Departmental and Program Procedures

The *Policy of Appointment, Reappointment, Promotion, and Tenure* requires units to establish the procedures it considers effective in evaluating the teaching of its members (see IV.A.3), as well as to develop procedures to be followed in the review of affiliated members (see VIII.B.2.a).

Included here are the most recent versions of departmental and program procedures submitted to the Office of the Provost/Dean of the Faculty.

Please contact Hayley Spizz, Faculty Policies Administrator (hspizz@smith.edu or x3005) with questions or to update your departmental or program procedures.

Please access the bookmarks icon on the left to find hyperlinks to procedures for individual departments and programs.
Africana Studies Procedures
Effective July 1, 2020

The procedures below reflect Africana Studies’ commitment to gather information and provide feedback to faculty members in ways that are collegial, constructive, and substantive. These procedures supplement the requirements outlined in the Policy of Appointment, Reappointment, Promotion, and Tenure.

In its evaluation of teaching, Africana Studies will consider evidence as described in II.B.1 of the Policy, including classroom visits. The purpose of classroom visits are: (1) to assist and support members of Africana Studies in developing their skills as teachers, and (2) to give Africana Studies objective and reliable firsthand information about the teaching of its members to be used in reappointment, tenure, and promotion decisions, as required by the Policy. Members of Africana Studies are encouraged to consult the Sherrerd Center for Teaching & Learning website (https://www.smith.edu/about-smith/sherrerd-center/resources) for best practices on the formative and summative assessment of teaching.

Classroom Visitation Procedures
1. Each class visit should include at least two, and no more than four, visitors.
2. Before the class visit, the teacher will share a copy of their syllabus and inform the visitors of the objectives for the class.
3. The timing and number of visits are mutually agreed upon between the visitors and teacher in advance.
4. Participation in class by visitors is strongly discouraged.
5. Following the class visit (normally within two weeks), each visitor will prepare a report on the class visit, and then the visitor should meet with the teacher to discuss the report. The teacher may respond in writing to the report.
6. The report, and any responses, will be filed in Africana Studies’ files and may be summarized in letters concerning reappointment, tenure, and promotion.
7. Africana Studies will assess the teaching of non-tenured, tenure-track faculty on an annual basis. If this assessment, built around a class visit, occurs in the fall, a meeting with the faculty member to discuss the class visit will take place during that semester. If the assessment happens during the spring semester, the department’s annual meeting with that faculty member will include discussion of the class visit. Annual class visits of non-tenure-track faculty are not required, but the option will be made available to these faculty.
8. At the time of review for (a) reappointment, (b) tenure and promotion, and (c) promotion to full professor, all eligible voting members will visit classes. If there is not a minimum of three eligible voting members within Africana Studies, the chair will consult with the provost, and a personnel committee will be appointed.
American Studies Program Governance Guidelines

Approved on March 15, 2021 by the American Studies Program Committee.

The American Studies Program operates under the provisions of Sections V of the Code of Faculty Governance.

Composition of the AMS Program Committee and Expectations of Service

The AMS Program Committee is comprised of: all tenured and tenure-track members of the faculty who hold appointments located in American Studies; all tenured and tenure-track faculty who are appointed in other departments or programs but who are under contractual obligation to offer courses in American Studies; all visiting faculty and postdoctoral fellows holding appointments in AMS; members of the faculty at large who have been nominated by the AMS Program Committee and appointed by the Provost for renewable 3-5 year terms.

Membership on the AMS Program Committee carries with it an array of expectations, including:

1. Attending regular (monthly) program meetings and occasional retreats
2. Advising AMS majors
3. Advising, as appropriate, honors projects and special studies courses in the major
4. Contributing, as requested by the Program Director, to the mentoring and evaluation of colleagues appointed in or affiliated to AMS: mentoring in accordance with the Program’s mentoring plan; participation in Personnel Review Committees, Class Visits, and Annual Reviews, etc.
5. Assisting in making decisions and developing policies involving the administration of the Program and the activities central to its mission (e.g., serving on search committees, distributing Program funds, approving courses)
6. Participating, from time to time, in activities important to our collective work with AMS majors: prize committees, evaluation of Smithsonian projects, staffing AMS 100, attending honors presentations, etc.
7. Willingness to represent AMS at events important to the success of the major: Conversations with new or prospective students, student-focused social activities, etc.

Election of the Program Chair

The Chair of the Program shall be appointed by the Provost upon the recommendation of the voting members of the Program Committee, and may be reappointed for subsequent terms. The Chair shall ordinarily be selected from those holding permanent positions on the faculty, and, if possible, from the ranks of full professors. The selection of the Chair a decision to renew the term of the current director—shall normally take place every three
years. The Chair should be selected—or renewed—no later than February and take office on or about the first of July.

Procedures for Review, Reappointment, Tenure and Promotion

(Approved by the AMS Program Committee on November 5, 2014)

The procedures below reflect the Program's commitment to gather information and provide feedback to faculty members in ways that are collegial, constructive and substantive. These procedures include regular opportunities for exchanges between tenured and untenured members of the AMS Program Committee that focus on achieving excellent teaching and on constructive discussions of scholarly work in progress. These procedures supplement the requirements outlined in the Policy of Appointment, Reappointment, Promotion, and Tenure.

I. Procedures for Untenured Faculty Members with Full or Joint Appointments in AMS

a. Personnel Review Committee

For tenure-track faculty members hired with full or joint tenure-track appointments in the Program, the Program will create a personnel review committee at the time of hiring that will continue through the candidate’s probationary period. The personnel review committee will be composed of tenured faculty members with full and joint appointments in the Program, augmented by additional tenured members of the AMS Program Committee (up to a committee membership of five, plus an alternate). In the event that a member of a personnel review committee is unable to continue serving on the committee, the alternate will join the committee for the remainder of the candidate’s probationary period. During the course of the probationary period, all members of the personnel review committee will take turns visiting classes, offering feedback on work in progress, and participating in annual reviews. All personnel review committee members will vote on reappointment and tenure.

b. Annual Class Visits

During each year of the probationary period, a member of the personnel review committee will visit a class at a time suggested by the faculty member being visited. The visitor will draft a report on the class visit and then meet with the candidate within two weeks of the class to discuss the report. The untenured faculty member may respond in writing to the report. The report, and any response, will be filed with the Chair and may be summarized, along with other reports, in letters concerning reappointment, tenure and promotion. (See Appendix A for procedures.)

c. Annual Review

At the conclusion of each academic year, the Chair of AMS and at least one additional member of a faculty member’s personnel review committee will conduct an annual review. This review includes a meeting that will provide an opportunity for the untenured faculty member to identify specific goals for the coming year so that the Program can
assist the candidate in developing a dossier. Discussion will address teaching, scholarship (including work in progress), and service. A letter summarizing this discussion and any recommendations made during the meeting will be sent to the untenured member, who may respond to or amend the summary if necessary.

d. Reappointment and Tenure Procedures

At the time of review for reappointment or tenure, all members of the personnel review committee (typically even if they are on sabbatical or leave) will review the teaching, scholarship, and service of the candidate, in accordance with the policies of the college. The personnel review committee will solicit all tenured members of the current AMS Program Committee to contribute information related to any of the criteria for reappointment or tenure for which they have first-hand knowledge.

e. Promotion to Full Professor Procedures

At the time of review for promotion, all full professors in the program will evaluate and vote on the case for promotion. The program will form a subcommittee of two to visit classes.

II. Procedures for Faculty Members Affiliated with AMS

When a member of the AMS Program Committee is being reviewed for reappointment, tenure, or promotion, the Chair will write a letter of appreciation to the home unit and the Committee on Tenure and Promotion concerning the candidate’s service to the program.
APPENDIX A:
American Studies Program Procedures
(Approved: March 15, 2021)

The procedures below reflect the American Studies Program's commitment to gather information and provide feedback to faculty members in ways that are collegial, constructive, and substantive. These procedures supplement the requirements outlined in the Policy of Appointment, Reappointment, Promotion, and Tenure.

In its evaluation of teaching, AMS will consider evidence as described in II.B.1 of the Policy, including classroom visits. The purpose of classroom visits are: (1) to assist and support members of the AMS program in developing their skills as teachers, and (2) to give AMS objective and reliable firsthand information about the teaching of its members to be used in reappointment, tenure, and promotion decisions, as required by the Policy. Members of AMS are encouraged to consult the Sherrerd Center for Teaching & Learning website (https://www.smith.edu/about-smith/sherrerd-center/resources) for best practices on the formative and summative assessment of teaching.

Classroom Visitation Procedures
1. Each class visit should include at least two, and no more than four, visitors.
2. Before the class visit, the teacher will share a copy of their syllabus and inform the visitors of the objectives for the class.
3. The timing and number of visits are mutually agreed upon between the visitors and teacher in advance.
4. Participation in class by visitors is strongly discouraged.
5. Following the class visit (normally within two weeks), each visitor will prepare a report on the class visit, and then the visitor should meet with the teacher to discuss the report. The teacher may respond in writing to the report.
6. The report, and any responses, will be filed in the AMS files and may be summarized in letters concerning reappointment, tenure, and promotion.
7. At the time of review for reappointment to assistant professor, the candidate’s personnel review committee will visit classes as per procedures 1-6 listed above.
8. At the time of review for promotion to full professor, the candidate’s class visitation subcommittee will visit classes as per procedures 1-6 listed above.
The procedures below reflect the Department of Anthropology’s commitment to gather information and provide feedback to faculty members in ways that are collegial, constructive, and substantive. These procedures supplement the requirements outlined in the *Policy of Appointment, Reappointment, Promotion, and Tenure*.

In its evaluation of teaching, the department will consider evidence as described in II.B.1 of the *Policy*, including classroom visits. The purpose of classroom visits are: (1) to assist and support members of the department in developing their skills as teachers, and (2) to give the department objective and reliable firsthand information about the teaching of its members to be used in reappointment, tenure, and promotion decisions, as required by the *Policy*. Members of the department are encouraged to consult the Sherrerd Center for Teaching & Learning website ([https://www.smith.edu/about-smith/sherrerd-center/resources](https://www.smith.edu/about-smith/sherrerd-center/resources)) for best practices on the formative and summative assessment of teaching.

**Classroom Visitation Procedures**

1. Each class visit should include at least two, and no more than four, visitors.
2. Before the class visit, the teacher will share a copy of their syllabus and inform the visitors of the objectives for the class.
3. The timing and number of visits are mutually agreed upon between the visitors and teacher in advance.
4. Participation in class by visitors is strongly discouraged.
5. Following the class visit (normally within two weeks), each visitor will prepare a report on the class visit, and then the visitor should meet with the teacher to discuss the report. The teacher may respond in writing to the report.
6. The report, and any responses, will be filed in the departmental Google Drive and may be summarized in letters concerning reappointment, tenure, and promotion.
7. At the time of review for reappointment to assistant professor, all eligible voting members will visit classes.
8. At the time of review for promotion to associate professor, all eligible voting members will visit classes.
9. At the time of review for promotion to full professor, all eligible voting members will visit classes.
This document outlines Art Department practices for mentoring, class visits, and annual reviews for faculty as they move through the reappointment, tenure and promotion process.

**Review Committee**

Every fall semester, in conjunction with a Department-wide meeting, the Chair will appoint two tenured members of the Department to serve on the Art Review Committee (ARC). Tenured members of the Department are expected to rotate through this role, with members normally drawn from both wings (art history, studio). Normally, every fall, the tenure-track faculty of the Department will discuss our guidelines for mentoring and class visits.

Over the course of the academic year, the ARC will help tenure-track faculty set goals for teaching, research, and service; the ARC will also produce written feedback on teaching, based on a class visit. As mentors, the ARC will also be available to discuss opportunities that support teaching and research (these discussions will vary from faculty member to faculty member, but may include funding opportunities, programs sponsored by the Sherrerd Center or Jacobson Center, projects led by colleagues in programs or departments elsewhere at Smith or in the Five Colleges). Discussion of such opportunities may take place at any point in the year, and may be quite informal (e.g., although in keeping with College guidelines, at least one meeting is expected or required).

In reappointment years, the ARC can continue to mentor tenure-track faculty on scholarship, teaching, and service. In these years, the ARC does not conduct class visits or provide written feedback. The ARC does not review dossier statements or the contents of a dossier in advance of its submission (Associate Provost and Associate Dean of the faculty/dean for academic development are both available).

In years of tenure review, all mentoring by ARC concludes by May 1, prior to the submission of the dossier.

**ARC Annual Class Visits: Untenured Faculty**

Because the teaching of art history, studio art and architecture does not lend itself to video recording, all class visits will normally be done in person.

In years that do not include reappointment or tenure evaluation, the ARC shall attend at least one class of every tenure-track faculty member (the ARC may attend more, if tenure-track faculty so wish). Scheduling will normally be initiated by the ARC and coordinated with the tenure-track faculty.
In advance of the annual class visit, the tenure-track faculty member will share a copy of the relevant materials with the ARC. Within a normal timeframe of two–three weeks of the annual class visit, the ARC shall produce written feedback on the class, share this written feedback with the tenure-track faculty member, and meet with that person to discuss the class and document. This written feedback, as well as any written responses produced by tenure-track faculty, shall become part of the departmental personnel file. All such of these documents shall be considered by voting members during deliberations for reappointment and tenure.

Class Visits: Reappointment, Tenure, Promotion

Because the teaching of art history, studio art and architecture does not lend itself to video recording, all class visits will normally be done in person. The Chair, in conjunction with candidates for reappointment, tenure or promotion, shall coordinate the scheduling of class visits for all voting members of the Department. These class visits will be done in small groups (at least two, and no more than four, visitorse.g., pairs of voting faculty or triplets).

For reappointment, tenure, and promotion evaluations, all voting members will visit one regular class meeting (e.g., a lecture, colloquium or studio class). In advance of all visits, candidates for reappointment, tenure or promotion will share relevant syllabi class materials with the voting members.

Written feedback related to reappointment visits will be collected in the Art Department Office, where it will be made available for candidates. Whenever possible, voting members shall make their class visits in the same semester as the reappointment, tenure, or promotion vote and submit their written reviews in a timely fashion.

In the academic year prior to tenure review, mentoring by all voting members concludes May 1. Following this date, the Chair can support the candidate by stewarding the process. Voting members should not advise candidates on their personal statement and dossier, but may remain collegial and discuss, in general, teaching, scholarship, and service with the candidate so long as it is not related to the dossier and what should be included therein.

