Midterm Review Materials and Suggestions

(checklist form)

The *Faculty Handbook* (FH) has the most up-to-date lists of required elements for the midterm evaluation (Section 4.3.5.2).

Self-evaluation (From FH Section 4.3.4.1, should describe and explain the faculty member's teaching, scholarship, and service, noting their significance to the College and the profession and to the faculty member's developing career)

_____ Maximum of 10 pages, single spaced. A standard font and margins are recommended. From FH 4.3.4.1, the self-evaluation should address how the teaching, scholarship, and service meet the College and department/program standards.

_____ Include up to two *additional* pages for leave plans and goals.

_____ The teaching portion should address the characteristics of distinction in teaching. In terms of organization, there are many effective ways to do this. The College defines distinctive teaching as *organized, engaging, intellectually challenging, reflective, inclusive, and effective instruction that achieves well-conceived learning goals and facilitates student learning*.

_____ The inclusion of a brief teaching philosophy is recommended.

_____ If you opt to release student comments from your course evaluations to the review committees, you may include quotations from these comments in the self-evaluation.

_____ The scholarship portion has multiple audiences. It is appropriate to include a description of scholarship for a general audience as well as provide additional details for readers with more background.

_____ The service portion should describe how the faculty member actively engages with the department/program and/or the College and/or the professional community. See FH 4.2.3 for a partial list of what constitutes service.

_____ Reference materials from teaching, research, and service portfolios as appropriate.

CV

_____ Confirm that the items listed in Section 4.3.4.2 are in the document.

_____ Check that publication dates and titles match material referenced in the self-evaluation and in the portfolios.

_____ Some people mark items that occurred after their hire at Lafayette in some way, like with different color text or highlighting, etc. This is not necessary but can be effective.

Teaching portfolio (provides a clear and accurate picture as possible of the individual faculty member's teaching responsibilities, goals, strategies, achievements, and plans)

_____ A record of courses taught, with enrollments.

_____ Representative syllabi for all courses taught. (Consider adding multiple syllabi for the same course if the course content has significantly changed. In such cases, note the changes for the reader.)

_____ A representative collection of course materials that exemplifies the faculty member's teaching. _It is very helpful to readers to carefully curate this portfolio, explaining the significance of each included item and linking it to the self-evaluation_.

_____ A statement of academic advising responsibilities and list of advising numbers by semester.

Scholarship portfolio (contains copies of published work and other scholarly materials)

_____ From FH 4.2.2, by the tenure review, a faculty member's scholarship record should exhibit _development, accomplishment, and promise_. As appropriate, include evidence of how these goals are being met.

_____ Describe what was completed post-hire for work that was started before being hired at Lafayette but completed afterward.

_____ Include a careful description of one's contribution to work with multiple authors.

Service portfolio (_an annotated service list_ that is a record of the faculty member's service activities accompanied by dates and a brief description of the nature of the faculty member's particular contributions)

_____ Include _highlights_ of service. (See FH 4.2.3 for examples.)

_____ It is helpful to organize service by type (for example, by department/program, other College service, professional service, other) rather than by year.

General guidance

_____ A _brief_ introduction that outlines the contents of each portfolio is appreciated. Annotating how/where specific parts of the portfolio provide evidence can be an effective technique.

_____ Please present the portfolio as a single pdf document.

_____ Consider asking colleagues, particularly outside of the department/program, to read through your self-evaluation and provide feedback.