

Chairs Guidelines for Self-Report Review

A. Setting expectations within the department

This year we ask you to work with your departments to establish a set of expectations for teaching, scholarship, service, advising, time on campus and other professional responsibilities for faculty members in your department. You and your colleagues know your departmental culture best and know what your goals are for your department. Developing a set of collectively discussed and agreed upon expectations will aid all department members to better understand their responsibilities and perform them more effectively. It is really the process of discussion that is important here, the outcome is for you to decide.

Some evaluative expectations are already set in the by-laws- such as those for ICES administration:

- Students evaluate all courses for the four semesters prior to evaluation for faculty up for review.

In their self-report, faculty will report ICES scores. The average ICES score at SMCM for the past three years for “rate this course” and “rate this instructor” are 4.1 and 4.2 respectively; ICES scores in first year courses and GEC courses are lower. If you would like to know the average ICES scores in your department, contact the Associate Provost for Academic Affairs.

Some expectations we found at Converse College that you might use as a starting point for discussion:

1. TEACHING

You might discuss

- Meet all class sessions except under special circumstances approved by the department chairperson and/or Provost
 - Continual revision of course material- syllabi; what does a good syllabus contain? course objectives, readings and materials to be used in the course, information about the assignments, contact information for the instructor, office hours, absence policies, means of evaluating students, etc.
 - Integration of available technology and personal scholarship into courses where appropriate.
 - Hold office hours consistently throughout the academic year- can be in person or by email
 - Active advising, and availability for student conferencing as necessary beyond office hours.
 - Department chairperson encouraged to visit at least one class for each member of his or her department at least once each year, varying from year-to-year the courses visited for each faculty member
- SMPs mentorship assignments shared by all faculty members
- What is each person's role in developing course objectives that address departmental curricular goals; what is each person's role in the assessment of student learning across the curriculum

2. SCHOLARSHIP AND PROFESSIONAL ACTIVITY

You might discuss

The Importance of Scholarship and Professional Activity to your department

Do you want to engage students in your scholarship?

Do you think it is important to share your scholarship with your students, departmental colleagues or college colleagues?

What Constitutes Scholarship/Professional Activity?

Given the diversity of disciplines and areas of interests that faculty pursue, no evaluation system can state all activities that constitute scholarship. What activities typically constitute scholarship and professional development in your department?

Might include

- Peer reviewed publications, performances, or exhibits, including books, book chapters, journal articles, musical performances, and art exhibitions or performances
- Peer reviewed entries in reference works or reviews
- Major editorial responsibilities or reviewer with a nationally or internationally recognized journal or other publication
- Major role in conference or scholarly event organization
- Offices in professional organizations and elected/nominated memberships
- Reviewer or editorial board member
- Grant writing and acquisition
- Professional conference presentations and invited addresses
- Non-peer-reviewed activities, including musical performances, art exhibitions or performances, reference works, and reviews
- Student involvement in faculty scholarship or supervision of student scholarship
- Work submitted but not yet accepted for publication or showing
- Drafts of work in progress with documentation
- Attendance at conferences or workshops
- New course development or major revision of existing courses
- Maintenance and renewal of certification in areas of expertise

Expectations for All Faculty Members

Do all professors need to show some outcomes on a yearly basis? Are faculty members expected to engage in professional activity that aims toward publications, presentations, performances, or exhibits?

Is it expected that faculty, where applicable, either in their own work or through the supervision of student's independent work, will involve students in scholarship.

3. SERVICE TO THE COLLEGE COMMUNITY

What is the importance of service to the College in your department

What constitutes service to the College?

We recognize that service comes in many shapes and forms.

Are Faculty members encouraged to engage in more than the minimum requirements for service to the College? to represent the College in the larger world through service to the broader community

The activities that do typically constitute service to the College community include:

Governance and Administration

- Participating in faculty and departmental meetings
- Advising and counseling of students
- Committee membership (including chairing committees)
- Acting as faculty advisor to student organizations
- Attending Admissions functions

Co-curricular Activity and Student Life

- Sponsoring speakers or other public events that enrich the intellectual life of the campus
- Participating in formal college ceremonies
- Speaking to community groups or serving community groups as a recognized representative of the College and thereby enhancing the public image of the college
- Hosting informal student gatherings, such as dinners
- Attendance at student activities

Expectations for All Faculty Members to consider in your department:

- Serve on at least one College committee, attend committee meetings, and participate actively in the work of committees (*with the exception of faculty in their first year of service*)
- Participate in at least one Admissions function over the course of the academic year
- Participate in departmental and faculty meetings
- Participate in formal college ceremonies
- Be available for departmental, service and committee work throughout the week

B. Annual Report response letter and discussion

Each chairperson should write a letter of response assessing the pre-tenure faculty member's self-report and yearly progress. The letter should be sent to the faculty member following a meeting to discuss their progress.

We ask Chairs to meet with all faculty members after they have read the faculty member's annual report submitted in August. This meeting is something the pre-tenure faculty have stated is vitally important to their development as faculty members. Department chairs should strive to meet with all members of their departments in personal meetings at least once each year to review the faculty member's progress, and future needs and goals. Discussion of a faculty member's goals they have set for themselves gives the Chair a basis for discussing their needs and for discussing the Chair's expectations for the coming year. Chairs and department members should use these goals as a basis for future discussions of the faculty members' work.

Chairperson letter of response guidelines

Please use these questions and suggestions as a guide to assess the pre-tenure faculty member's progress in your department.

Teaching and Instruction

Teaching and instruction are defined as those activities associated with the design and delivery of instructional events to the students. For purposes of this assessment, the instructional role will include classroom performance, materials preparation, material relevancy, assessment of student learning outcomes, record keeping, and instructional management.

Based on any classroom visitation, peer evaluations, and other materials submitted by the faculty member, please comment on classroom performance, student learning outcomes assessment, materials preparation, and instructional management.

Materials Preparation

Criteria for materials preparation include:

1. Has current and relevant syllabi (Do syllabi contain all relevant components such as course objectives, sequential outline of course content, evaluation methods, listing of primary and secondary texts?) Do the course objectives mesh with the departmental curricular goals?
2. Reviews and/or updates course material (Is there evidence that the course goals, objectives, and learning materials have been modified, deleted, added, or revised over time?)
3. Uses evaluation methods that are relevant to and appropriate for course content (Are the tests, graded assignments, and evaluation procedures clearly related to the content and objectives of the course under review?)
4. Uses supplemental and technological resources in addition to textbook or other minimal course material (Are supplementary resources fully integrated into the course, including new technology?)

Record Keeping and Instructional Management

Criteria for Record Keeping and Instructional Management include:

1. Keeps scheduled office hours
2. Meets classes as scheduled for prescribed time and uses class time well
3. Submits required reports and documents, i.e. grades, as directed
4. Attends departmental meetings

Professional Growth and Scholarship

Please list what you consider to be the three major contributions of this faculty member to his/her professional growth.

College Service

Please list what you consider to be the three major contributions of this faculty member to service to the college.