WHEELOCK COLLEGE

FACULTY DEVELOPMENT AND EVALUATION PROGRAM

REVISED SPRING 2011
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IMPORTANT NOTE

The policies and procedures noted in the Faculty Development and Evaluation Program do not supersede the Promotion and Tenure process or criteria contained in the Faculty Handbook. Personnel decisions are ultimately an administrative responsibility. The Vice President for Academic Affairs (VPAA) may initiate the faculty review process at any time if circumstances warrant, in consultation with the individual, the peer mentor, the appropriate deans, chairs or program coordinators, and/or other supervisors. In emergency circumstances, when a faculty member seems unable to meet his/her responsibilities, the VPAA may have to make personnel decisions without initiating this process, again in consultation with an individual’s supervisors.
The Faculty Development and Evaluation Program outlines a system of development and evaluation for tenure track, tenured and term faculty that supports and encourages professional development, attention to standards and guidelines, and ongoing dialogue and evaluative feedback. The overarching premise of the Faculty Development and Evaluation Program is that evaluation is an integral component of faculty growth and development. Ongoing professional development and evaluation helps faculty members to contribute significantly to the intellectual discourse of their respective disciplines and to the academic rigor, intellectual life and academic standing of the College.

**Development and Evaluation Process: Tenure Track Faculty**

Hiring a new tenure track faculty member is a major and long-term investment on the part of the College. It evidences a belief that the new tenure track faculty member is a good fit for Wheelock and will contribute significantly to the community. The goals of the Faculty Development and Evaluation Program for tenure track faculty are to:

- Provide a smooth transition to the College.
- Enhance knowledge of and preparation for the promotion and tenure process.
- Provide on-going professional development in the four areas of evaluation for promotion and tenure: quality of teaching, scholarly or creative development, professional activities, and contributions to the College.
- Provide on-going support in meeting the expectations of promotion and tenure.
- Provide ongoing evaluative feedback related to the promotion and tenure process.

**Roles/Responsibilities**

While the primary responsibility for successful attainment of promotion and tenure rests with the tenure track faculty member, this is also a shared responsibility. The mentoring and evaluation process for tenure track faculty is a joint effort between the tenure track faculty member, faculty and administrative mentors, the department chair, the dean, and the Vice President for Academic Affairs.

The *tenure track faculty member's responsibilities are*:

- Be knowledgeable about the promotion and tenure process and expectations (see Criteria for Tenure Promotion and Tenure in this document).
- Establish, with faculty mentor, mutual expectations for the mentoring relationship:
  - Meet regularly with assigned mentor (minimum of 4 times annually).
  - Establish the goals and expectations for each meeting.
  - Identify what areas most require support from the faculty mentor.
- Establish *Statement of Professional Development* outlining priorities and career goals in the four areas of evaluation for promotion and tenure. (See guidelines for Writing the Statement of Professional Development in this document)
- Annually assess the *Statement of Professional Development* with faculty mentor and department chair.
  - Assess efforts to achieve goals and expectations.
  - Identify factors that influence ability to meet goals and expectations.
  - Identify mechanisms and resources that can be put in place to support development.
- Maintain a record and supporting evidence of accomplishments in the four areas of evaluation for promotion and tenure.
- Take advantage of resources provided by the College to promote professional development in the four areas of evaluation for promotion and tenure.
The faculty mentor’s responsibilities are:

- Be knowledgeable about the promotion and tenure process and expectations (see Criteria for Promotion and Tenure in this document).
- Initiate mentor-mentee relationship.
  - Schedule first meeting with tenure track faculty.
  - Define mentor/mentee relationship, emphasizing establishing a supportive and mutually beneficial relationship built on trust and confidentiality.
- Work with mentee to establish and update Statement of Professional Development
- Assist mentee to maintain balance in the areas of teaching, research and service to the college.
- Assist mentee in identifying internal and/or external mentors to provide support in areas where primary mentor’s resources might be limited
- Provide annual evaluative feedback on mentee’s progress in the four areas of evaluation for promotion and tenure.

The department chair’s responsibilities are:

- Be knowledgeable about the promotion and tenure process (see Criteria for Promotion and Tenure in this document).
- Know for each tenure track faculty member in the department where she/he is in the process, including knowledge of individual’s faculty mentor and tenure date.
- Meet informally with all tenure track faculty in the department at least once a year to assess their overall progress. This assessment may include:
  - Resources that can be provided by the department or chair to support the faculty development process.
  - The mentor-mentee relationship
  - Tenure track faculty member’s progress toward priorities and expectations as outlined in the Statement of Professional Development.
  - Faculty member’s accomplishments in the four areas of evaluation for promotion and tenure.
- Monitor tenure track faculty members’ teaching and supervisory workload and other roles and responsibilities.
- Engage in early semester check-in, particularly in the first year.
- Meet with dean to discuss faculty members’ progress toward promotion and tenure.