Annual Review: Untenured Faculty

In advance of the College-mandated annual meeting between the Chair and a tenure-track faculty member, the Chair shall review the current CV of the tenure-track faculty member with tenured members of the Department (normally at a Department meeting). The objectives of this discussion are to seek feedback appropriate for review at the annual meeting with the tenure-track faculty member, and to familiarize tenured members of the Department with the tenure-track faculty member’s current work. At the annual meeting, the ARC teaching letter will also be addressed. In addition, the department’s Guidelines for Annual Meetings—which focus on scholarship and creative practice—shall form a touch point for these meetings.
Reappointment, Tenure, Promotion

At a Department meeting set by the Chair, a vote to recommend for contract renewal (reappointment), tenure and promotion to associate professor, or promotion to full professor will be taken by secret ballot after a discussion of the candidates’ scholarship and/or creative practice, teaching, and service. In keeping with the Policy and directives from the President and Provost, the Department letter that registers its recommendation situates the tenure-track faculty member’s work within her/his respective field; it also summarizes the key points of voting members’ discussion that led to the recommendation.

Guidelines for Annual Meetings

The Department wishes to be as clear as it can in terms of the kind of scholarship and creative work valued in the field (be it art history, studio art or architecture). Towards this end, these guidelines offer talking points for the Chair and tenure-track faculty at the time of annual review. As is the case with all guidelines, these points represent possibilities for discussion (e.g., they are not intended as a script).

The topics normally discussed at the annual meetings between the Department Chair and untenured faculty may include the following:

A. Teaching:

- Class visits
- Syllabi for each course taught during the year period and sample assignments
- College-wide teaching evaluations
- Any other relevant evidence of teaching effectiveness that tenure-track faculty wish to have considered (including, for example, Jacobson Center Mid-Semester Assessments, applications for curricular development grants, and leadership of Teaching Arts Circles, etc.)

B. Scholarship and Creative Practice

The Chair shall stress the importance of peer-reviewed materials with a national or international audience for both scholarship and creative practice. In addition, conversation may address:

For Art History:

As well as:

- Participation in scholarly conferences and invited talks
- Successful and/or submitted grant applications
- Curatorial projects
- Digital humanities projects
- Examples of public scholarship
- Works in progress

For Studio:

The relative importance of invited and juried exhibitions (or equivalent, such as acquisitions, commissions, curatorial projects, performances, public art, publications, site-specific installations, etc.).

As well as:

- Artist Residencies
- Successful or submitted project proposals, and/or applications for awards, grants or fellowship
- Self-initiated work outside of conventional institutional frames
- Written peer-reviewed articles
- Published critical reviews and essays on the candidates' work, or other evidence of critical reception.
- Lectures and conference presentations
- Works in progress

For Architecture and Urbanism:

The relative importance of built work of any scale, as a result of commission or competition, invited or juried exhibitions (or equivalent, such as successful or submitted juried competition entries, virtual or digital projects, publications, etc.).

As well as:

- Successful or submitted project proposals, and/or applications for awards, grants or fellowships
- Written peer-reviewed articles
- Published critical reviews and essays on the candidates' work, or other evidence of
critical reception
• Lectures and conference presentations
• Examples of public creative practice
• Works in progress or unrealized projects

C. Service (for all untenured members of the Department)

Topics to discuss may include the relative importance of service within the Department, within the College, or to the profession, participation in peer review of various kinds, collaboration and program-building inside and outside the college. Examples include: Departmental committees and advising, College-wide appointed or elected committees, and within one’s profession, serving on panels that review proposals or assess outcomes; participating as a juror for exhibitions or guest critic at an outside institution; and reviewing manuscripts or artistic production for a journal, press, or funding source; as well as other forms of professional collaboration.
The Astronomy Department at Smith College is a partner in the joint Five College Astronomy Department (FCAD). The Smith Astronomy Department has sole responsibility for (1) its introductory level curriculum, including courses for majors and the broader college community; (2) integrating the instrumentation and computing facilities in the Astronomy Lab and the McConnell Rooftop Observatory into the curriculum; and (3) advising astronomy students from Smith. In our collaboration with FCAD, we (1) offer a curriculum for an undergraduate major and minor in astronomy; (2) offer research opportunities to Five College students, including honors projects; and (3) participate in the graduate program and research initiatives of the Department of Astronomy at the University of Massachusetts Amherst.

The procedures below reflect the Smith Astronomy Department's commitment to gather information and provide feedback to faculty members in ways that are collegial, constructive, and substantive. These procedures supplement the requirements outlined in the Policy of Appointment, Reappointment, Promotion, and Tenure.

**FCAD Smith Faculty Evaluation Committee**

In recognition of the small size of the Smith Astronomy Department and of our role within FCAD, and consistent with FCAD standard practice and guiding principle of intercampus collaboration, the evaluation of a Smith faculty candidate for tenure and/or promotion in the Department of Astronomy will be conducted by an FCAD Smith Faculty Evaluation Committee. The committee will be appointed by the Provost of Smith College after consultation with the chair of the Smith Astronomy Department. Membership of the committee will consist of at least 4 tenured FCAD faculty members, will include faculty from both UMass and at least one other college in the consortium, and will include the chair of FCAD. The committee will be selected for expertise in evaluating undergraduate teaching and in providing an internal assessment of the candidate’s professional accomplishments and research program, including supervision of undergraduate and graduate students on research.

In its evaluation of teaching, the Astronomy Department will consider evidence as described in II.B.1 of the Policy, including classroom visits. The purposes of classroom visits are: (1) to assist and support members of the Astronomy Department in developing their skills as teachers, and (2) to give the Astronomy Department objective and reliable firsthand information about the teaching of its members to be used in reappointment, tenure, and promotion decisions, as required by the Policy. Members of the Astronomy Department are encouraged to consult the Sherrerd Center for Teaching & Learning website (https://www.smith.edu/about-smith/sherrerd-center/resources) for best practices on the formative and summative assessment of teaching.

**Classroom Visitation Procedures**

1. Tenure-track faculty will be observed teaching at least once per year by tenured colleagues.
2. Each class visit should include at least two, and no more than four, visitors.
3. Before the class visit, the teacher will share a copy of their syllabus and inform the visitors of the objectives for the class.
4. The timing and number of visits are mutually agreed upon between the visitors and teacher in advance.
5. Participation in class by visitors is strongly discouraged.
6. Following the class visit (normally within two weeks), each visitor will prepare a report on the class visit, and then the visitor should meet with the teacher to discuss the report. The teacher may respond in writing to the report.
7. The report, and any responses, will be filed in the Astronomy Department files and may be summarized in letters concerning reappointment, tenure, and promotion.
8. At the time of review for reappointment to assistant professor, all eligible voting members and all members of the FCAD Smith Faculty Evaluation Committee will visit classes.
9. At the time of review for promotion to full professor, all eligible voting members and all members of the FCAD Smith Faculty Evaluation Committee will visit classes.
10. At the time of review for reappointment to senior laboratory instructor, all eligible voting members will visit classes.
I. Appointment to the Biochemistry Program

The Biochemistry Program welcomes all faculty whose teaching and scholarly interests intersect with the discipline of Biochemistry and who wish to become members of the program. Faculty members who wish to join the Program should inform the Biochemistry Program Chair.

Members of the program will receive a letter from the Provost officially appointing them to the Biochemistry Program Committee that defines the expectations for Program Members (see I.A below). They will also be informed of the Biochemistry Program’s Review Policy and Procedures for members undergoing reappointment, tenure or promotion in their home units (see II.A and II.B below).

Normally, members will be appointed for a term of five years. Faculty may be reappointed to the Biochemistry Program at the end of their term and will receive a letter of reappointment to the Program from the Provost, along with a reminder of the Program’s Review Policy and Procedures.

A. Expectations for Biochemistry Program Members

As a Biochemistry Program member, you are expected to attend regular program meetings and events hosted by the program and to serve as an academic advisor for Biochemistry majors. In addition, you may be asked to perform a specific task or service for the program, such as coordinating seminars, serving as the representative to the Science Planning Committee, Director of Honors, or Program Chair. Most importantly, members of the program are called upon to provide research opportunities for Biochemistry majors by mentoring students in Special Studies and Honors Thesis projects. These types of hands-on research experiences are critical to the future success of our majors, and we depend upon the expertise of our program faculty to make these opportunities possible.

B. Representation from the Biological Sciences and Chemistry Departments

Normally, the Biochemistry Program Committee has at least 3 representatives from the Department of Biological Sciences and 3 from the Chemistry Department. Ideally, these faculty members are also Members of the Program (as described above). However, in the case where a faculty member is simply serving as a departmental representative to the Biochemistry Program Committee, they would not be subject to the expectations set for program members as described in this document.

II. Review Policy for Biochemistry Program Committee Members undergoing Reappointment, Tenure or Promotion in their Home Units

As described in Section I of this document, each faculty member will be informed of the Biochemistry Program’s Review Policy and Procedures before being appointed to the Program and reminded of these procedures at the time of their reappointment to the Program (normally every 5 years).
All Tenured/Tenure-track Program Members
All program members who are being considered for reappointment, promotion or tenure in their home units will be reviewed with respect to their service to the Biochemistry Program. We consider the Special Studies (BCH 400) and Honors (BCH 430, 432) research opportunities that we offer to our students to be a critical part of the BCH curriculum. Therefore, we will review the scholarship of program members with respect to the ability of their research program to provide these experiences for our majors.

Tenured/Tenure-track Program Members who Regularly Teach Core Courses
In addition, those program members who regularly teach in the Biochemistry core courses (BCH 252/253, BCH 335, BCH 352/353) will have their teaching in those courses reviewed to allow the Program to give input into the quality of teaching that our majors experience in their required coursework.

Non-Tenure-track Program Members who Regularly Teach Core Courses
All nTT program members considered for reappointment, or promotion in the Program will be reviewed with respect to their teaching and service to the program. In the case of promotion, professional achievement will also be reviewed.

III. Review Procedure for Biochemistry Program Members undergoing Reappointment, Tenure or Promotion in their Home Units

The procedures outlined below reflect the Program’s commitment to gather information and to provide feedback to faculty participating in the Program in ways that are collegial, constructive, substantive and cognizant of the expectations of the candidate’s home unit. These procedures include regular opportunities for exchanges between senior and junior members of the Program Committee and are intended to clarify the requirements outlined in the Policy of Appointment, Reappointment, Promotion, and Tenure.

A. Tenured/Tenure-track Program Members who Regularly Teach Core Courses

Annual Meetings with the Program Chair
At the end of each academic year, the Chair will meet individually with all pre-tenure members of the Program and the Chairs of their home units. The annual meeting provides an opportunity for the pre-tenure member to identify specific goals for the year so that the Program can be of most use in helping the candidate develop his or her progression through the ranks. For example, the pre-tenure member may wish to focus on teaching (e.g. visiting classes of senior colleagues and inviting them to visit, reviewing syllabi, developing new courses,) or on scholarship (e.g. having tenured colleagues read and comment on work in progress, consulting with senior colleagues about submitting work for publication) or both. It also provides an opportunity for the Program Chair to be informed of the expectations of the home unit with respect to progression toward tenure and promotion. Pre-tenure members may elect to have their assigned Program mentor (see Biochemistry Program Mentoring document for details) join the annual meeting, another more senior Program member(s) of their choosing, or neither.

Composition of the Review Committee
When a member of the Program is being reviewed for reappointment, tenure or promotion, the Chair, after consultation with the candidate and the Chair of the candidate’s home unit, will appoint a review committee composed of up to three tenured members of the Program, senior in rank to the candidate. All tenured members are eligible to serve on the review team except 1) members of the Program who will vote in the candidate’s home unit and 2) members who will vote on the College’s Committee on Tenure and Promotion. The review committee will be finalized upon consultation with the Provost.
Access to Review Materials and Evidence
The candidate will provide the Program review committee with his or her dossier in order for the committee to review the relevant sections. In the cases where the candidate teaches in the Biochemistry core courses, the review team will acquire first-hand knowledge of teaching within three semesters prior to a personnel review through class visits. Information about the candidate’s teaching in Special Studies (BCH 400) and Honors (BCH 430, 432) may be obtained through examination of the candidate’s dossier and discussions with the candidate. If a full scholarship review has been requested by the candidate, the Committee on Tenure and Promotion will provide the review committee with copies of external evaluators’ comments.

Evaluation of Teaching (for those who teach in the Biochemistry core courses) Classroom visits should occur regularly, guided by the timetable set in annual meetings with the Chair, and should not be limited to the semester immediately preceding personnel decisions. Classroom visits will be conducted by faculty members at times suggested by the faculty member being visited. Classroom visits between tenured and pre-tenured faculty can be reciprocal to increase the benefits to both and are encouraged outside the purposes of personnel reviews. The visits should be followed within two weeks by a conference to discuss outcomes.

For evaluation purposes, class visits should be limited to the review team only unless opened to other Committee members by the candidate. When class visits are related to tenure and promotion decisions, they should be arranged in consultation with the home unit. Classroom visits are a valuable, but not the sole, means of acquiring first-hand knowledge of teaching and improving teaching effectiveness. Discussion of syllabi, assignments and attending public presentations given by the candidate are also important means of gathering information.

Review Committee Evaluation
Before writing its evaluation, the review committee will meet with all tenured members of the Biochemistry Program senior in rank to the candidate to discuss its recommendations and to solicit additional information concerning the candidate. Given that expectations for progress toward tenure and promotion can differ in different scholarly disciplines, the Program Chair assisted by senior Program members from the candidate's home unit, will be asked to provide context for the review committee concerning the expectations for scholarship, service, and teaching (where applicable) in both the candidate’s home unit and discipline at large. This will ensure that the review committee will be mindful of the expectations for progress toward tenure and promotion that have been consistently expressed to the candidate before writing their review.

The Chair of the review committee will provide a letter on or before the date dictated by the College’s Policy to the candidate's home unit in time for their review, to the Provost (in cases of reappointment to the home unit), and to the Committee on Promotion and Tenure (for cases of tenure and promotion) detailing the results of the review and highlighting the candidate’s contributions to the Biochemistry Program. A copy of the letter will be provided to the candidate. The candidate may respond in writing to that letter.

B. **Non-Tenure-track Program Members who Regularly Teach Core Courses**

**Annual Meetings with the Program Chair**
At the end of each academic year, the Chair will meet individually with all nTT faculty members of the Program. The annual meeting provides an opportunity for the nTT faculty member to identify specific goals for the year so that the Program can be of most use in helping the candidate develop their teaching and/or his or her progression through the ranks.

