation forms, 3 (or more) Pedagogical Observation forms, 5 Promotion Activity Reports, 5 Annual Performance Reviews, 1 Comprehensive Statement of Teaching, and the Mid-point, Tier I, Tier II Advancement Cover Sheet.