The dean’s responsibilities are:

- Be knowledgeable about the promotion and tenure process (see Criteria for Promotion and Tenure in this document).
- Guide mentee through the day-to-day, semester-to-semester responsibilities of a faculty member.
  - Provide tenure track faculty information on the Wheelock context and culture.
  - Make mentee aware of important policies, dates, and events at the College (i.e. convocation, commencement, mid-year event, end of year celebration, scholarship event, deadlines for R&D, etc).
- Know for each tenure track faculty member where she/he is in the process, including knowledge of individual’s mentors and tenure date.
- Annually assess the mentor-mentee relationship.
- Meet with tenure track faculty at least once a year to assess and support their progress toward tenure.
- Initiate a meeting between tenure track faculty, mentor(s) and department chair to discuss tenure track faculty’s progress toward promotion and tenure at each step of the process.
- Meet with VPAA to discuss faculty member’s progress toward promotion and tenure, including assignment of faculty and administrative mentors.
The Vice-President for Academic Affairs’ responsibilities are:

- Be knowledgeable about the promotion and tenure process (see Criteria for Tenure Promotion and Tenure in this document).
- Provide oversight of each tenure track faculty member’s progress in the promotion and tenure process:
  - Maintain promotion and tenure schedule for all tenure track faculty.
  - Assign faculty and administrative mentors, in consultation with the dean and the tenure track faculty member.
  - Ensure that procedures have been followed and documented.
  - Maintain up-to-date records/files on each faculty member for the faculty development and evaluation process
  - Routinely meet with tenure track faculty to discuss progress.
- In conjunction with the Center for Scholarship and Research provide on-going workshops to support faculty development and provide resources for faculty growth and development when necessary.

Mentoring and Evaluation Process

Faculty members will be evaluated according to four overall criteria, which are described more completely in subsequent sections of the document. The criteria are:

1. Quality of Teaching
2. Scholarly/Creative Development
3. Professional Activities
4. Contributions to the College

For each criterion, the level of competency expected should increase during the 6-year probationary period. Demonstrating increasing skill in Quality of Teaching is considered most important. The Development and Evaluation process provides the faculty member with an assessment of his or her strengths and weaknesses in the four categories in order to prepare for the tenure process.

STEP ONE

Step One is less formal than the remaining two steps in the promotion and tenure process. The emphasis is on development and it is based on an understanding that the first year at any institution is a time of transition and learning about the community and the culture of the institution. The faculty development and evaluation process is intended to provide the new faculty member with support, the advice of an experienced academic, and strategies for coping with the expected challenges of building a career that leads to promotion and tenure.

Planning for new tenure track faculty members’ development begins upon receipt of their signed contract in the Office of Academic Affairs. In consultation with the dean, the chair will contact the newly hired tenure track faculty member within six weeks of the tenure track faculty member’s appointment. The chair will offer support to aid with transition to the College.

The Step One faculty mentor will be designated by the Vice President for Academic Affairs, in consultation with the department chair and dean. The Step One mentor has tenure and is assigned prior to the new faculty member’s orientation workshop at the start of the fall semester.

Each tenure track faculty member develops, in consultation with a faculty mentor, a Statement of Professional Development that outlines his/her goals and expectations in the four areas of evaluation for promotion and tenure. The Statement, developed toward the end of the first year of appointment, 1) indicates the faculty member’s goals in each of the four evaluation areas, 2) states how each goal is relevant to the field and to the goals/mission of the department and the institution, 3) outlines the mechanism and a timeline for reaching each goal, and 4) articulates resources necessary to reach each goal.
The Statement of Professional Development is a living document that is revisited by the tenure track faculty member in consultation with his/her faculty mentor, chair, academic dean, and the Vice President for Academic Affairs and will become part of the tenure report. The Statement of Professional Development is a strategic guide aimed to focus, and promote the growth and development of tenure track faculty in the four areas of evaluation for promotion and tenure. The Statement should not be defined as a roadmap to promotion and tenure.

As part of the Step One process, the faculty mentor reviews the faculty member’s Statement of Professional Development based on current promotion and tenure guidelines. While there is no formula to guarantee promotion and tenure, the faculty mentor provides feedback regarding how suitable the goals are relative to current promotion and tenure standards and expectations: Do the goals/expectations outlined in the Statement of Professional Development suggest long-term growth and development? Are the goals/expectations balanced across the four areas of evaluation? Does the statement indicate an awareness of the emphasis placed on quality of teaching during the promotion and tenure process? Do the goals/expectations appear lofty enough to meet the demands of promotion and tenure?

The faculty mentor also makes one or two classroom observations during the year, and talks over teaching issues and strategies with the faculty member (see Guidelines for Teaching Observation in this document). Teaching Observations should take place at least two weeks prior to the end of the semester. The mentor confers with the new faculty member about the observations. The mentor writes a brief report assessing the faculty member’s Statement of Professional Development and teaching effectiveness. Within six weeks of completing the teaching observation, the report is given to the tenure track faculty and to the chair, the dean and the VPAA. The tenure track faculty member may choose to submit the written report as well as his/her response to the report in the tenure application.

**STEP TWO**

The Step Two Development and Evaluation process takes place in either the faculty member’s second or third year at Wheelock. (The Step Two process may be waived for untenured faculty members who receive credit toward the tenure year because of prior college teaching experience. The decision to waive the Step Two process is decided by the President based upon the recommendation of the Vice-President for Academic Affairs at the time of hire.) In this process, in consultation with the faculty member, the Vice President for Academic Affairs designates an academic administrator and a Step Two faculty mentor to support and evaluate the faculty member’s progress in the four areas of evaluation. Both Step Two mentors will have successfully completed the promotion and tenure process, preferably at Wheelock. Step Two mentors are chosen based on their match to the faculty member’s plans as outlined in the Statement of Professional Development.