**Promotion to Senior Laboratory Instructor**

Based on the College’s Policy of Appointment, Reappointment, Promotion, and Tenure documentation, authorization for a senior laboratory instructor position must be sought out by
the date stated by the Policy. The program will seek authorization when the laboratory instructor meets eligibility, they express their interest in being promoted, and the program deems their qualifications and progress towards promotion to be on track.

The program will support a recommendation for promotion to senior laboratory instructor with a written evaluation. The Chair and additional members of the program eligible to participate, in consultation with the candidate, will form an evaluation committee in charge of reviewing the candidate’s dossier. The formal assessment of the candidate will provide evidence consistent with the Policy.

The Chair will meet with the candidate to discuss the program’s recommendation, and the final decision will be communicated to the Committee on Tenure and Promotion by the date dictated by the College’s Policy.
PROCEDURES FOR ADVISING AND EVALUATING UNTENURED FACULTY

Department of the Biological Sciences
Smith College

July 2002
Guiding and mentoring untenured faculty

The activities of the members of the department of Biological Sciences include a broad range of teaching (from classroom presentations to guiding students involved in original research), doing laboratory and/or field research, and service on departmental and college committees. To welcome and help new faculty members become active participants in the department, the senior members take responsibility for providing guidance regarding teaching, research and service. Thus, each new faculty member is assigned a mentoring committee of two or three senior faculty members. Assignments to this committee are made by the chair in consultation with the untenured and senior members. The committee should include a minimum of one individual whose scholarship relates to that of the untenured member, and that individual should serve for the entire probationary period, sabbaticals not withstanding. The remaining membership of the committee is expected to change from year to year, as teaching responsibilities, leaves, and sabbaticals dictate. Ideally, but not essentially, most of the senior members of the department should have served on the mentoring committee of each untenured member by the end of the individual’s probationary period. The mentoring committee of an untenured faculty member who contributes to an interdepartmental program should also include a senior colleague from the complementary department during most years of the probationary period.

Once a candidate accepts the invitation to join the Smith faculty, the mentoring committee should contact her or him to coordinate nuts-and-bolts matters and to assure the readiness of the research and teaching facilities into which the new member is moving. It is likely that expectations regarding space and facilities will have been discussed previously with the search committee and chair of the department. Subsequently, the committee is expected to provide support and advice to the untenured member through ongoing discussions on items such as designing syllabi, evaluating students, mentoring students in research labs, writing papers, and obtaining funding. The committee will report each spring to the tenured members of the department on the untenured member’s progress in all three areas of professional development: teaching, scholarship and service. The mentoring committee will also meet with the untenured faculty member after s/he receives the department’s annual spring letter to discuss priorities for the following year. The members of the committee should consult with the chair, other members of the department, and each other to insure that the untenured member is receiving consistent, appropriate advice. The committee should also provide guidance in the preparation of a candidate’s curriculum vitae, faculty record sheets, and dossiers to be submitted to the Committee on Tenure and Promotion.

A principal responsibility of the mentoring committee is to provide continuing guidance on balancing efforts devoted to teaching, scholarship and service. Of these three areas, teaching and scholarship should be regarded as equal in importance. While it is important not to shirk service to the college, such efforts do not substitute for excellence in both teaching and scholarship. Over the years, untenured faculty members would be expected to contribute increasingly to service. The senior members of the mentoring committee are available to offer advice regarding the balance between teaching and research responsibilities and the untenured member’s commitment to service.
To advise untenured faculty members on their progress, the chair annually provides a letter (usually in the early summer) to each untenured colleague and then meets with each individual to discuss the letter and any issues that it might address. The letter is based on input from the mentoring committee and other tenured members and a progress report submitted beforehand by the untenured colleague. The progress report should consist of a single-page overview of the past year's accomplishments plus a current curriculum vitae, a draft of the faculty record sheet, and any additional materials deemed appropriate (e.g., newly-developed or significantly altered course syllabi, examples of student assignments, reprints, manuscripts in preparation, grant applications and/or descriptions of unusually heavy service). The chair's letter should refer explicitly to all three areas of performance, and should specifically advise the untenured member on strategies for balancing the competing demands of these areas.

Ultimately, the senior members must vote on matters of tenure and promotion, which requires evaluation of the full extent of the untenured faculty member's accomplishments during the entire probationary period. Evaluation throughout the untenured member's probationary period (including advice communicated at times of reappointment) is intended to provide guidance on how to develop strengths and minimize weaknesses and to prepare the candidate for the tenure process. We urge untenured members to raise questions and seek help and guidance from any tenured member of the department.

Criteria for evaluating professional advancement in the Department of Biological Sciences

Teaching. We recognize that teaching is accomplished in a variety of contexts, including classroom presentations, laboratory instruction, seminar discussions, and one-on-one mentoring of independent research students. While each of us confronts these diverse demands in our own individual manner, a member of the department is expected to demonstrate strengths in all these contexts. Superior teaching performance requires the ability to speak engagingly and coherently in the classroom, to stimulate and manage classroom discussion, to keep one's courses abreast of new developments and discoveries, and to challenge the best students without discouraging the more challenged ones. The development of clear and informative syllabi, meaningful assignments, and effective methods of evaluation are also important to successful teaching performance.

Scholarship. To provide the level of education in the biological sciences that we strive to achieve requires that we be scholars who practice as well as teach biology. Members of the department are expected to contribute to the progress of their disciplines and be recognized as productive scholars in their fields of study. This requires us to maintain active research programs that enrich and complement our teaching efforts and involve undergraduate students in the excitement of discovery. In a liberal arts setting, integrating students in research is considered of high priority. The generation of substantive publications in peer-reviewed journals is our principal criterion for evaluating scholarship. We recognize that appropriate rates of publication can vary from one area of research to another, and that collaborative efforts, frequently involving co-authorship of articles, are often required. In the case of collaborative research, contributions to intellectual content better reflect a faculty member's development as a scholar than purely technical contributions. Untenured
members should provide sufficient explanation in progress reports regarding collaborative efforts. We recognize that it can take time to equip a laboratory and obtain outside funding, that a single publication can represent the cumulative scholarly contribution of several shorter ones, and that involvement of undergraduates in research, which we strongly encourage, can sometimes compromise productivity.

Scholarly productivity can also be compromised by the demands of service to the college and department. Untenured members are strongly encouraged to consult the Policy of Appointment, Reappointment, Promotion, and Tenure at Smith College on this topic. That document specifies (II.A.3) that “Each faculty member should carry his or her appropriate share of departmental and college duties...,” that when a faculty member is asked to bear “…an abnormal load of committee or administrative duties...that shall be taken into account when judging the individual’s scholarly activity,” but that “Such service cannot be considered as a substitute for achievement in teaching and scholarship...”

Mentoring committees should provide untenured faculty with guidance regarding the various channels of scholarship they might pursue and levels of productivity they should strive to attain. As a very general and informal guideline, and taking into account time for establishing a laboratory or field study, a publication record equivalent to one substantive, peer-reviewed article per year can usually be regarded as excellent scholarly productivity. We understand that, in the first few years, these papers may emerge from work accomplished prior to the untenured member’s coming to Smith College. At the same time, however, the new member is expected to establish a research program at Smith, so that – after a few years – publications would derive from work accomplished at Smith College. While faculty are becoming established at the college, we encourage them to seek out collaborative associations with others at Smith, in the Five College Consortium, or farther afield. The members of the mentoring committee can often provide advice regarding such collaborations.

We also recognize that active scholarship can lead to contributions other than the publication of traditional research articles. These include, but are by no means limited to, the following:

- working with students on research projects
- attending and giving presentations at scholarly meetings.
- peer reviewing and providing editorial work for professional journals and publishers.
- preparing grant applications and progress reports.
- reviewing grant proposals and serving on review panels.
- reviewing books.
- publishing textbooks.
- developing research-related web sites and software.
- providing service to professional societies.

Keeping in mind that published research in peer-reviewed journals is our principal criterion for evaluating scholarship, untenured members are strongly encouraged to involve themselves in any efforts through which they contribute to, and earn recognition in, their field. In particular, we encourage our colleagues to seek outside funding for their research, especially when this is necessary to insure productivity. The ability to attract outside funding also reflects the status of an investigator in his or her field. However, we recognize that outside funding can be difficult and time-consuming to obtain, and its importance varies
among research areas. Untenured faculty are encouraged to talk with senior members who carry out scholarship in closely related areas about the appropriate balance of scholarly activities in the field.

Service to the department and college. The Policy of Appointment, Reappointment, Promotion, and Tenure (II.A.3), specifies that untenured faculty members are expected to serve on department and college committees. However, these duties should be carefully balanced with efforts devoted to teaching and scholarship. Service to the department and college is inherently difficult to evaluate since untenured faculty have little control over whether they are appointed or elected to committees, especially at the college level. As noted above, the Policy of Appointment, Reappointment, Promotion, and Tenure at Smith College also clearly states (II.A.3) that “Such service cannot be considered as a substitute for achievement in teaching and scholarship…”

In general, we seek evidence that an untenured member has appropriately balanced that service with the demands of teaching and scholarship. Assignments of untenured faculty to departmental tasks and committees should be carefully adjusted to the performance and responsibilities of those individuals in their teaching and scholarship. Before agreeing to serve on any college committee, untenured faculty members should carefully evaluate the workload they would be assuming. They should feel welcome to confer with their chair and mentoring teams, and comfortable in declining to serve if they feel that doing otherwise would compromise their effectiveness and development as teachers or scholars. Extraordinary demands, such as membership on a time-consuming committee, handling the extra work that necessarily accompanies sole responsibility for a very large class, or exceptionally heavy advising duties, are occasionally made of untenured faculty members. Such demands nearly always compromise scholarly productivity more than teaching. When this is the case, every effort should be made to provide relief via reduced teaching or committee responsibilities in subsequent semesters.

Evaluation of untenured faculty

Teaching. Each member of an untenured colleague’s mentoring committee is expected to attend two or three of the untenured member’s classes and/or laboratories each year. These visits should be scheduled in consultation with the untenured member so as to be minimally disruptive. The untenured member is expected to provide explanations of the goals of the segment of the course observed by a senior member. After the visitations, the senior member is expected to provide written comments regarding the untenured member’s teaching and to meet with the individual to review these comments. The members of a mentoring committee should also communicate their evaluations to their senior colleagues.

Although not required, the untenured members are welcome to attend classes presented by the senior mentors. This arrangement may be especially helpful if a senior member employs a unique approach to teaching.

Members of the department eligible to vote on the reappointment, promotion, or tenure of an untenured member, but who have not observed the latter’s teaching as members of a mentoring committee, must observe the individual’s teaching at least once prior to voting.
Such observations may be made through class visits, team teaching, or attendance at lectures appropriate for student audiences.

Other sources of information regarding teaching performance include the college course critique and unsolicited comments from students and faculty in other departments. While information from such sources can be informative, they must be interpreted with care and cannot substitute for the first-hand observations of an untenured member's teaching. Unsolicited negative comments of a substantial or recurring nature made by students to any tenured member of the department should be directed to the chair. The chair may communicate those comments to the faculty member concerned with the identity of the student kept confidential. If the chair determines that a problem exists, s/he and the untenured member will jointly seek a means of resolving it. Unsolicited negative comments should never be discussed in deliberations on reappointment, tenure, or promotion without having been previously communicated to the individual concerned. By the same token, it is important to convey positive comments made by students to the untenured faculty member.

**Scholarship.** The senior members of the mentoring committee are expected to maintain ongoing discussions with the untenured member about scholarship, and to share their impressions with both the untenured member and with their senior colleagues. The member whose research area is closest to the untenured member's should be especially familiar with the latter's publications and should advise the tenured members of the department on the untenured member's progress. The chair's annual letter to the untenured member should explicitly address the individual's development as a scholar.

During the final two years of his or her probationary period, each untenured member is expected to schedule and present a Biological Sciences Colloquium lecture that summarizes his or her research efforts for students and faculty.

All members of the department eligible to vote on a matter of reappointment, promotion, or tenure should carefully evaluate the record of their untenured colleague's scholarly productivity, as documented in the individual's *Curriculum Vitae*.

**Service to the department and college.** The *Curriculum Vitae* of a candidate for reappointment, promotion, or tenure should document all aspects of service to the department and college that the individual wishes the senior members to consider. The mentoring committees shall review those records and inform the untenured faculty members of any concerns.
Procedure for Evaluating Teaching
For Reappointment, Promotion and Tenure

Department of Chemistry, Smith College
5 December 2001
Updated: 20 January 2021

Statement of Principle: The members of the Department of Chemistry are committed to excellence in teaching. We believe that all of us, both tenured and non-tenured members, can learn to teach more effectively. This is best achieved by the opening of our classrooms to each other and by communication between us on all aspects of teaching. We recognize that the processes of mentoring, described in the Department’s Mentoring Plan, in which we attempt to develop strengths and minimize weaknesses, and of evaluation are closely connected in the operational sense. Our intent in this document, which describes our evaluation procedure, is to place our primary emphasis on the improvement of teaching, since we are colleagues, all interested in conceiving and testing effective methods of instruction. We strive for our teaching evaluations to be performed within the context of this primary emphasis.

Definitions: Members of the Department who are eligible to vote on the reappointment, promotion, or tenure of a member of the Department will be responsible for the evaluation of the teaching of that member and will be designated as "senior" for the purpose of this document. "Candidate" is the member who is to be considered for reappointment or promotion.

Evaluation: The candidate and senior members will agree upon a schedule for class visitation and meeting(s). Visits should be distributed as much as possible over the maximum time period allowed by the Policy of Appointment, Reappointment, Promotion, and Tenure or review procedures distributed by the Office of the Provost to allow for a broad range of classes to be observed and to avoid overloading any particular class with too many visits. The Chair (or a senior department member designated by the Chair) will work with the candidate to facilitate the scheduling process.

The meeting(s) between candidates and senior members will serve as a discussion forum on the following topics:

Classroom Visitations
To make a well-founded judgment of teaching ability, it is necessary for members of the Department to visit each other's classes in order to gain first-hand information about the teaching ability and effectiveness of the candidate. For tenure-track candidates undergoing review for reappointment or tenure, it is expected that all senior members voting on the case will conduct class visits. In other cases (e.g. promotion to senior lab instructor or full professor), the Chair, in consultation with the senior voting members and candidate, may appoint a class visitation committee that includes a subset of the voting members.

