**Meeting on Post-Tenure Faculty Development and Assessment**

**November 18, 2013**

**Agenda**

1. Preparing for Middle States Self-Study: Overall Faculty Assessment

2. Post-Tenure Faculty Development and Assessment: Handbook Language

3. Best Practices/Good Processes for Post-Tenure Faculty Development

4. Developing a 3-year assessment cycle

**From Faculty Handbook Section VII. Faculty Development:**

D. Post-Tenure Professional Development Program

Post-tenure professional development is vital to the continuing growth and vitality of the faculty member as well as the College. The years following tenure should reflect the full maturation of the faculty member as teacher, scholar and leader within the institution, the discipline and the profession of higher education generally. Post-tenure professional development plans reflect an emphasis on continuous innovation and discovery of new opportunities for learning for both the faculty member and the students she teaches.

Post-tenure professional development plans are highly individualized according to the interests of each faculty member. These plans include provisions for annual meetings with the academic deans to review professional growth; a written periodic self-assessment according to the plan is also a useful tool to sustain professional growth

**From Section VIII. Faculty Assessment:**

B. Summative Assessment

*1. Criteria for Assessment*

The summative assessment process evaluates faculty performance according to these criteria:

a. Teaching Quality: the faculty member demonstrates progressive improvements in the quality and effectiveness of teaching and teaching-related activities as measured through:

1) appropriateness of course design and thoroughness of course syllabi

2) peer observations and analysis of classroom teaching

3) student course evaluations

4) student advisement

5) pedagogical innovation

6) new course development

7) self-assessment

b. Scholarship: the faculty member demonstrates progressive growth in the range and depth of knowledge of the discipline, related interdisciplinary work, and new fields of learning, as measured through:

1) continuous course preparation and syllabi development

2) new course development and pedagogical innovation

3) active participation in professional conferences

4) presentations, panels, papers and publications

5) external peer review

6) self-assessment

c. Contributions to the Academic and Institutional Community: the faculty member actively contributes to the development of Trinity as an academic community as well as to the vitality of the entire College, as measured through:

1) effective participation in service activities described in Section III.

2) active engagement with faculty colleagues in the broad range of tasks that contribute to developing the sense of academic community, e.g., brown bag lunches, collegial assistance on projects, coaching and consultation on pedagogical issues, collaborative teaching and collaborative program development;

3) assistance to the College on matters of institution-wide importance, e.g.,

consultation on new program development, assistance with admissions and fund raising efforts, facilitation of student affairs events, grant proposal preparation, leadership in accreditation reviews and other external institutional assessment activities; …..

*4. Process for Summative Assessment: Tenured Faculty*

Tenured members of the faculty engage in summative assessment at least every three years. The purpose of such periodic assessment is to encourage continuous growth in teaching quality, pedagogical innovation and scholarly productivity. Tenured faculty may design the process for their periodic summative assessment as part of their professional development portfolio. Such a process should be responsive to the “Criteria for Summative Assessment” listed above.