**Initial Evaluation Meeting**

The Vice President for Academic Affairs sends an annual reminder to those involved in the faculty development process. The administrative and faculty mentors request a meeting with the faculty member to discuss progress in the four areas in which the Promotion and Tenure Committee evaluates the faculty member’s work: quality of teaching, scholarly/creative activities, professional activities, and contributions to the College. It is the responsibility of the administrative mentor to initiate the Step 2 process. Prior to the meeting, the faculty member submits to the faculty and administrative mentors the Statement of Professional Development, including any modifications to the Statement since initial submission in year one of the tenure track process. The faculty member indicates the rationale for revising the Statement. The faculty member also submits a current curriculum vita that documents progress in the four areas of evaluation (see Guidelines for Developing CV in this document), course syllabi, sample course evaluations, and a statement of personal goals for the Step Two process (for example the faculty member identifies areas of weakness to address during the Step Two Process.)

8/17/2011
At this point, the faculty and administrative mentors schedule a teaching observation to assess the faculty member’s course planning, instructional delivery, innovation in teaching, use of technology, and evidence of student learning and engagement. The faculty member identifies aspects of his or her teaching that mentors should particularly observe in the teaching observation. The faculty member shares the goals of the observed lesson, assigned course readings relevant to the observed teaching session and any particular concerns relevant to teaching. Teaching observations take place at least two weeks prior to the end of the semester.

**Teaching Observations**

The faculty and administrative mentors attend classes or supervisory meetings chosen in consultation with the faculty member and provide comments both verbally and in writing (see Guidelines for Teaching Observation in this document). Each mentor will write an assessment of the faculty member’s teaching and/or supervisory (in the case of faculty who supervise students at field sites) effectiveness.

**Evaluation Meeting**

The Step Two mentors read materials submitted by the faculty member and provide evaluative feedback on each of the four areas of evaluation. To what extent is the faculty member making progress toward the goals and expectations identified in the four areas of evaluation as outlined in the Statement of Professional Development? What are the faculty member’s particular strengths and areas of weakness? Are there factors that impede the faculty member’s progress toward meeting stated goals/expectations? What mechanisms/resources can be put in place to further the faculty member’s development? Do the faculty member’s accomplishments exhibit growth over time? In general, how would you rate the faculty member’s progress in each area of evaluation?

The Step Two mentors discuss the classroom observations and the faculty member’s own review of the visited class. The group may review student evaluations and discuss suggestions for improving teaching. What are the faculty member’s goals in the area of Quality of Teaching for the next year?

**Written Reports**

Within six weeks following the observation meeting, the administrative and faculty mentors submit either a co-authored or an individually drafted written report of the faculty member’s progress in the four areas of evaluation (see Guidelines for Development and Evaluation Report). Step 2 mentors decide if the written report is co-authored or individually written, however all written reports must be submitted within six weeks of the final evaluation meeting. Copies of the Development and Evaluation Report go to the faculty member, the dean, the department chair, and the Vice President for Academic Affairs. After reading the faculty and administrative mentors’ report(s), the faculty member is invited to complete a written response that may accompany the report(s) written by the mentors. The tenure track faculty member may choose to submit the written report(s) as well as his/her response to the report(s) in the tenure application.

**STEP THREE**

The Step Three process usually takes place in the faculty member’s fourth year of employment at Wheelock, but may take place sooner if he or she is given credit of one to three years toward the tenure year for prior full-time teaching at another college or university. In any case, this process ordinarily should take place at least two years before the tenure year. In this process, in consultation with the department chair and dean, the Vice President for Academic Affairs designates an administrative and a Step Three faculty mentor. Both Step Three Mentors will have successfully completed the promotion and tenure process preferably at Wheelock. It is preferable that the tenure track faculty member is assigned a new faculty mentor for the Step Three process. The decision to assign a faculty mentor for the Step Three process is a collaborative decision between the tenure track faculty member, dean and/or Vice President for Academic Affairs.

The Vice President for Academic Affairs will send an annual reminder to those involved in the faculty development process. It is the responsibility of the administrative mentor to initiate the Step 3 process.
The Step Three development and evaluation process includes a Self-Evaluation, submission of a current curriculum vita, a Pre-Evaluation Meeting, Classroom Observations, and a comprehensive Evaluation Meeting. The Self-Evaluation is written by the faculty member and assesses his or her teaching, scholarly/creative activities, professional activities, and contributions to the College.

Self-Evaluation

The self-evaluation, written by the faculty member, is an opportunity to describe past work and plans for the future. It reflects an appraisal of work in all categories for promotion and tenure, including reference to course evaluations (How has the faculty member grown professionally since the Step One process? Has the faculty member lived up to goals/expectations outlined in the Statement of Professional Development? How have the faculty member’s goals/expectations shifted over time?) The faculty member may wish to use her or his updated curriculum vita as a framework for the self-evaluation. The Self-Evaluation is submitted prior to teaching observations.

Initial Evaluation Meeting

Step Three mentors request a meeting with the faculty member to discuss progress in the four areas in which the Promotion and Tenure Committee evaluates the faculty member’s work: quality of teaching, scholarly/creative activities, professional activities, and contributions to the college. The faculty member will submit to the faculty and administrative mentors the Self Evaluation and the Statement of Professional Development, including any modifications to the Statement since the Step Two process. The faculty member indicates his or her rationale for revising the Statement. The faculty member submits a current curriculum vita documenting progress in the four areas of evaluation, course syllabi, sample course evaluations, and a statement of personal goals for the Step Three process (for example has the faculty member identified areas of weakness to address during the Step Three Process)?

The faculty member and Step Three mentors choose dates for teaching observations and for the Evaluation Meeting. The faculty member identifies aspects of teaching that mentors should particularly observe for in the upcoming teaching observation. The faculty member shares the goals of the observed lesson, assigned course readings relevant to the observed teaching session and any particular concerns relevant to teaching.