Normally, each class visit should include at least two, and no more than four, visitors. In general, a reasonable evaluation will require more than a single classroom visit. Classroom visitations should be, if logistically possible, for 2-3 consecutive sessions. Earlier visits made for mentoring purposes prior to the evaluation period will provide a background and context for the evaluation. Following these evaluating class visits, each senior member will promptly summarize the evaluation in writing. Copies of this document shall be given to the candidate and placed in the candidate's departmental file. The candidate and the senior member will then meet to discuss the visitation and the document.
**Course Design, Preparation, and Assessment**

We recognize that there is more to teaching than the actual delivery of the material. The way a course is designed, the breadth and flow of course content, preparation of classroom sessions and meaningful assignments, as well as the development of effective means for student assessment are all part of the candidate's overall teaching ability and should be included in the discussion(s) between the candidate and the senior members.

**College-Administered Student Evaluations:**

The candidate's college-administered student evaluations will be included in the departmental teaching evaluation and as such should be included in the discussion(s) between the candidate and the senior members.

For tenure and promotion (or at the request of candidates for reappointment or promotion to senior lab instructor), the teaching evaluation shall include departmental student evaluations.

**Departmental Student Evaluation:**

Written student evaluations are the mechanism by which senior members can learn about the "one-on-one" teaching that occurs in Special Studies and Honors courses, and, for instance, the success of the candidate in helping students during office hours. In preparation for a review for tenure or promotion, the Department shall solicit from current and former students of the candidate written evaluations of the teaching effectiveness of the candidate. The group of students selected should normally include majors that have graduated during the most recent three years, current majors, and, if appropriate, students who have recently taken courses that are not exclusively populated by majors. The group to be contacted shall be agreed upon by the senior members and the candidate. In order to facilitate frank and open comments from the students, the evaluations will be treated as confidential.

**Documentation:** A folder for each candidate will be made in the Chemistry Department Tenure & Promotion shared electronic drive. The current department chair, most recent former department chair, and academic assistant will have full access to the shared drive. Senior department members will be granted access to folders and documents as needed for the duration of a reappointment, tenure, or promotion case. Each candidate’s file will include copies of annual meeting reports, class visit reports, and departmental letters as well as any other supporting materials germane to the case (i.e. department solicited student evaluations, visit schedules, etc.).
Department of Classical Languages and Literatures 
Procedures

Approved February 11, 2020

Effective July 1, 2020

The procedures below reflect the department’s commitment to gather information and provide feedback to faculty members in ways that are collegial, constructive, and substantive. These procedures supplement the requirements outlined in the *Policy of Appointment, Reappointment, Promotion, and Tenure.*

In its evaluation of teaching, the department will consider evidence as described in II.B.1 of the *Policy,* including classroom visits. The purpose of classroom visits is: (1) to assist and support members of the department in developing their skills as teachers, and (2) to give the department objective and reliable firsthand information about the teaching of its members to be used in reappointment, tenure, and promotion decisions, as required by the *Policy.* Members of the department are encouraged to consult the Sherrerd Center for Teaching & Learning website ([https://www.smith.edu/about-smith/sherrerd-center/resources](https://www.smith.edu/about-smith/sherrerd-center/resources)) for best practices on the formative and summative assessment of teaching.

Classroom Visitation Procedures

1. Each class visit should normally include at least two, and no more than four, visitors.

2. Before the class visit, the teacher will share a copy of their syllabus and inform the visitors of the objectives for the class.

3. The timing and number of visits are mutually agreed upon between the visitors and teacher in advance.
4. Participation in class by visitors is strongly discouraged.

5. Following the class visit (normally within two weeks), each visitor will prepare a report on the class visit, and then the visitor should meet with the teacher to discuss the report. The teacher may respond in writing to the report.

6. The report, and any responses, will be filed in the departmental files and may be summarized in letters concerning reappointment, tenure, and promotion.

7. At the time of review for reappointment as assistant professor, all eligible voting members will visit classes.

8. At the time of review for promotion to full professor, all eligible voting members will visit classes.
Department of Computer Science Procedures  
Effective July 1, 2020  
(Approved by the department 22 Jan 2020)

The procedures below reflect the department's commitment to gather information and provide feedback to faculty members in ways that are collegial, constructive, and substantive. These procedures supplement the requirements outlined in the *Policy of Appointment, Reappointment, Promotion, and Tenure.*

In its evaluation of teaching, the department will consider evidence as described in II.B.1 of the *Policy,* including classroom visits. The purpose of classroom visits are: (1) to assist and support members of the department in developing their skills as teachers, and (2) to give the department objective and reliable firsthand information about the teaching of its members to be used in reappointment, tenure, and promotion decisions, as required by the *Policy.* Members of the department are encouraged to consult the Sherrerd Center for Teaching & Learning website ([https://www.smith.edu/about-smith/sherrerd-center/resources](https://www.smith.edu/about-smith/sherrerd-center/resources)) for best practices on the formative and summative assessment of teaching.

Below details (A) the procedures for classroom visits, and (B) the timing of visits depending on the tenure-track stage.

**(A) Classroom Visitation Procedures**

1. Each class visit should include at least two, and no more than four, visitors.
2. Before the class visit, the teacher will share a copy of their syllabus and inform the visitors of the objectives for the class.
3. The timing and number of visits are mutually agreed upon between the visitors and teacher in advance.
4. Participation in class by visitors is strongly discouraged.
5. Following the class visit (normally within two weeks), each visitor will prepare a report on the class visit, and then the visitor should meet with the teacher to discuss the report. The teacher may respond in writing to the report.
6. The report, and any responses, will be filed in the departmental files and may be summarized in letters concerning reappointment, tenure, and promotion.

**(B) Timing**

1. Prior to the review for reappointment, each tenure-track junior faculty will receive at least one classroom visit annually.
2. At the time of review for reappointment to assistant professor, all eligible voting members will visit classes.
3. At the time of review for tenure and promotion to associate professor, the procedures in the *Policy* (Sec. III.D.) will be followed.
4. At the time of review for promotion to full professor, all eligible voting members will visit classes.
5. Non-tenure-track faculty will be reviewed in accordance with the *Policy* (Sec. VI).
Department of Dance Procedures  
Effective July 1, 2020

The procedures below reflect the department's commitment to gather information and provide feedback to faculty members in ways that are collegial, constructive, and substantive. These procedures supplement the requirements outlined in the *Policy of Appointment, Reappointment, Promotion, and Tenure*.

In its evaluation of teaching, the department will consider evidence as described in II.B.1 of the *Policy*, including classroom visits. The purpose of classroom visits are: (1) to assist and support members of the department in developing their skills as teachers, and (2) to give the department objective and reliable firsthand information about the teaching of its members to be used in reappointment, tenure, and promotion decisions, as required by the *Policy*. Members of the department are encouraged to consult the Sherrerd Center for Teaching & Learning website ([https://www.smith.edu/about-smith/sherrerd-center/resources](https://www.smith.edu/about-smith/sherrerd-center/resources)) for best practices on the formative and summative assessment of teaching.

Consistent with the Five College Dance principle of intercampus collaboration, one or more representatives of the tenured dance faculty from other member institutions normally participate in teaching observations as 1) part of yearly evaluations of tenure-track faculty, and 2) in their role as voting members of review committees for reappointment, tenure, and promotion. The participation of faculty from Five College Dance in teaching observations serves the goal of providing input informed by their particular expertise on dance pedagogy.

**Classroom Visitation Procedures**

1. Tenure-track faculty will be observed teaching at least once a year by tenured colleagues in the department.
2. Each class visit should include at least two, and no more than four, visitors.
3. Before the class visit, the teacher will share a copy of their syllabus and inform the visitors of the objectives for the class.
4. The timing and number of visits are mutually agreed upon between the visitors and teacher in advance.
5. Participation in class by visitors is strongly discouraged.
6. Following the class visit (normally within two weeks), each visitor will prepare a report on the class visit, and then the visitor should meet with the teacher to discuss the report. The teacher may respond in writing to the report.
7. The report, and any responses, will be filed in the departmental files and may be summarized in letters concerning reappointment, tenure, and promotion.
8. At the time of review for reappointment to assistant professor, all eligible voting members will visit classes.
9. At the time of review for promotion to full professor, all eligible voting members will visit classes.
Department of East Asian Languages and Cultures Procedures  
Effective February 17, 2021

The procedures below reflect commitment of the Department of East Asian Languages and Literatures to gather information and provide feedback to faculty members in ways that are collegial, constructive, and substantive. These procedures supplement the requirements outlined in the Policy of Appointment, Reappointment, Promotion, and Tenure.

In its evaluation of teaching, the department will consider evidence as described in II.B.1 of the Policy, including classroom visits. The purpose of classroom visits are: (1) to assist and support members of the department in developing their skills as teachers, and (2) to give the department objective and reliable firsthand information about the teaching of its members to be used in reappointment, tenure, and promotion decisions, as required by the Policy. Members of the department are encouraged to consult the Sherrerd Center for Teaching & Learning website (https://www.smith.edu/about-smith/sherrerd-center/resources) for best practices on the formative and summative assessment of teaching.

Classroom Visitation Procedures

1. Each class visit should include at least two, and no more than four, visitors.
2. Before the class visit, the teacher will share a copy of their syllabus and inform the visitors of the objectives for the class.
3. The timing and number of visits are mutually agreed upon between the visitors and teacher in advance.
4. Participation in class by visitors is strongly discouraged.
5. Following the class visit (normally within two weeks), the visitors will meet with the teacher to discuss the visit. Thereafter, each visitor will prepare a report on the class visit. The teacher may respond in writing to the report.
6. The report, and any responses, will be filed in the departmental files and may be summarized in letters concerning reappointment, tenure, and promotion.
7. At the time of review for reappointment to assistant professor, senior lecturer or lecturer, the chair will, in consultation with the voting members, appoint a class-visitation committee that includes a subset of the voting members (e.g. two or three).
8. At the time of review for promotion to senior lecturer or full professor, the chair will, in consultation with the voting members, appoint a class-visitation committee that includes a subset of the voting members (e.g. two or three).
Departmental Procedures for Reappointment, Promotion, and Appointment to Tenure
Approved by the Department on December 2, 2020

These Procedures are meant to supplement those in the College’s Policy of Appointment, Reappointment, Promotion, and Tenure, hereinafter referred to as the Policy. In case of any conflict between these Procedures and the Policy, the latter takes precedence.

The person upon whom a decision is being made is referred to below as “the candidate”. Those members of the department authorized by the Code of Faculty Governance and/or the Policy to vote on the candidate’s reappointment, promotion, or appointment to tenure are referred to as “voting members.” “Chair” refers to the chair of the department. However, when the Chair is not a voting member, the voting members shall elect a chair to serve in the role called for herein.

1. By the fourth week of the semester before the one in which the candidate comes up for reappointment, promotion, or tenure, the Chair shall meet with the candidate to explain the following procedures. (If the candidate declares an intention to put themselves forward after this date, the meeting with the Chair shall take place as soon after that declaration as practicable.)

Teaching Evaluation

2. Knowledge of the candidate’s teaching shall be gained in the following manner:

   a. Systematic knowledge of student opinion about the courses of all candidates for reappointment, tenure and promotion will be obtained from college course feedback reports. Moreover, knowledge shall be obtained through class visitation. In addition to the visits outlined below as part of the reappointment or tenure processes, a tenure-track candidate’s class will be visited at least once by a sub-committee consisting of two voting members in the period between appointment and reappointment, and again by a sub-committee consisting of two voting members before any subsequent reappointment or tenure review. Membership of such sub-committees will not include the candidate’s teaching mentor for that year. Written evaluation reports of the visits should be provided to the candidate and the Chair, normally within two weeks of the visit, and should be discussed during annual review meetings.

   b. In the case of tenure consideration and consideration for promotion to Associate Professor, all voting members shall normally visit at least one class conducted by the candidate within three semesters of the vote. In the case of consideration for promotion to Professor, a sub-committee consisting of two voting members shall visit at least one class conducted by the candidate within three semesters of the vote. Candidates for
promotion to Associate Professor and to Professor must notify the Chair of their intention to stand for promotion far enough in advance to allow class visitations.

c. When reappointment is being considered, the Chair shall, in consultation with the voting members, form a sub-committee of four voting members to visit classes conducted by the candidate within one year of the vote. Any voting faculty member may attend the class of a candidate if they wish to do so. The candidate may invite additional class visits from the class visitation sub-committee or from other of the voting members if they choose to do so.

d. All visitors shall visit the class of the candidate during a mutually agreeable time with advanced notice to the candidate. The candidate should suggest a list of dates for visits, and then the visitors choose from those dates if possible. To the extent possible, visitors should arrange to visit in pairs or, when appropriate to the class, in larger numbers. Before the class visit, the candidate shall share a copy of their syllabus and inform the visitors of the objectives for the class. Participation in class by visitors is strongly discouraged.

e. Written reports of each visit should be shared with the candidate and the voting members, normally within two weeks of the class visit. The candidate may respond in writing to these reports.

f. In the case where every voting member must observe a class and when, after every option has been exhausted for an in-person class visit, an in-person class visit is not possible, the Chair may arrange for the video recording of a live class for viewing by those voting members unable to make an in-person observation of a class. The Chair will work with the candidate to establish a mutually agreeable time for the recording.

Other Procedures

3. Non-voting members of the Department may submit written comments, favorable and/or unfavorable, on the qualifications of candidates in the Department.

4. In cases of tenure with or without promotion:

   a. There will be a preliminary meeting of the voting members for discussion of the tenure candidate. No vote will be taken at this meeting, but a letter will be sent to the candidate describing the issues and questions raised at the meeting.

   b. The candidate is invited to respond to the issues raised in writing and, if they wish, they may meet with the voting members to present their response. The candidate may waive their right to respond.

   c. Another meeting of the voting members will follow, at which time a final vote will be taken.

   d. The results of the vote and the reasons for it will be communicated to the Committee on Tenure and Promotion in accordance with the provisions of the Policy.

5. In cases of reappointment or promotion without tenure, following the prescribed College policies, the voting members shall consider the candidate’s qualifications, vote, and prepare a recommendation for submission to the Provost or to the Committee on Tenure and Promotion, as appropriate. A copy of this letter will be provided to the candidate at least three days before
it is forwarded to the Provost or the Committee. The candidate may provide factual corrections to the letter before it is forwarded.

6. The chair of the department, or the chair’s designate, shall conduct an annual review of the scholarship, teaching and service of each non-tenured, tenure-track member. The untenured member being reviewed may ask that one or more other tenured members of the department be present at the annual review and those members may change from year to year.
The procedures below reflect the Department of Education & Child Study's commitment to gather information and provide feedback to faculty members in ways that are collegial, constructive, and substantive. These procedures supplement the requirements outlined in the Policy of Appointment, Reappointment, Promotion, and Tenure.

In its evaluation of teaching, the Department of Education & Child Study will consider evidence as described in II.B.1 of the Policy, including classroom visits. The purpose of classroom visits are: (1) to assist and support members of the Department of Education & Child Study in developing their skills as teachers, and (2) to give the Department of Education & Child Study objective and reliable firsthand information about the teaching of its members to be used in reappointment, tenure, and promotion decisions, as required by the Policy. Members of the Department of Education & Child Study are encouraged to consult the Sherrerd Center for Teaching & Learning website (https://www.smith.edu/about-smith/sherrerd-center/resources) for best practices on the formative and summative assessment of teaching.

Classroom Visitation Procedures

1. Each class visit should include at least one, and no more than four, visitors.
2. Before the class visit, the teacher will share a copy of their syllabus and inform the visitors of the objectives for the class.
3. The timing and number of visits are mutually agreed upon between the visitor(s) and teacher in advance (normally two weeks).
4. Participation in class by visitors is strongly discouraged.
5. Following the class visit (normally within two weeks), each visitor will prepare a report on the class visit, and then the visitor should meet with the teacher to discuss the report. The teacher may respond in writing to the report.
6. The report, and any responses, will be filed in the Department of Education & Child Study's files and may be summarized in letters concerning reappointment, tenure, and promotion.
7. At the time of review for reappointment to assistant professor, all eligible voting members will visit classes.
8. At the time of review for promotion to associate professor, all eligible voting members will visit classes.
9. At the time of review for promotion to full professor, all eligible voting members will visit classes.
The procedures below reflect the Picker Engineering Program’s commitment to gather information and provide feedback to faculty members in ways that are collegial, constructive, and substantive. These procedures supplement the requirements outlined in the Policy of Appointment, Reappointment, Promotion, and Tenure.

In its evaluation of teaching, the Picker Engineering Program will consider evidence as described in II.B.1 of the Policy, including classroom visits. The purpose of classroom visits are: (1) to assist and support members of the program in developing their skills as teachers, and (2) to give the program objective and reliable firsthand information about the teaching of its members to be used in reappointment, tenure, and promotion decisions, as required by the Policy. Members of the program are encouraged to consult the Sherrerd Center for Teaching & Learning website (https://www.smith.edu/about-smith/sherrerd-center/resources) for best practices on the formative and summative assessment of teaching.

Classroom Visitation Procedures for Reappointment to Assistant Professor and Promotion to Associate Professor with Tenure

1. Each class visit should include at least two, and no more than four, visitors.
2. Before the class visit, the teacher will share a copy of their syllabus and inform the visitors of the objectives for the class.
3. The timing of visits is mutually agreed upon between the visitors and teacher in advance.
4. Participation in class by visitors is strongly discouraged.
5. Following the class visit (and normally within two weeks), each visitor will prepare an independent report on the class visit. If more than one observation is conducted by a given visitor, a single letter can be written following the final observation. Normally, the visitor will share a draft with the teacher before submitting a final report. The teacher may respond in writing to the final report.
6. The teacher may request an additional formal visit (and written report) from the same evaluator(s) if desired.
7. The report, and any responses, will be filed in the program files and may be summarized in letters concerning reappointment, tenure, and promotion.
8. At the time of review for reappointment to assistant professor, normally all eligible voting members will visit classes.
9. If a voting member cannot attend a class, attendance at a public lecture (e.g., Sigma Xi) can be substituted if the teacher agrees.

Classroom Visitation Procedures for Promotion to Full Professor

1. Each class visit should include at least two, and no more than four, visitors.
2. Before the class visit, the teacher will share a copy of their syllabus and inform the visitors of the objectives for the class.
3. The timing of visits is mutually agreed upon between the visitors and teacher in advance.
4. Participation in class by visitors is strongly discouraged.
5. Written feedback regarding visits is not expected, and the teacher is welcome to follow up with visitors as desired.
6. At the time of review for promotion to full professor, normally all eligible voting members will visit classes.
7. If a voting member cannot attend a class, attendance at a public lecture (e.g., Sigma Xi) can be substituted if the teacher agrees.
Procedures for Evaluating Teaching
English Department

The Department of English has (in votes taken in May 1977, February 1979, October 1983, May 1987, March 1992, October 2005, October 2013, and April 2021) approved the following procedures for regular classroom visits. The purposes of classroom visiting are: (1) to assist and support members of the Department in developing their skills as teachers, and (2) to give the Department objective and reliable firsthand information about the teaching of its members to be used in reappointment, tenure, and promotion decisions, as required in the Policy of Appointment, Reappointment, Promotion, and Tenure at Smith College.

1. One tenured member shall be delegated by the Committee on Committees as the Director of Classroom Visiting to arrange for classroom visits.

2. Teachers to be visited shall be notified of their assigned visitor by the end of the third week of the first semester each year. Visitors should be free at the times of both classes of the teacher being visited so that the teacher visited may choose which class is to be visited. By Department custom, seminars and advanced writing classes have not normally been considered suitable for visiting.

3. Members above the rank of the teacher visited, including assistant professors, may participate in the visiting and the filing of reports.

4. Tenure-track teachers in their first and second years shall be assigned two visitors during each year; the semester(s) in which such visits occur may be chosen by the teacher being visited. Each visitor need make only one visit; additional visits are optional at the discretion of the teacher being visited.

5. For teachers in their third year and beyond, one visitor shall attend one class each year. Further visits are optional, at the discretion of the teacher being visited.

6. No visits need be made in the semester before the fifteen-month period in which tenure candidates are visited by the entire Department, although candidates may choose to be visited if they wish.

7. Visitor and visited shall observe professional courtesy: i.e., both will have ample time to know when a visit is to take place, and punctuality will be observed by the teacher visiting.

8. A reciprocal visit (to take place, perhaps, first) is encouraged, but not required.

9. Visits shall be followed by conferences within one week after the visit. Visitors may wish to use a draft of the teaching report as a basis for the conferences. Visitors will provide the teacher visited with a copy of the final teaching report before the end of the semester in which visits occur.
10. The conference following a visit shall take place in a suitably formal setting (for example, an office) unless the teacher visited states a preference for a more informal atmosphere.

11. Every visitor shall file a report of the visits and conference with the Director of Classroom Visiting before the end of the semester in which visits take place. The Director will keep a record of reports as they come in, in order that the Department may keep a record of individuals and classes visited, and pass reports on to the Chair of the Department for the personnel file of the teacher being visited.

12. In the semester a teacher is to be considered for reappointment, promotion, or tenure, the Director of Classroom Visiting will specify the dates the visiting reports are due so that the reports will be available for review by the members of the Department eligible to vote on reappointment, promotion, or tenure. In the case of promotion to full professor, it's the department's custom to appoint a subcommittee of voting professors to visit classes. Likewise, in the case of reappointment, the chair will, in consultation with the voting members, appoint a class-visitation subcommittee of two or three voting members of the department.

13. Teachers visited shall have the option of scheduling visits at any mutually convenient time during the semester, exclusive of the first and last weeks.

14. In the case of any serious scheduling conflicts, the teacher visited shall have the option of requesting an additional visitor or a change in the assigned visitor for a particular year.

15. Teachers holding appointments that do not automatically make them candidates for reappointment, promotion, and tenure are to be visited only once a year and only at their own request, unless they wish to be considered for employment in the future (in which case they must be visited).

16. Lecturers with continuing appointments will be visited annually by one visitor each year in their first three years. In the year they are considered for reappointment, they will be visited by two visitors. Lecturers may invite any member of the English Department to visit their classes more often, but they are not required to do so.

17. Instructors of ENG 118 are to be visited by experienced teachers of writing, either regular faculty members of the English Department or, with the approval of the Director of the Jacobson Center, members of the Jacobson Center staff. New instructors of ENG 118 are to be visited once in their first year of teaching, once in their second year, and thereafter at the request of the instructor, the Director of the Jacobson Center, or the Chair of the English Department.

18. These policies do not apply to the Conkling or Drew Professors, or to persons teaching English 399, the teaching methods class.
Environmental Science & Policy Program Governance Guidelines

Approved on 6 May 2014 by the ES&P Program Committee
Revisions approved on 2 August 2016 by the ES&P Program Committee
Revisions approved on 1 June 2020 by the ES&P Program Committee

Composition and Expectations of Service

The Environmental Science and Policy (ES&P) Program Committee is comprised of tenured, tenure-track, and visiting faculty who have been nominated by the committee, recommended by their host department or program for service on ES&P, and appointed by the Provost for renewable 3 to 5-year terms. The committee includes those with full-time or joint appointments in the program and can include those who teach courses listed as requirements and electives, as well as scholars working in environmental studies. Members shall vote (or achieve consensus) on matters of curriculum, programming, policy, and hiring.

Membership on the ES&P Program Committee consists of an array of expectations, including:

- Advising a share of ES&P major advisees, in coordination with the program chair and assistant director;
- Attending regular (monthly) program meetings and occasional retreats;
- Assisting in the development of policies associated with program administration;
- Serving on at least one of the program subcommittees;
- Communicating regularly with the program chair and assistant director about course offerings; and
- Participating in events/receptions on a regular basis – e.g., Conversations during First-Year Orientation, presentations of the major, lectures sponsored by the program, presentation of research findings by honors students and students in the capstone course, events, etc.

Election of the Program Chair

The Chair of the Program shall be appointed by the Provost on the recommendation of the voting members of the Program Committee and may be reappointed for subsequent terms. The Chair shall ordinarily be selected from those holding permanent positions on the faculty, and preferably from the rank of full professor. The selection of the Chair shall normally take place every three years. The Chair shall be selected no later than February and take office on or about the first of July.

Procedures for Review, Reappointment, Tenure and Promotion

ES&P complies with the provisions of Section V of the Code of Faculty Governance.

The Program is committed to gathering information and providing feedback to faculty members in ways that are collegial, constructive, and substantive. These procedures include regular opportunities for exchanges between tenured and untenured members of the ES&P Program
Committee that focus on achieving excellent teaching and on constructive discussions of scholarship – including works in progress. These procedures supplement the requirements outlined in the *Policy of Appointment, Reappointment, Promotion, and Tenure*.

I. Procedures for Untenured Faculty Members with Full or Joint Appointments in ES&P

a. **Personnel Review Committee**

For tenure-track faculty members hired with full or joint tenure-track appointments in the Program, the Program will create a personnel review committee at the time of hiring that will continue through the candidate’s probationary period in order to provide consistency and stability. The personnel review committee will normally be composed of tenured members (former or current) of the ES&P Program Committee (up to a committee membership of five, plus the chair, plus an alternate). At least one member of the personnel review committee must have served on the search committee. In the event that a member of a personnel review committee is unable to continue serving on the committee, the alternate will join the committee for the remainder of the candidate’s probationary period. In the event that a member of a personnel review committee departs the ES&P Program Committee, that member is encouraged, but not required, to continue serving on the personnel review committee. If there is a change in chair during the probationary period, the chair normally will be added to the personnel review committee upon approval of the tenure-track faculty member. During the course of the probationary period, all members of the personnel review committee will take turns visiting classes, offering feedback on work in progress, and participating in annual reviews. All personnel review committee members will vote on reappointment and tenure.

b. **Annual Class Visits**

During each year of the probationary period, two members of the personnel review committee will visit a class at a time suggested by the faculty member being visited. The visitors will draft a report on the class visit and then meet with the candidate within two weeks of the class to discuss the report. The untenured faculty member may respond in writing to the report. The report, and any response, will be filed with the Chair and may be summarized, along with other reports, in letters concerning reappointment, tenure and promotion.

c. **Annual Review**

At the conclusion of each academic year, the Chair and at least one additional member of the faculty member’s personnel review committee will conduct an annual review. This review includes a meeting to provide an opportunity for the untenured faculty member to identify specific goals for the coming year so that the Program can assist the candidate in developing a dossier. Discussion will address teaching, scholarship (including work in progress), and service. A letter summarizing this discussion and any recommendations made during the meeting will be sent to the untenured member, who may respond to or amend the summary if necessary.

d. **Reappointment and Tenure Procedures**
At the time of review for reappointment or tenure, all members of the personnel review committee (even if they are on sabbatical or leave) will review the teaching, scholarship, and service of the candidate, in accordance with the policies of the college. For the evaluation of teaching, class visits will occur according to the procedures set out in Part III below. In extenuating circumstances, attendance at a lecture appropriate for a student audience or team teaching may substitute for a class visit. The personnel review committee will solicit all tenured members of the Program Committee to contribute information related to any of the criteria for reappointment or tenure for which they have first-hand knowledge.

II. Procedures for Promotion to Full Professor for Tenured Faculty Members with Full or Joint Appointments in ES&P

At the time of review for promotion to full professor, all full professors on the ES&P Program Committee (even if they are on sabbatical or leave) will review the teaching, scholarship, and service of the candidate, in accordance with the policies of the college. For the evaluation of teaching, class visits will occur according to the procedures set out in Part III below. Attendance at a lecture appropriate for a student audience or team teaching may substitute for a class visit.

III. Classroom visits

The procedures below reflect the ES&P Program's commitment to gather information and provide feedback to faculty members in ways that are collegial, constructive, and substantive. These procedures supplement the requirements outlined in the Policy of Appointment, Reappointment, Promotion, and Tenure.

In its evaluation of teaching, the ES&P Program will consider evidence as described in II.B.1 of the Policy, including classroom visits. The purposes of classroom visits are to: (1) assist and support members of the ES&P Program in developing their skills as teachers, and (2) give the ES&P Program objective and reliable firsthand information about the teaching of its members to be used in reappointment, tenure, and promotion decisions, as required by the Policy. Members of the ES&P Program are encouraged to consult the Sherrerd Center for Teaching & Learning website (https://www.smith.edu/about-smith/sherrerd-center/resources) for best practices on the formative and summative assessment of teaching.