Teaching Observations

Step Three mentors attend chosen classes or supervisory meetings and provide comments about them. Teaching Observations take place at least two weeks prior to the end of the semester. Each mentor writes an assessment of the faculty member’s teaching effectiveness (see Guidelines for Teaching Observation in this document).

Evaluation Meeting

The faculty member leads a discussion based on the written Self-Evaluation. The group discusses the faculty member’s teaching, scholarly/creative activities, professional activities, and contributions to the College. To what extent is the faculty member making progress toward the goals and expectations identified in the four areas of evaluation as outlined in the Statement of Professional Development? How have the faculty member’s goals and expectations shifted over time? What are the faculty member’s particular strengths and areas of weakness? Are there factors that impede the faculty member’s progress toward meeting stated goals/expectations? What mechanisms/resources can be put in place to further the faculty member’s development? How has the faculty member grown professionally since the Step Two process? How has the faculty member addressed weaknesses identified in the Step Two Process? The Step Three mentors discuss their teaching observations and the faculty member’s own review of the visited classes. The group also reviews student evaluations and discusses suggestions for improving teaching. What are the patterns, themes, strengths, and weaknesses in course evaluations between the Step Two and Step Three process? What are the patterns, themes, strengths, and weaknesses in the four areas of evaluation between the Step Two and Step Three process?
Written Reports
Following the Evaluation Meeting, the Step Three mentors co-author or individually compose a written report of the faculty member’s progress in the four areas of evaluation (see Guidelines for Development and Evaluation Report in this document). Within six weeks of completing the Step Three process copies of the Faculty Development and Evaluation Report(s) go to the faculty member, the dean, department chair, and Vice President of Academic Affairs, who maintains files of all submitted information. The faculty member is also invited to complete a written response that may accompany report(s) written by Step Three mentors.
### Overview of Mentoring and Evaluation Process for Tenure-Track Faculty

<table>
<thead>
<tr>
<th>Role/Responsibilities</th>
<th>Step 1 (1st year of tenure-track appointment)</th>
<th>Step 2 (2nd or 3rd year of tenure-track appointment)</th>
<th>Step 3 (4th year of tenure track appointment)</th>
</tr>
</thead>
</table>
| **FACULTY MENTOR**     | • Mentor is assigned by VPAA in collaboration with Dean. The mentor:  
  ▪ Builds and maintains a supportive relationship with newly hired tenure-track faculty  
  ▪ Engages with mentee in on-going discussion about activities related to four areas of evaluation for tenure and promotion  
  ▪ Completes 1-2 classroom observations  
  ▪ Assist newly hired tenure-track faculty in the development of Statement of Professional Development that outlines goals/priorities in the four areas of evaluation.  
  ▪ Prepares written assessment of mentee’s Statement of Professional Development and teaching effectiveness and distributes to faculty member. | • Faculty Mentor is assigned by VPAA with input from Dean and based on needs or interests articulated in the Step 1 process.  
  ▪ Faculty Mentor role:  
    o Pre-evaluation meeting  
    o Teaching Observation(s)  
    o Evaluation meeting  
    o Support mentee to update Statement of Professional Development.  
    o Review Statement of Professional Development written in Step 1. Assess progress on goals.  
    o Write Development and Evaluation Report based on four areas of evaluation (distribute to faculty member, Dean and VPAA within six weeks of the Evaluation Meeting).  
  ▪ Faculty may submit to the VPAA, Dean and Chair a response to the observation report. | • Faculty Mentor is assigned by the VPAA with input from the Dean.  
  1. Faculty member writes self evaluation referring to the four evaluation areas.  
  2. Faculty Member updates Statement of Professional Development  
  Faculty Mentor role:  
  1. Pre-evaluation meeting  
  2. Teaching observation(s)  
  3. Evaluation meeting  
  5. Write Development and Evaluation Report referring to the four evaluation areas of evaluation (distributes to faculty member, Dean and VPAA within six weeks of evaluation meeting) |
| **ADMINISTRATIVE MENTOR** | • Course evaluations reviewed by Dean, Department Chair and faculty member  
  ▪ Chair and Dean review and provide feedback on faculty member’s Statement of Professional Development  
  ▪ Reads, and when necessary, provides feedback on report from faculty mentor. | • Administrative mentor is assigned by VPAA with input from Dean (based on needs or interests articulated in the Step 1 process).  
  ▪ Administrative mentor role:  
    1. Pre-evaluation meeting  
    2. Teaching observation(s)  
    3. Evaluation meeting  
    5. Write Development and Evaluation Report of faculty member’s progress in the four areas of evaluation for promotion and tenure (distributes to the faculty member, Dean and VPAA within six weeks of Evaluation Meeting.)  
  ▪ Faculty may submit to the VPAA, Dean and Chair a response to the Development and Evaluation report as desired.  
  ▪ Course evaluations reviewed by Dean, Department Chair and faculty member | • Administrative Mentor is assigned by VPAA with input from Dean  
  • Faculty member writes a self evaluation  
  • Admin. Mentor completes:  
    1. Pre-evaluation meeting  
    2. Teaching observation(s)  
    3. Evaluation meeting  
    5. Write Development and Evaluation Report of faculty member’s progress in the four areas of evaluation for promotion and tenure (distributes to the faculty member, Dean and VPAA within six weeks of Evaluation Meeting.)  
  • Faculty may submit to the VPAA, Dean and Chair a response to the Development and Evaluation Report as desired.  
  Course evaluations reviewed by Dean, Department Chair and faculty member |
Faculty Development and Evaluation Process: *Guide for Tenure Track Faculty*

Below is a chart that outlines the three step process for tenure track faculty members. For more detailed explanation and clarification please refer to the Faculty Development and Evaluation Guide.