Classroom Visitation Procedures

1. Each class visit should include at least two, and no more than four, visitors.
2. Before the class visit, the teacher will share a copy of their syllabus and inform the visitors of the objectives for the class.
3. The timing and number of visits are mutually agreed upon between the visitors and teacher in advance.
4. Participation in class by visitors is strongly discouraged.
5. Following the class visit (normally within two weeks), each visitor will prepare a report on the class visit, and then the visitor should meet with the teacher to discuss the report. The teacher may respond in writing to the report.
6. The report, and any responses, will be filed in the ES&P Program files and may be summarized in letters concerning reappointment, tenure, and promotion.
7. At the time of review for reappointment and for tenure, all members of the personnel review committee will visit classes.
8. At the time of review for promotion to full professor, all eligible voting members will visit classes.
The procedures below reflect the Exercise and Sport Studies Department's commitment to gather information and provide feedback to faculty members in ways that are collegial, constructive, and substantive. These procedures supplement the requirements outlined in the Policy of Appointment, Reappointment, Promotion, and Tenure.

In its evaluation of teaching, the department will consider evidence as described in II.B.1 of the Policy, including classroom visits. The purpose of classroom visits are: (1) to assist and support members of the department in developing their skills as teachers, and (2) to give the department objective and reliable firsthand information about the teaching of its members to be used in reappointment, tenure, and promotion decisions, as required by the Policy. Members of the department are encouraged to consult the Sherrerd Center for Teaching & Learning website (https://www.smith.edu/about-smith/sherrerd-center/resources) for best practices on the formative and summative assessment of teaching.

Classroom Visitation Procedures

1. Each class visit should include at least two, and no more than four, visitors. Exceptions to this procedure must be approved by the teacher.
2. Before the class visit, the teacher will share a copy of their syllabus and inform the visitors of the objectives for the class.
3. The timing and number of visits are mutually agreed upon between the visitors and teacher in advance.
4. Participation in class by visitors is strongly discouraged.
5. Following the class visit (normally within two weeks), each visitor will prepare a report on the class visit, and then the visitor should meet with the teacher to discuss the report. The teacher may respond in writing to the report.
6. The report, and any responses, will be filed in the departmental files and may be summarized in letters concerning reappointment, tenure, and promotion.
7. At the time of review for reappointment to assistant professor, all eligible voting members will visit classes.
8. At the time of review for promotion to full professor, all eligible voting members will visit classes.
The Program for Film and Media Studies operates under the provisions of Section V of the Code of Faculty Legislation and Administrative Practice.

**Composition of the FMS Program Committee and Expectations of Service**

The FMS Program Committee is comprised of tenured, tenure-track, and visiting Smith faculty members who have been nominated by the Committee for renewable terms (3-5 years in length) and appointed by the Provost. The Committee includes those with contractual full-time or joint appointments in the Program and may also include those who teach courses cross-listed in the Program and/or those who are scholars in the field. In all matters of curriculum, programming, policy, and hiring in the FMS program, voting members shall be those members of the Program Committee qualified to vote at faculty meetings.

Membership on the Program Committee entails these minimum expectations of service:

1. regular attendance at monthly meetings and retreats,
2. advising majors and minors when asked, and
3. at least two other commitments to the intellectual work of the Program.

These major commitments may include teaching a course with the FMS prefix or a course cross-listed in the Program, participating in a faculty development seminar, planning and participating in FMS-sponsored conferences or residencies, participating in FMS 100-level courses, representing Smith on the Five College Film Council, serving as a mentor to new faculty, and serving on a FMS subcommittee (e.g. curriculum, assessment, ad hoc, or prize committees).

**Election of the Program Chair**

The Chair of the Program shall be appointed by the Provost on the recommendation of the voting members of the Program Committee and may be reappointed for subsequent terms. The Chair shall ordinarily be selected from those holding permanent positions on the faculty, and preferably from the ranks of full professors. The selection of the Chair shall normally take place every three years. The Chair shall be selected no later than February and take office on or about the first of July.

**Procedures for Review, Reappointment, Tenure and Promotion**

The procedures below reflect the Program's commitment to gather information and provide feedback to faculty members in ways that are collegial, constructive and substantive. These procedures include regular opportunities for exchanges between tenured and untenured members of the FMS Program Committee that focus on achieving excellent teaching and on constructive discussions of scholarly work in progress. These procedures supplement the requirements outlined in the *Policy of Appointment, Reappointment, Promotion, and Tenure*.

**I. Procedures for Untenured Faculty Members with Full or Joint Appointments in FMS**

a. **Personnel Review Committee**

For tenure-track faculty members hired with full or joint tenure-track appointments in the Program, the Program will create a personnel review committee at the time of hiring that will continue through the candidate’s probationary period. The personnel review committee will be composed of tenured faculty members with full and joint appointments in the Program, augmented by additional tenured members of the FMS Program Committee (up to a committee membership of five, plus an alternate). At least one member of the personnel review committee must have served on the search committee. In the event...
that a member of a personnel review committee is unable to continue serving on the committee, the alternate will join the committee for the remainder of the candidate’s probationary period. During the course of the probationary period, all members of the personnel review committee will take turns visiting classes, offering feedback on work in progress, and participating in annual reviews. All personnel review committee members will vote on reappointment and tenure.

*b. Annual Class Visits*
During each year of the probationary period, two members of the personnel review committee will visit a class at a time suggested by the faculty member being visited. The visitors will draft a report on the class visit and then meet with the candidate within two weeks of the class to discuss the report. The untenured faculty member may respond in writing to the report. The report, and any response, will be filed with the Chair and may be summarized, along with other reports, in letters concerning reappointment, tenure and promotion. See Appendix A for procedures.

c. Annual Review
At the conclusion of each academic year, the Chair of FMS and at least one additional member of a faculty member’s personnel review committee will conduct an annual review. This review includes a meeting that will provide an opportunity for the untenured faculty member to identify specific goals for the coming year so that the Program can assist the candidate in developing a dossier. Discussion will address teaching, scholarship (including work in progress), and service. A letter summarizing this discussion and any recommendations made during the meeting will be sent to the untenured member, who may respond to or amend the summary if necessary.

d. Reappointment and Tenure Procedures
At the time of review for reappointment or tenure, all members of the personnel review committee (even if they are on sabbatical or leave) will review the teaching, scholarship, and service of the candidate, in accordance with the policies of the college. The personnel review committee will solicit all tenured members of the current FMS Program Committee to contribute information related to any of the criteria for reappointment or tenure for which they have first-hand knowledge.

e. Promotion to Full Professor Procedures
At the time of review for promotion, the program will form a subcommittee of at least two eligible voting members of the program committee to visit classes.

II. Procedures for Faculty Members Affiliated with FMS

When a member of the FMS Program Committee is being reviewed for reappointment, tenure, or promotion, the Chair will write a letter of appreciation to the home unit and the Committee on Tenure and Promotion concerning the candidate’s service to the program. The candidate may respond in writing to that letter.
APPENDIX A:
Department of Film and Media Studies Procedures
Approved 9 March 2021

The procedures below reflect the Film and Media Studies Program's commitment to gather information and provide feedback to faculty members in ways that are collegial, constructive, and substantive. These procedures supplement the requirements outlined in the Policy of Appointment, Reappointment, Promotion, and Tenure.

In its evaluation of teaching, FMS will consider evidence as described in II.B.1 of the Policy, including classroom visits. The purpose of classroom visits are: (1) to assist and support members of the FMS program in developing their skills as teachers, and (2) to give FMS objective and reliable firsthand information about the teaching of its members to be used in reappointment, tenure, and promotion decisions, as required by the Policy. Members of FMS are encouraged to consult the Sherrerd Center for Teaching & Learning website (https://www.smith.edu/about-smith/sherrerd-center/resources) for best practices on the formative and summative assessment of teaching.

Classroom Visitation Procedures
1. Each class visit should include at least two, and no more than four, visitors.
2. Before the class visit, the teacher will share a copy of their syllabus and inform the visitors of the objectives for the class.
3. The timing and number of visits are mutually agreed upon between the visitors and teacher in advance.
4. Participation in class by visitors is strongly discouraged.
5. Following the class visit (normally within two weeks), each visitor will prepare a report on the class visit, and then the visitor should meet with the teacher to discuss the report. The teacher may respond in writing to the report.
6. The report, and any responses, will be filed in the FMS files and may be summarized in letters concerning reappointment, tenure, and promotion.
7. At the time of review for reappointment to assistant professor, the candidate’s personnel committee will visit classes as per procedures 1-6 listed above.
8. At the time of review for promotion to full professor, the candidate’s personnel committee will visit classes as per procedures 1-6 listed above.
Department of French Studies Procedures
Approved February 11, 2020 | Effective July 1, 2020

The procedures below reflect the Department of French Studies's commitment to gather information and provide feedback to faculty members in ways that are collegial, constructive, and substantive. These procedures supplement the requirements outlined in the Policy of Appointment, Reappointment, Promotion, and Tenure.

In its evaluation of teaching for the review of ladder faculty (tenured and tenure-track), the Department of French Studies will consider evidence as described in II.B.1 of the Policy, including classroom visits. The purpose of classroom visits are: (1) to assist and support members of the Department of French Studies in developing their skills as teachers, and (2) to give the Department of French Studies objective and reliable firsthand information about the teaching of its members to be used in reappointment, tenure, and promotion decisions, as required by the Policy. Members of the Department of French Studies are encouraged to consult the Sherrerd Center for Teaching & Learning website (https://www.smith.edu/about-smith/sherrerd-center/resources) for best practices on the formative and summative assessment of teaching.

In its evaluation of teaching for the reappointment of non-tenure-track faculty, the Department of French Studies will conduct at least one class visit following the procedures outlined below. For all faculty (tenured, tenure-track, and non-tenure-track), by mutual agreement between the instructor and the department, a class visit may be scheduled at any time during the contract period.

Classroom Visitation Procedures

1. Each class visit should include at least two, and no more than four, visitors.
2. The timing and number of visits are mutually agreed upon between the visitors and instructor in advance.
3. Before the class visit, the instructor will share a copy of their syllabus and inform the visitors of the objectives of the class.
4. Participation in class by visitors is strongly discouraged.
5. Following the class visit (normally within two weeks), each visitor will independently prepare a report on the class visit. The visitors will share their reports and meet with the instructor to discuss the reports. The instructor may respond in writing to the reports.
6. The reports, and any responses, will be filed in the Department of French Studies files and may be summarized in letters concerning reappointment, tenure, and promotion.
7. At the time of review for reappointment to assistant professor, all eligible voting members will visit classes.
8. At the time of review for promotion to full professor, all eligible voting members will visit classes.
9. At the time of review for the reappointment of non-tenure-track faculty, at least two eligible voting members will visit a class.
SMITH COLLEGE  
DEPARTMENT OF GEOSCIENCES PROCEDURES FOR EVALUATION OF TEACHING  
June 2019

The evaluation of a non-tenured faculty member's teaching in the Department of Geosciences shall be governed by the following guidelines:

1. A non-tenured faculty member shall have one course evaluation each year, and the course to be evaluated will be decided by discussion between that faculty member and tenured members of the department.

2. At least two tenured members of the Department of Geosciences shall participate in the evaluation. Insofar as possible, those participating shall be chosen so that each tenure-track faculty member being evaluated will be visited by all eligible faculty at least once every two years.

3. Each faculty member participating in an evaluation must make a minimum of two class visits.

4. Before the first visit for evaluation, there shall be a conference attended by the non-tenured instructor and the prospective visitors. The purpose of this conference is to review and discuss the goals of the course and decide when the course will be visited. To facilitate discussion and enhance the value of the pre-visit conference, the instructor shall send electronically any pertinent course materials, e.g. a syllabus or course outline, readings, etc., to the evaluators before the meeting.

5. There shall be a post-visit conference between the visitors and the instructor at the end of the semester during which the visits were made. The purpose of this meeting will be to review the course in light of the objectives identified at the pre-visit conference and to recommend and discuss possible ways in which the teaching of the course might be improved. A written summary of this discussion should be approved by all participants, and it will become a permanent part of the instructor’s record.

6. Tenured faculty members shall have their teaching visited by all full professors in the Department of Geosciences in the year when being considered for promotion, and before the departmental vote. All senior faculty eligible to vote on the promotion shall participate in the evaluation, which should follow the procedures outlined in items 3. - 5. above.
1. **Classroom visits**
   A. At least two eligible voting members of the department must visit each non-tenure-track faculty member in each of the first two semesters of the faculty member’s employment at Smith.
   B. In the subsequent six semesters, at least two permanent members of the department should normally visit each non-tenure-track faculty member once a year.
   C. In the first semester of the faculty member’s employment at the College, each non-tenure-track faculty member should normally visit relevant classes by permanent members of the department.
   D. A schedule of visits will be arranged by mutual agreement; there will be no unannounced visits. If agreeable to the non-tenure-track faculty member, they may be visited by more than one eligible member at a time and/or on two consecutive class days.
   E. The non-tenure-track faculty member should inform the visitor(s) about the teaching goals of the specific teaching unit beforehand and make copies of course materials available to the visitors, such as syllabi, reading lists quizzes, bibliographies, final examinations and other instructional materials used. As soon after the visit as practicable, the teaching unit will be discussed between the non-tenure-track faculty member and the visitor(s).
   F. The visitor(s) will record their evaluation and comments in a written report that will be given to the non-tenure-track faculty member by the end of the semester in which the visitation took place, at the latest. A copy of this report should be placed in the departmental files. The non-tenure-track faculty member shall have full access to such reports and may respond to them in writing.
   G. At the time of reappointment, the required class visitations shall be governed by paragraphs D through F above.
   H. All department members, regardless of rank are encouraged to visit their colleagues who are teaching courses on similar topics or levels.

2. **Evidence to be used in appointment renewal**
   A. The visitor reports and the supporting material described in paragraphs C and D below may all be used by the eligible members of the department when the non-tenure-track faculty member is being considered for an appointment renewal.
   B. Eligible members of the department should consider course structure, organization, assignments given, and the care taken and methodology employed in assessing student performance.
   C. At the end of each semester, the non-tenure-track faculty member should deposit with the department copies of all course materials for each course taught.
   D. Student assessments gathered through the department’s own supplemental course evaluation will be placed in the department file of the non-tenure-track faculty member.
   E. Student assessments gathered through the college-wide course evaluation system will be used by the eligible members in the consideration of an appointment renewal.
The procedures below reflect the German Studies Department’s commitment to gather information and provide feedback to faculty members in ways that are collegial, constructive, and substantive. These procedures supplement the requirements outlined in the Policy of Appointment, Reappointment, Promotion, and Tenure.