<table>
<thead>
<tr>
<th>Step 1 (1st year of tenure track appointment)</th>
<th>Date(s) completed</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Establish and maintain a strong relationship with faculty mentor:</td>
<td></td>
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<tr>
<td>‒ Engage with faculty mentor in ongoing discussion about activities related to four areas of evaluation for promotion and tenure</td>
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<tr>
<td>‒ Prepare for faculty mentor to observe 1-2 classes at least 2 weeks prior to the end of the semester; enter observations in schedule, organize documents to give to faculty mentor in advance (syllabus, course goals for session, readings).</td>
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<tr>
<td>□ Write <em>Statement of Professional Development</em> that outlines goals/priorities in the four areas of evaluation by end of year 1 and discuss with faculty mentor.</td>
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<tr>
<td>□ Read and respond orally or in writing to the faculty mentor’s assessment of <em>Statement of Professional Development</em> and teaching effectiveness;</td>
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<tr>
<td>□ Review and respond orally or in writing to course evaluations and supervision evaluations (if in field site) with the dean or mentor.</td>
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<thead>
<tr>
<th>Step 2 (2nd or 3rd year of tenure track appointment)</th>
<th>Date(s) completed</th>
<th>Notes</th>
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<tr>
<td>□ Participate in formal Step 2 evaluation process</td>
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<tr>
<td>‒ Participate in pre-evaluation meeting initiated by administrative mentor and led by both faculty and administrative mentors</td>
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<tr>
<td>‒ Prepare for faculty mentor to observe classes; enter observations in schedule, organize documents to give to faculty mentor in advance (syllabus, course goals for session, readings, focus of observation)</td>
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<tr>
<td>‒ Participate in the post-evaluation meeting</td>
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<tr>
<td>‒ Read, review, and reflect on faculty mentor’s <em>Development and Evaluation Report</em>.</td>
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<tr>
<td>‒ Prepare written response to faculty mentor’s <em>Development and Evaluation Report</em>, if desired and send response to the VPAA, dean and chair</td>
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<tr>
<td>□ Update and refine <em>Statement of Professional Development</em> and submit to faculty and administrative mentors</td>
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<tr>
<td>□ Update or Develop CV as outlined in this document</td>
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</table>
- Review and respond orally or in writing to course evaluations and supervision evaluations (if in field site)

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<thead>
<tr>
<th>Step 3 (4th year of tenure track appointment)</th>
<th>Date(s) completed</th>
<th>Notes</th>
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<tbody>
<tr>
<td>□ Participate in formal Step 3 evaluation process</td>
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<tr>
<td>- Revise and refine Statement of Professional Development and assesses progress toward goals in the four categories for Promotion and Tenure. Submit to faculty and administrative mentors prior to teaching observations.</td>
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<tr>
<td>- Prepare for faculty mentor and administrative mentor to observe classes</td>
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<tr>
<td>- Participate in pre-evaluation meeting with faculty and administrative mentors</td>
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<tr>
<td>- Write Self-Evaluation Report</td>
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<tr>
<td>- Update CV</td>
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<tr>
<td>- Read, review, and reflect on <em>Development and Evaluation Report</em> authored by faculty and administrative mentors</td>
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<tr>
<td>□ Prepare response to faculty and administrative mentors’ report, if desired and includes response in tenure application.</td>
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<tr>
<td>□ Review and respond orally or in writing to course evaluations and supervision evaluations (if in field site) with the dean or mentor.</td>
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Post-Tenure Professional Growth and Development

Statement of Professional Development

The post-tenure professional growth and development plan for tenured faculty is designed to support continued faculty development. Every six years post-tenure, the faculty member will write a three-page Statement of Professional Development that outlines accomplishments and goals in the areas of teaching, scholarly/creative development, professional activities, and contributions to the College. The timing of the six-year post-tenure professional growth and development plan is reset for faculty members who go up for promotion to full-professor.

The Statement of Professional Development will serve as a living document to be reviewed and revised in consultation with the dean and/or the Vice President for Academic Affairs. The Vice President for Academic Affairs alerts the faculty member when a professional growth and development plan is to be submitted and reviewed. The faculty member will:

1. Review the mission, goals, and objectives of the department and the College and base the planning process on those as well as his/her own personal aspirations.

2. Assess present professional strengths, weaknesses and interests.

3. Determine and describe current responsibilities: Review ongoing institutional and professional responsibilities based on the current year (e.g., specific teaching duties, clinical practice, mentoring duties, committee work, research, scholarship, board/volunteer service, journal editing, etc.).

4. Consider long-range goals/priorities for the next six years in the four areas of evaluation and draft a Statement of Professional Development. The plan includes a statement of:

- accomplishments in the past six years in the areas of teaching, scholarly/creative development, professional activities, and contributions to the College
- goals for the next six years in the areas of teaching, scholarly/creative development, professional activities, and contributions to the College
- how each goal is relevant to the field and to the goals/mission of the department and the College
- how progress toward accomplishing each goal will be assessed
- necessary resources required to reach your goals (e.g. grant writing support, specific software or computer needs, travel/conference support, financial support for scholarship, option to buy-out a course)
- timeline by which each goal will be reached, and
- evidence of growth in each area of evaluation.