In its evaluation of teaching, the German Studies Department will consider evidence as described in II.B.1 of the Policy, including classroom visits. The purpose of classroom visits are: (1) to assist and support members of the German Studies Department in developing their skills as teachers, and (2) to give the German Studies Department objective and reliable firsthand information about the teaching of its members to be used in reappointment, tenure, and promotion decisions, as required by the Policy.

Members of the German Studies Department are encouraged to consult the Sherrerd Center for Teaching & Learning website (https://www.smith.edu/about-smith/sherrerd-center/resources) for best practices on the formative and summative assessment of teaching.

Classroom Visitation Procedures

1. Each class visit will aim to include at least two visitors.
2. Before the class visit, the teacher will share a copy of their syllabus and inform the visitors of the objectives for the class.
3. The timing and number of visits are mutually agreed upon between the visitors and teacher in advance.
4. Participation in class by visitors is strongly discouraged.
5. Following the class visit (normally within two weeks), the visitors will prepare a report on the class visit, and then each visitor should meet with the teacher to discuss the report. The teacher may respond in writing to the report.
6. The report, and any responses, will be filed in the German Studies Department files and may be summarized in letters concerning reappointment, tenure, and promotion.
7. At the time of review for reappointment to assistant professor, all eligible voting members will visit classes.
8. At the time of review for promotion to full professor, all eligible voting members will visit classes.
9. At the time of review for reappointment to senior lecturer, all eligible voting members will visit classes.
The procedures contained in this document reflect the department's commitment to gather information and provide feedback to faculty members in ways that are collegial, constructive, and substantive. These procedures supplement the requirements outlined in the Policy of Appointment, Reappointment, Promotion, and Tenure (hereafter referred to as the Policy).

I. Annual Meetings
The chair and another senior member of the department will meet annually with each tenure-track faculty member to discuss and evaluate the member’s teaching, scholarship, and service, consistent with section IV.B of the Policy.

II. After the initial appointment of a non-tenured member, there will be no required class visits until the review for reappointment (see section III below), unless the candidate requests them. However, consistent with the department’s Mentoring Plan, non-tenured members are encouraged to arrange class visits with their mentor, other members of the department, faculty from the Sherrerd Center, or teaching assessment staff members of the Jacobson Center, for the primary purpose of receiving actionable advice on how to improve their teaching (not for purposes of evaluation).

III. Reappointment Review
At the time of review for reappointment to assistant professor, the chair will, in consultation with the voting member, appoint a reappointment review committee, which will include at least three, but no more than five, members. Candidates will submit an up-to-date curriculum vitae and copies of published materials (also works in progress, at their option), and a statement of current research and future plans.

After conducting their review of the candidate’s teaching, record of scholarship and service to the College, the members of the committee will write a report either jointly or separately. The candidate will receive a copy of the report(s) before the voting members meet to consider the reappointment and may write a reply for the file. The report(s), and any reply from the candidate, will be circulated to the other voting members and placed in the candidate’s permanent file. (See also section III.C.1-5. of the Policy.)

External reviews of scholarship are not required by the Department or the College for reappointment, but may be requested by a candidate, as specified in section III.c.4. of the Policy.

a. Evaluation of Teaching
In its evaluation of teaching, the department will consider evidence as described in II.B.1 of the Policy, including classroom visits. The purpose of classroom visits are: (1) to assist and support members of the department in developing their skills as teachers, and (2) to give the department objective and reliable firsthand information about the teaching of its members to be used in reappointment, tenure, and promotion decisions, as required by the Policy. Members of the department/program are encouraged to consult the Sherrerd Center for Teaching & Learning
website (https://www.smith.edu/about-smith/sherrerd-center/resources) for best practices on the formative and summative assessment of teaching.

b. Classroom Visitation Procedures

1. Each class visit should include at least two, and no more than four, visitors.
2. Before the class visit, the candidate will share a copy of their syllabus and inform the visitors of the objectives for the class.
3. The timing and number of visits will be mutually agreed upon between the visitors and candidate in advance.
4. Participation in class by visitors is strongly discouraged.
5. Class visits will be followed by a conference with the candidate at which visitors discuss their reaction to the class(es). After the conference the members of the committee will write a report (either jointly or separately), which will be circulated to the other tenured members of the department and then placed in the permanent file. The candidate will receive a copy of the report(s) and may write a reply for the file.
6. The report, and any responses, will be placed in the department’s permanent file and may be summarized in letters concerning reappointment, tenure, and promotion.

IV. Review in conjunction with a decision on tenure and promotion to Associate Professor

At the time of review for tenure and promotion to associate professor, classroom visits and evaluation of scholarship and service will follow the procedures stated in section III.D.4. of the Policy as well as those contained in section III.b. (above) of this document.

V. Review in conjunction with a decision on promotion to full Professor

At the time of review for full professor, all eligible members of the department will visit a class(es) of the candidate, or attend a public lecture given by the candidate, or jointly teach a course with the candidate, so as to obtain first-hand knowledge of a candidate’s teaching. In addition, the department will follow the procedures contained in section III.F.2 of the Policy with regard to the evaluation of scholarship and service to the College.

VI. Lecturers

The appointment and reappointment of lecturers will follow the procedures contained in section VI.B. of the Policy.
History Department Procedures  
Effective July 1, 2020

The procedures below reflect the History Department's commitment to gather information and provide feedback to faculty members in ways that are collegial, constructive, and substantive. These procedures supplement the requirements outlined in the Policy of Appointment, Reappointment, Promotion, and Tenure.

In its evaluation of teaching, the History Department will consider evidence as described in II.B.1 of the Policy, including classroom visits. The purpose of classroom visits are: (1) to assist and support members of the History Department in developing their skills as teachers, and (2) to give the Department reliable firsthand information about the teaching of its members to be used in reappointment, tenure, and promotion decisions, as required by the Policy. Members of the History Department are encouraged to consult the Sherrerd Center for Teaching & Learning website (https://www.smith.edu/about-smith/sherrerd-center/resources) for best practices on the formative and summative assessment of teaching.

Classroom Visitation Procedures

1. Each class visit should include at least two, and no more than four, visitors.
2. Before the class visit, the teacher will share a copy of their syllabus and inform the visitors of the objectives for the class.
3. The timing and number of visits are mutually agreed upon between the visitors and teacher in advance.
4. Participation in class by visitors is strongly discouraged.
5. Following the class visit (normally within two weeks), each visitor will prepare a report on the class visit, and then the visitor should meet with the teacher to discuss the report. The teacher may respond in writing to the report.
6. The report, and any responses, will be filed in the History Department files and may be summarized in letters concerning reappointment, tenure, and promotion.
7. At the time of review for reappointment to assistant professor all eligible voting members will visit classes.
8. At the time of review for promotion to associate professor, all eligible voting members will visit classes.
9. At the time of review for promotion to full professor, the chair will consult with the candidate regarding class visits. The candidate may choose to forego class visits.
Italian Department  
Procedures for Evaluating Teaching Ability

I. Classroom Visits

A. Whenever possible, each candidate for re-appointment, promotion, or tenure will be visited at least once a year by an eligible voting member in each course he/she teaches. An "eligible voting member" is a member of the department eligible to participate and vote in the candidate's re-appointment, promotion and/or tenure decision.

B. Each eligible member is expected to visit each candidate at least once during his/her first year at Smith as well as in the reappointment, promotion, and tenure decision years.

C. A schedule of visits will be arranged by mutual agreement; there will be no unannounced visits. If agreeable to the candidate, he/she may be visited by more than one eligible member at a time and/or on two consecutive class days.

Visitors should not limit their evaluations to the class presentation alone but, wherever appropriate, consider course structure, organization, assignments given, and the care taken in assessing student performance. To this end, the candidate may wish to supply his/her visitors with copies of the course syllabus, reading lists, bibliographies, and other instructional materials used in the course.

D. Each visit will be discussed in a conference between the candidate and his/her visitor(s).

E. The visitor will record his/her evaluation and comments in a written report which will be placed in the departmental files by the end of the semester concerned. The candidate shall have full access to such reports and may respond to the report in writing.

F. All department members, regardless of rank, are encouraged to visit their colleagues teaching courses on similar topics or levels.

II. Supporting Evidence

A. Wherever appropriate, the departmental committee should also consider evaluations of the candidates' participation in courses, lectures, panels, and discussion groups outside of the department.

B. The candidate is urged to submit the results of peer review conducted by departmental colleagues who are not eligible voting members, as well as by faculty, staff, or visitors from outside the department who have participated in his/her courses.

3-10-88
GOVERNANCE GUIDELINES FOR THE JEWISH STUDIES PROGRAM
Approved by the Program 25 March 2019

1. Composition
The Jewish Studies Program Committee comprises voting members of the Smith College faculty, regardless of rank, who have been nominated by the standing members of the Committee and confirmed by the Dean of the Faculty/Provost for renewable terms of three to five years. The Committee includes those appointed full-time or jointly in the Program. Also eligible for membership on the Committee are instructors who teach courses listed as requirements or electives, as well as scholars working in the field of Jewish studies.

Committee members determine matters of curriculum and Program policy. They authorize spending from the Jewish Studies Program budget and endowed funds.

Consistent with the Policy of Appointment, Reappointment, Promotion, and Tenure at Smith College, members of the Committee participate in recommendations to hire, reappoint, tenure, and promote faculty appointed in the Program.

2. Election of the Program Director
The Director(s) of the Program shall be appointed by the Dean of the Faculty/Provost on the recommendation of the voting members of the Program Committee and may be reappointed for subsequent terms. The normal term as Director is three years, which may be broken up by semesters of leave. Director(s) for the following academic year should be nominated no later than March 15 and shall take office on or about July 1.

3. Expectations of Service
Membership on the Jewish Studies Program Committee carries an array of expectations, including:
Being available to advise Jewish Studies minors and majors;
Attending regular Program meetings and occasional retreats;
Reviewing faculty appointed in Jewish Studies and voting on their hiring, reappointment, tenure, and promotion;
Assisting in the development of Program policies;
Serving on Program subcommittees as established by the Committee or the Director;
Communicating regularly with the Program Director and the curriculum committee concerning course offerings; and
Participating in Program events, such as presentations of the major and minor, Welcome and Conversations during First-Year Orientation, lectures or panels sponsored by the Program.
Jewish Studies Program Procedures for Evaluation of Teaching

These procedures apply to faculty appointed in Jewish Studies at any rank. For members of the Program Committee whose appointment lies entirely outside Jewish Studies, see the Jewish Studies Program Policy on Review of Affiliated Faculty.

Reviews for reappointment, tenure, or promotion
1. If the Director of the Program is to be evaluated, members of the Program eligible to vote select a chair who coordinates the evaluation in accordance with these procedures.

2. Within the three semesters leading up to a decision on reappointment, tenure, or promotion, members of the Program eligible to vote visit at least one course in Jewish Studies or cross-listed in Jewish Studies, in order to evaluate the candidate's teaching. The timing of all such visits is mutually agreed between the visiting members and the candidate in advance. Normally, two members attend the same class meeting.

3. After completing the visit, the visitor confers with the candidate, and shares observations and suggestions. In a timely fashion, each member draws up a written report on the class meeting visited for the candidate's Program file. The candidate receives a copy of that written report and may reply orally and/or in writing for the file. In addition, the candidate or a visitor may request a second visit, to be conducted in accordance with the above procedures.

4. Members of the Program eligible to vote in a decision on reappointment, tenure, or promotion who will be on leave or otherwise away from campus during the semester of the decision are informed during the previous semester by the Director, or in the event that the Director is to be evaluated, by the chair of the group of eligible voters, that the decision is pending. Timely class visits are then arranged in accordance with point 2 above.

5. At the meeting at which a decision on reappointment, tenure, or promotion is to be made, members' reports on class visits, candidate's replies, year-end reports from past Directors, communications from other Departments or Programs for which the candidate teaches, the results of the College-wide formal course feedback reports, and any other material related to teaching that the candidate submits, are made available to all participants, and constitute the basis for discussion of the candidate's teaching.
Jewish Studies Program Policy on Review of Affiliated Faculty

Unless the initial letter of appointment specifies otherwise, Jewish Studies does not evaluate faculty affiliated with the Program (but not appointed in it) for the purpose of reappointment, promotion, or tenure. The Program's participation in reviews of affiliated faculty is limited, upon the request of the candidate, to a timely letter of appreciation addressed to the Department or Program of appointment and copied to the Committee on Tenure and Promotion. Topics in such a letter of appreciation may include, but are not necessarily limited to, the candidate’s contributions to the Jewish Studies curriculum, Program initiatives, and campus intellectual life.
The Latin American and Latino/a Studies Program operates under Section V of the Code of Faculty Governance.

Composition of the LALS Steering Committee of the Program Committee and Expectations of Service

The LALS Steering Committee of the Program Committee is normally comprised of three tenured and tenure-track faculty members who have been nominated by the Program Committee for renewable three-year terms and appointed by the Provost. The Committee includes those with contractual full-time or joint appointments in the Program and may include those who teach courses cross-listed in the Program and/or who are scholars in the field. In all matters of curriculum, programming, policy, and hiring in the LALS program, voting members shall be those members of the Steering Committee qualified to vote at faculty meetings.

Membership on the Steering Committee entails these minimum expectations of service:

1. Regular attendance at monthly meetings and retreats
2. Advising: Academic (majors and minors), Honors and Study Abroad advising
3. Other commitments to the intellectual work of the Program as identified by the Program Director and Committee (see below)

These service commitments may include teaching a course with a LAS or LS prefix or a course cross-listed in the Program, representing Smith on the Five College Latin American, Caribbean and Latina/o Studies Council, serving as a mentor to new faculty and serving on a LALS subcommittee (e.g. personnel, curriculum, assessment, or ad hoc).

Composition of the LALS Program Committee and Expectations of Service

The LALS Program Committee is comprised of faculty who teach courses cross-listed in the Program and/or who are scholars in the field, who have been nominated by the Committee and appointed by the Provost for renewable three to five-year terms. Affiliation normally entails these minimum expectations of service:

1. Attendance at one designated Program meeting per semester, as scheduled by the Director
2. Additional service commitments as designated in a Memorandum of Understanding authorized by the Provost; these may include appointment to search committees, the
Before renewing appointment of any faculty member to the LALS Program Committee, the Steering Committee will review the faculty member’s participation in, and contributions to the Program. The Steering Committee will then collectively decide whether to offer reappointment for another three-year term.