The Statement of Professional Development is reviewed by the dean and/or Vice President for Academic Affairs. After submission of the Statement of Professional Development, the faculty member and Dean or Vice President for Academic Affairs discuss and together choose a tenured Wheelock colleague to conduct a teaching observation (see guidelines for teaching observation in Appendix). Within six weeks of completing the teaching observation a written report on the Statement of Professional Development and the teaching observation is submitted by the tenured colleague to the dean and Vice President for Academic Affairs. The dean and/or vice president reviews the Statement of Professional Development and the report and writes and submits feedback to the faculty member and the tenured colleague. The dean and/or Vice President for Academic Affairs and the tenured colleague meet with the faculty member to discuss growth and a plan for future development. The faculty member may choose to submit a written response to the colleague’s report and to the administrator’s written feedback. The faculty member is encouraged to share a copy of the plan with the chair. None of the documents produced in this process,
including the Statement of Professional Development and any responses to it, will become part of the faculty member’s personnel file.
Faculty Development And Evaluation Process For Term Faculty Members

Faculty development and evaluation for term faculty members is conducted in the first year that the faculty member is with the College and a minimum of every three years after the first evaluation process. At the annual September meeting of Academic Council, the Vice President for Academic Affairs will present a list of faculty to be evaluated during that academic year. The list will also identify the faculty mentor for each faculty member who is to be evaluated. Additional observations may be scheduled at the discretion of the dean or the chair.

DEVELOPMENT AND EVALUATION PROCESS

Self-evaluation, teaching observations by a mentor, and student evaluations provide the basis for the development and evaluation process for term faculty members. In Year One, faculty members will participate in the following:

Pre-Teaching Observation Meeting
The faculty mentor (the department chair or chair’s designee) will schedule a pre-teaching observation meeting with the faculty member. The faculty member and mentor will discuss goals/objectives for the teaching observation and any areas of concern for the faculty member. The faculty member will provide a copy of the course syllabus, relevant readings for the observed session and schedule a date for the teaching observation. Teaching Observations should take place at least two weeks prior to the end of the semester (see Guidelines for Teaching Observation in this document).

Teaching Observations
The mentor attends the chosen class or supervisory meeting and provides comments both verbally and in writing. The mentor assesses the faculty member’s course planning, instructional delivery, innovation in teaching, use of technology, evidence of student learning and engagement, and other evidence of effective teaching.

Post Teaching Observation Meeting
The faculty member and mentor meet within two weeks of the teaching observation but before the end of the semester’s marking period to discuss the mentor’s assessment of the faculty member’s teaching effectiveness.

Written Report
Within six weeks of the teaching observation, the mentor submits a written report to the faculty member, chair (unless s/he is the mentor), dean and Vice President for Academic Affairs. The faculty member is invited to complete a written response to accompany the report. All files are kept on record in the Office of the Vice President for Academic Affairs.

End of Semester Review of Course Evaluations
At the end of the semester, the dean and Department chair review the faculty member’s student evaluations. If there are any concerns raised in the student evaluations, the dean sends a memo to the faculty member and the chair, commenting on the concerns.

Three Year Evaluation Process
The three year evaluation process consists of a teaching observation and a teaching self-evaluation. The observation will follow the same process outlined above for year one. The teaching self-evaluation will assess the faculty member’s teaching effectiveness as outlined in the criteria for Quality of Teaching, including how the faculty member plans, organizes, and presents courses, both classroom and field-based. The self-evaluation will outline effective communication with students and stimulation of their learning and intellectual curiosity, recognition of individual differences and learning styles, use of evaluative methods as part of the teaching/learning process and potential for growth in teaching.
While the faculty development and evaluation process for term faculty mainly focuses on quality of teaching, term-faculty are also encouraged to write about their goals and accomplishments in the areas of scholarly/creative development, and about their professional activities and contributions to the College.

**Evaluation Process for Adjunct Faculty**
In cases where chairs anticipate hiring an adjunct faculty beyond two semesters, the adjunct faculty will be evaluated at the end of their first year (two semesters) of employment at the College (see Guidelines for Teaching Observations in this document). The evaluation may occur earlier in the process at the discretion of the chair or dean. The faculty member will be observed by the chair (or chair’s designee) who will then meet with the adjunct faculty member to discuss the observation. Long-term adjunct faculty will participate in a formal evaluation process every three years after the first evaluation process. The formal evaluation process will follow the guidelines outlined for term faculty.

**PROFESSIONAL DEVELOPMENT OPPORTUNITIES**
The following opportunities are available to term faculty members:

- New faculty orientation session
- Open invitations to department meetings, school meetings, all-faculty meetings, all-College meetings, Conversations on Teaching and Learning, other faculty professional development events, faculty retreats.
- Open invitations to lectures at the College.
- Half-time or greater faculty are eligible for research and development, travel related and technical assistance funds at the amount approved by the Research and Development Committee.
COURSE EVALUATIONS

Course evaluations, completed by all students at the end of each course, are an important component of faculty development and evaluation. Their purpose is to give students the opportunity to give feedback to the instructor, to give the instructor the benefit of student opinion as he/she considers how to improve the course in future years, and to give faculty mentors a realistic picture of what students think about a course and an instructor over time.

For the first six years of teaching or until tenure review at Wheelock, all faculty will administer the same form used by the Promotion and Tenure Committee. Faculty are welcome to add additional questions to the prescribed forms if they wish. To ensure that Wheelock students are receiving quality instruction, deans and chairs will read the completed forms, and bring any issues raised by the forms to the attention of the instructor for discussion. Likewise the chair or dean may initiate a discussion about course evaluations at any time, at which time the dean or chair will read the evaluations for the period in question. Each semester, the Vice President for Academic Affairs will make available copies of the course evaluation form used by the Promotion and Tenure Committee.

After six years of teaching and/or after tenure review at Wheelock, faculty members may develop their own format for course evaluations. Regardless of format, however, each course evaluation form should obtain data from students about the:

1. Content in the course (i.e. appropriateness, comprehensiveness, level of difficulty)
2. Teaching (i.e. style, format, organization)
3. Student learning (i.e. level of involvement, challenge)
4. Assignments, readings, and other materials (i.e. quality, usefulness)
5. Strengths, weaknesses, and recommendations for improving the course

Course evaluations must be administered to all students in the class at the end of the course. They will be distributed by the instructor, completed in the absence of the instructor, and collected by a student. The student will seal these course evaluations in an envelope which is clearly labeled with the course number and title, instructor’s name and date. The student will leave the sealed envelope in the office of the dean, who will read the evaluations and pass them on to the chair. The chair will read the evaluations and return them to the appropriate instructor after his/her grades have been submitted. All faculty members must keep their evaluations a minimum of 3 years.

Each faculty member is expected to review all course evaluations and use their content to make modifications in curriculum and instruction as he or she judges appropriate. In years when the faculty member undergoes a promotion and/or tenure review, or in Step Three of the formal evaluation and development program, he/she is encouraged to select representative samples of course evaluations that identify patterns, themes, strengths, and weaknesses in Quality of Teaching. The samples may be included in promotion and tenure materials or included in conferences as discussed above. Term faculty are also encouraged to include an analysis of their course evaluations in the evaluation process.

In addition, each faculty member is invited to schedule an annual meeting with the chair, and if necessary the dean, to discuss the content of the course evaluations. Furthermore, deans and/or chairs may initiate a discussion of course evaluations at which time the administrator will read the course evaluations for the period in question. Mutual consultation about course evaluations between faculty members and administrators and peers is particularly encouraged during the probationary period as an important element of faculty development.

In cases where a faculty member teaches outside her/his school, the dean on record for the course is responsible for getting course evaluations to the faculty member’s chair and academic dean.
CRITERIA FOR PROMOTION AND TENURE

QUALITY OF TEACHING
This category is interpreted to include:

-- effective planning, organization, and presentation of courses, both classroom and field-based

-- inclusion of current knowledge, research, and scholarship in course content

-- effective communication with students and stimulation of their learning and intellectual curiosity

-- recognition of individual differences and learning styles

-- use of evaluative methods as part of the teaching/learning process

-- potential for growth in teaching

Quality of Teaching is evidenced by: course outlines, syllabi, relevant changes in syllabi over time, bibliographies, supervision of independent studies, summaries of course evaluation data and qualitative summaries of student commentary on courses, course assignments, evidence of willingness to try new ideas, grading policy and practices, examinations, examples of student work, class visits, consultants’ evaluations, testimony of other professionals and any additional evidence the tenure track faculty wishes to provide.

SCHOLARLY/CREATIVE DEVELOPMENT

This category is interpreted to include:

-- production of scholarly/creative work based on traditional research and modes of scholarship and/or creativity in one’s field

-- production of scholarly/creative work based on expanded definitions of scholarship and/or creativity

-- potential for growth in the development of scholarly/creative work

Scholarly/Creative Development is evidenced by writing in all its forms and creative works that can be photographed or recorded to become a “written” record. Examples include: published books, articles in professional journals, written reports of individual or collaborative research, scholarly work in progress, grants or awards received, grant proposals, published work in newspapers, newsletters, magazines, written presentations through lectures, panels, conference papers, writing that takes the form of editing other people’s work, collaborative writing, writing about the art and craft of teaching, innovations in curriculum and pedagogy, the application or public dissemination of theory or knowledge to practice, writing that integrates different disciplines, creative writing, artistic exhibitions, musical compositions, artistic performances, published reviews of the tenure track faculty’s work, tenure track faculty’s published reviews of the work of others, consultants’ evaluations, testimony of other professionals, and any additional evidence the tenure track faculty wishes to provide.
PROFESSIONAL ACTIVITIES

This category is interpreted to include:

-- participation as a member in local, regional, national, or international meetings of learned societies or professional associations

-- active contributions to various learned societies or professional associations by holding office or assuming other responsibilities for the maintenance and development of these organizations

-- service to the community utilizing one’s professional expertise and knowledge to serve and enhance community projects or objectives

-- potential for continued professional activity

Professional Activities is evidenced by: membership and participation in learned societies and professional organizations, contributions to those organizations such as holding offices, chairing meetings, planning conferences, editing publications, dissemination of professional knowledge or services to the community by serving as a consultant, speaker, organizer of workshops and other events, making media appearances, serving as a member or leader on advisory committees, task forces, boards of directors, elected bodies, consultants’ evaluations of the tenure track faculty’s professional activities, testimony of other professionals, and any additional evidence the tenure track faculty wishes to provide.

CONTRIBUTIONS TO THE COLLEGE

This category is interpreted to include:

-- advising (individual students, student programs, organizations, and activities)

-- contributions that support an academic program

-- participation in committees and activities of the College

-- potential for continued contributions to the College

Contribution to the College is evidenced by: formal and informal contributions to the advisory process, statements of one’s advising activities and philosophy, statement of roles and responsibilities in the development, evaluation, or revision of a course or program, contributions to a department or division, participation in a task force, study group, or conference, work on accreditation/certification reports, roles and responsibilities in faculty, ad hoc, and administrative committees, in alumni, admissions, public relations, faculty, or all-College functions, consultants’ evaluations, testimony of other professionals, and any additional evidence the tenure track faculty wishes to provide.
WRITING THE STATEMENT OF PROFESSIONAL DEVELOPMENT

The Statement of Professional Development is developed in consultation with your faculty mentor and reviewed by the department chair and academic dean. The three-page Statement of Professional Development is a living document that is reviewed and revised in each stage of the promotion and tenure process.

1. Review the mission, goals, and objectives of your department and the College and base your planning process on those as well as your personal aspirations.

2. Assess present strengths, weaknesses and interests.

3. Determine and describe current responsibilities: Review ongoing institutional and professional responsibilities based on the current year (e.g., specific teaching duties, clinical practice, mentoring duties, committee work, research, scholarship, board/volunteer service, journal editing, etc.).

4. Consider long-range goals/priorities in the four areas of evaluation for the next three to five years and draft a statement of professional development. The plan will include a statement of:

   - goals/expectations for the next 3-5 years in the four areas of evaluation for promotion and tenure: quality of teaching, scholarly/creative development, professional activities, and contributions to the College
   - the relevance of each goal to the field and to the goals/mission of the department and the College
   - an indication of how progress toward each goal will be assessed
   - necessary resources required to reach each goal (e.g., grant writing support, specific software or computer needs, travel/conference support, financial support for scholarship, course release) Note: Resources provided as part of the faculty development and evaluation process are not to come from R&D funds.
   - timeline by which each goal will be reached, and
   - evidence of growth in each area of evaluation.

5. Identify colleagues with whom you will collaborate to achieve your goals and discuss your plan with them.
GUIDELINES FOR TEACHING OBSERVATION

Name of faculty member being evaluated: ____________________________

Evaluator’s name and role in the process: ____________________________

Dates and Times of Observations: _________________________________

Title of course: ____________________ Number of students: __________

Date of Post-Conference: _________ Date of Observation: __________

Please use the items listed below as guidelines for the preparation of the written report of your teaching observation.

1. Describe briefly the class or activity observed (for example, identify subject matter, teaching strategies, use of technology, innovations in teaching, and other information that would describe the context of the observation).

2. Identify the faculty member’s goals for this class or activity and indicate the degree to which you and the instructor felt these goals were achieved. If the goals are related to the faculty member’s goals for development as identified in the Statement of Professional Development, please indicate and comment.

3. Comment on evidence of student learning. (Do students appear to follow the topic? Are the majority of students actively engaged?)

4. Comment on the faculty member’s teaching as measured by the criteria defined for Quality of Teaching. (It is recognized that a single observation may not provide data on all of these criteria). Based on your observation, suggest areas of strength and areas that may need improvement.

5. Summarize any specific suggestions you have for the faculty member’s continued development.
GUIDELINES FOR FACULTY DEVELOPMENT AND EVALUATION REPORT

Name of faculty member being evaluated: ________________________________

Evaluator’s name and role in the process: ________________________________

Date of evaluation conference: ________________________________

Report: Step Two or Step Three (circle one)

Please respond to I, II, and III below to prepare the Evaluation Report which should be attached to this cover sheet. The report is prepared within six weeks of the final evaluation conference and submitted to the dean for distribution and signatures. Faculty members are strongly encouraged to share the report with the faculty member before submitting to the dean for distribution.

I. What are the faculty members goals in the four areas of evaluation; quality of teaching, scholarly/creative development, professional activities, and contributions to the College. Summarize the faculty member’s ability to live up the goals identified in the Statement of Professional Development. To what extent are the faculty member’s goals relevant to the field and to the goals/mission of the department and/or the College? How would you assess the faculty member’s plans or timeline for reaching stated goals? How has the faculty member grown over-time in the four areas of evaluation? Indicate the faculty member’s strengths and areas needing improvement in the four areas of evaluation. What resources might the department or College provide to support the faculty member’s development?

II. Add any additional comments which pertain to the faculty member’s work at the College.

III. Summarize major recommendations for faculty member’s continued growth and development.

Faculty member: ________________________________  __________

Signature  date

Peer Mentor: ________________________________  __________

Signature  date

Administrative Mentor: ________________________________  __________

Signature  date

8/17/2011
DEVELOPING THE CURRICULUM VITA FOR PROMOTION AND TENURE

SAMPLE OUTLINE

Lucy Wheelock
200 Wheelock Road
Boston, Massachusetts 02215
617-239-0987
lwheelock@wheelock.edu

EDUCATION

➢ Indicate higher education institutions attended, degree earned, years attended

PROFESSIONAL EXPERIENCES

➢ List previous professional experiences (places worked before Wheelock (adjunct/full-time teaching positions; administrative positions, K-12 experience, etc.)

TEACHING

➢ List all courses taught at Wheelock College, number of students enrolled and semester taught. Indicate if you developed or significantly modified the course.

SCHOLARLY/CREATIVE WORKS

➢ Indicate:
  o Publications or Creative works (title, publisher/exhibitor, date)
  o Works in Progress
  o Presentations/exhibits/other creative works (title, name of organization, date)
  o Reviews of publications/exhibits/other creative works
  o Grants, reviewed and/or funded (project title, name of funding sources, amount of grant, date)

PROFESSIONAL ACTIVITIES

➢ Professional Memberships (years of membership)
➢ Leadership responsibilities (role, name of organization, dates/terms)
➢ Community contributions (name of organization, type of organization/work, role, date)
➢ Consulting work (name of organization, type of work, dates)

CONTRIBUTIONS TO THE COLLEGE

➢ College Committees (committee name, leadership role or special contribution, elected or appointed, term)
➢ Task forces, working groups or special assignments (group name, role, term)
➢ Student Advising (type and nature of advising, number of advisees)
➢ Other Service (attendance or presentation at open house, alumni events, etc., dates)