**Election of the Program Director**

The Director of the Program shall be appointed by the Provost on the recommendations of the voting members of the Program Committee and may be reappointed for subsequent terms. The Director shall ordinarily be selected from those holding permanent positions on the faculty, and preferably from the ranks of full professors. The selection of the Director shall normally take place every three years. The Director shall be selected no later than February and take office on or about the first of July.

**Procedures for Review, Reappointment, Tenure and Promotion**

The procedures below reflect the Program’s commitment to gather information and provide feedback to faculty members in ways that are collegial, constructive and substantive. These procedures include regular opportunities for exchanges between tenured and untenured members of the LALS Program Committee that focus on achieving excellent classroom teaching in a variety of modes and on constructive discussions of scholarly work in progress. These procedures supplement the requirements outlined in the Policy of Appointment, Reappointment, Promotion, and Tenure.

**I. Procedures for Untenured Faculty Members with Full or Joint Appointments in LALS**

**a. Personnel Review Committee**

For tenure-track members hired with full or joint tenure-track appointments in the LALS Program, the Steering Committee will create a personnel review committee at the time of hiring that will continue through the candidate’s probationary period. The requirement to serve as appointed on the personnel review committee remains in place even when a Program Committee member cycles off the committee. The personnel review committee will normally be composed of at least three faculty members drawn from: tenured faculty members with full and joint appointments in the Program, and/or additional tenured members of the LALS Program Committee, and/or additional tenured faculty affiliated with LALS (up to a

Latin American and Latino/a Studies Governance Guidelines
committee membership of five, plus an alternate). At least one member of the personnel review committee must have served on the search committee. In the event that member of a personnel review committee is unable to continue serving on the committee, the alternate will join the committee for the remainder of the candidate’s probationary period. During the course of the probationary period, all members of the candidate’s personnel review committee will take turns visiting classes, offering feedback on work in progress, and participating in annual reviews. All personnel review committee members will vote on reappointment and tenure.

b. Annual Class Visits

During each year of the probationary period, at least two representatives of the personnel review committee will visit a class together, at a time suggested by the faculty member being visited.

In its evaluation of teaching, the LALS Program will consider evidence as described in II.B.1 of the Policy, including classroom visits. The purpose of classroom visits are: (1) to assist and support members of the LALS Program in developing their skills as teachers, and (2) to give the LALS Program objective and reliable firsthand information about the teaching of its members to be used in reappointment, tenure, and promotion decisions, as required by the Policy.

Members of the LALS Program are encouraged to consult the Sherrerd Center for Teaching & Learning website (https://www.smith.edu/about-smith/sherrerd-center/resources) for best practices on the formative and summative assessment of teaching.

Classroom Visitation Procedures

1. Each class visit should include at least two, and no more than four, visitors.
2. At least one week before the class visit, the teacher will share a copy of their syllabus and inform the visitors of the objectives for the class.
3. The timing and number of visits are mutually agreed upon between the visitors and teacher in advance.
4. Participation in class by visitors is strongly discouraged.
5. Following the class visit (normally within two weeks), each visitor will prepare a report on the class visit, and then the visitor should meet with the teacher to discuss the report. The teacher may respond in writing to the report.
6. The report, and any responses, will be filed in the LALS Program files and may be summarized in letters concerning reappointment, tenure, and promotion.
7. At the time of review for reappointment to assistant professor, all eligible voting members (the personnel committee established at the time of hiring) will visit classes.
8. At the time of review for promotion to associate professor and full professor, all eligible voting members (the personnel committee) will visit classes.

Latin American and Latino/a Studies Governance Guidelines
c. Annual Review

At the conclusion of each academic year, the Director of LALS and at least one additional member of a faculty member’s personnel review committee will conduct an annual review. This review includes a meeting that will provide an opportunity for the untenured faculty member to identify specific goals for the coming year so that the Program can assist the candidate in developing a dossier. Discussion will address teaching, scholarship (including work in progress), and service. A letter summarizing this discussion and any recommendations made during the meeting will be sent to the untenured member, who may respond to or amend the summary if necessary.

d. Reappointment and Tenure Procedures

At the time of review for reappointment or tenure, all members of the personnel review committee (even if they are on sabbatical or leave) will review the teaching, scholarship, and service of the candidate, in accordance with the policies of the college. The personnel committee will solicit all tenured members of the current LALS Program Committee to contribute information related to any of the criteria for reappointment or tenure for which they have first-hand knowledge.

II. Procedures for Promotion to Full Professor for full Appointments or Joint Appointments in LALS

At the time of review for promotion, all members of the personnel review committee (even if they are on sabbatical or leave) will review the teaching, scholarship, and service of the candidate, in accordance with the policies of the college. The personnel committee will solicit all full professors of the current LALS Program Committee to contribute information related to any of the criteria for promotion to full professor for which they have first-hand knowledge.

II. Procedures for Program Committee Members

When a member of the Steering Committee of the Program Committee, or a member of the Program Committee who has contributed substantial additional service under the auspices of a Memorandum of Understanding and/or whose affiliation with the Program began before 2016, is being reviewed for reappointment, tenure or promotion, the Director, in consultation with the candidate, will appoint a review committee composed of three tenured faculty members, senior in rank to the candidate, drawn from: members of the LALS Steering Committee of the Program Committee, and/or faculty members with full and joint Latin American and Latino/a Studies Governance Guidelines
appointments in the Program, and/or additional tenured members of the LALS Program Committee. All tenured members are eligible to serve on the review team except 1) members of the LALS Program Committee who will vote in the member’s home department/program or vote on the candidate in another affiliated program; 2) members who will vote on the Tenure and Promotion Committee. The candidate will provide the review committee with his or her dossier. At the candidate’s request, the Committee on Tenure and Promotion will provide the Program with copies of external evaluators’ comments. The review team will acquire first-hand knowledge of teaching through class visits within three semesters prior to the review, and will thoroughly review the candidate’s dossier. Class visits will be arranged in advance with the candidate and must be conducted in pairs.

As part of its evaluation, the review committee will solicit additional information concerning the candidate’s contributions to the Program from tenured members of the Program Committee. The chair of the review committee will provide a letter to the candidate’s department in time for its review and to the Committee on Tenure and Promotion. The letter will assess the candidate’s teaching and scholarship, as well as describe the candidate’s contributions to the Program. A copy will be provided to the candidate. The candidate may respond in writing to that letter.

Under normal circumstances when Program Committee members have not contributed additional service under the auspices of a memorandum of understanding, the Director will write a letter of appreciation concerning the candidate’s service to the Program.
Composition and Expectations of Service

The Program in Landscape Studies welcomes all faculty whose teaching and scholarly interests intersect with the discipline of landscape studies and who wish to become members of the Program Committee. Faculty members who wish to join the Program Committee should inform the Landscape Studies Program Director. Landscape Studies Program Committee members are expected to attend regular program meetings and events and to serve as an academic advisor for Landscape Studies minors. Responsibilities of tenured Landscape Studies steering committee members shall include preparation to serve as program chair if needed.

Procedures for Review, Reappointment, Tenure and Promotion

General Principles
All members of the Landscape Studies Program are invited to visit classes of colleagues senior in rank to them and/or to discuss ideas about teaching with them at any time. In addition, all members of the program are encouraged to attend their colleagues' lectures, open class meetings, papers delivered at professional meetings and other public presentations.

I. Procedures for Ladder Faculty with Full or Joint Appointments in LSS

A. Voting Members: The membership of a reappointment, tenure, or promotion review committee will be appointed by the provost, in consultation with the candidate and the program committee. Normally all members appointed to the program committee for the year of a reappointment, tenure, or promotion review and who hold a higher rank than the candidate are eligible to participate.

B. Teaching Evaluation Procedures
   1. Class visits
      a. Reappointment: During the three-semester period consisting of the semester of any recommendation for reappointment and the two semesters preceding it, all faculty members eligible to vote on the reappointment in question will visit at least one of the candidate's classes, so that a variety of classes is evaluated. They will visit in groups of two or three; all concerned will agree in advance on the date of the visit. Before the class visit, the candidate will share a copy of their syllabus and inform the visitors of the objectives for the class. Participation in class by visitors is strongly discouraged.

      After the class, each visitor will write a preliminary report on the class observed. She or he will distribute this preliminary report to the candidate
and the other visitor(s). Shortly thereafter, all concerned will discuss the class and any relevant course materials. One additional class visit may be arranged at the request of any of the individuals involved. The visitors' final reports should mention that more than one class visit took place when this is the case. The candidate may respond in writing to the final reports. These reports and any responses will become part of the departmental personnel files.

b. **Tenure decision:** During the three-semester period consisting of the semester of any recommendation for tenure and the two semesters preceding it, all faculty members eligible to vote on the tenure in question will visit at least one of the candidate's classes, so that a variety of classes is evaluated. They will visit in groups of two or three; all concerned will agree in advance on the date of the visit. Before the class visit, the candidate will share a copy of their syllabus and inform the visitors of the objectives for the class. Participation in class by visitors is strongly discouraged. After the class, each visitor will write a preliminary report on the class observed. She or he will distribute this preliminary report to the candidate and the other visitor(s). Shortly thereafter, all concerned will discuss the class and any relevant course materials. An additional class visit may be arranged at the request of any of the individuals involved and by agreement of all. The visitors' final reports should mention that more than one class visit took place. The candidate may respond in writing to the final reports. These reports and any responses will become part of the departmental personnel files.

c. **Promotion to full professor:** For promotion to full professor, members of the department eligible to vote on the promotion may appoint a committee that will decide, in consultation with the candidate, what measures, consistent with the policies of the Program of Landscape Studies, are appropriate for evaluating the candidate's teaching.

2. **Student evaluations:**

The department will use only the official college feedback mechanism in its considerations of reappointment, tenure and promotion. Intra-departmental course surveys may also be consulted, if the candidate and eligible voting members of the department agree to do so.

The Director of the program and one other senior member will have a discussion with tenure-track faculty about their student teaching evaluations (as well as their scholarship and service) during their annual meeting.

II. Procedures for Ladder Faculty Affiliated with LSS
When a member of the LSS Program Committee is being reviewed for reappointment, tenure, or promotion, the Director will write a letter of appreciation to the home unit and the Committee on Tenure and Promotion concerning the candidate’s service to the program.

III. Procedures for Non-Tenure-Track Faculty with Full or Joint Appointments in LSS

A. Teaching Evaluation Procedures

1. Class Visits

At least two senior faculty members will visit a course taught by a non-tenure-track faculty member during his or her contract period. They will visit in groups of two or three; all concerned will agree in advance on the date of the visit. Before the class visit, the candidate will share a copy of their syllabus and inform the visitors of the objectives for the class. Participation in class by visitors is strongly discouraged.

After the class, each visitor will write a preliminary report on the class observed. She or he will distribute this preliminary report to the instructor and the other visitor(s). Shortly thereafter, all concerned will discuss the class and any relevant course materials. The instructor may respond in writing to the final reports. These reports and any responses will become part of the departmental personnel files.

Visits to a non-tenure-track faculty member's classes after her or his initial contract period may be arranged by agreement of the instructor and eligible voting members of the department.

2. Student Evaluations

The department will use only the official College course critique in its considerations of a non-tenure-track faculty member's teaching. Intra-departmental course surveys may also be consulted, if the faculty member and eligible voting members of the department agree to do so.

The Chair of the department or a representative from among the department members eligible to vote on a non-tenure-track renewal will discuss student teaching evaluations with a non-tenure-track member of the department once during her/his first contract period and thereafter as the Chair finds appropriate.
I. Composition and Expectations of Service

The Program in Medieval Studies welcomes all faculty whose teaching and scholarly interests intersect with the discipline of medieval studies and who wish to become members of the Program Committee. Faculty members who wish to join the Program Committee should inform the Medieval Studies Program Director.

Medieval Studies Program Committee members are expected to attend regular program meetings and events and to serve as an academic advisor for Medieval Studies majors and minors, as well as offer courses in the medieval period consistent with the needs and expectations of members’ home departments and programs.

II. Procedures for Faculty Members Affiliated with MED

Medieval Studies does not review faculty affiliated with the program for the purpose of reappointment, promotion, or tenure. By November 15 of the year of a tenure or promotion review, the Director of MED (or delegate) will provide a letter of appreciation, addressed to the Committee on Tenure and Promotion, detailing the colleague’s contributions to the program in teaching, service and those portions of published scholarship or public presentation that the candidate voluntarily offers for this purpose.
Middle East Studies Program Governance Guidelines
Approved October 16, 2018

I. Composition and Expectations of Service

The Middle East Studies Program Committee is comprised of lecturers, tenured, tenure-track, and visiting faculty who have been nominated by the committee, recommended by their host department or program, and appointed by the Provost for renewable 3- to 5-year terms. The committee includes those with full-time or joint appointments in the program and can include those who teach courses listed as requirements and electives, as well as scholars working in the field of Middle East Studies, broadly defined.

Program Committee members shall vote (or achieve consensus) on matters of curriculum and programming policy. Tenured and tenure track members shall oversee the Sams Fund. Tenured and tenure-track faculty shall vote (or achieve consensus) on hiring, reappointments, tenure, and promotion, consistent with Sections 52-55 of the Code of Faculty Legislation and Administrative Practice.

Membership on the MES Program Committee consists of an array of expectations, including:

- Advising MES majors and minors, and Arabic majors and minors, in coordination with the program director;
- Attending regular (monthly) program meetings and occasional retreats;
- Assisting in the development of policies associated with program administration;
- Serving on program subcommittees as appropriate and required;
- Communicating regularly with the program director and coordinator about course offerings;

and

- Participating in events/receptions on a regular basis – e.g., Conversations during First-Year Orientation, presentations of the major, lectures and events sponsored by the program, events, etc.
- Participating in MES 100 as lead professor or visiting lecturer.

II. Election of the Program Director

The Director of the Program shall be appointed by the Provost on the recommendation of the voting members of the Program Committee and may be reappointed for subsequent terms. The Director shall ordinarily be selected from those holding permanent positions on the faculty, and preferably from the ranks of full professors. The selection of the Director shall normally take place every three years. The Director shall be selected no later than February and take office on or about the first of July.
III. Procedures for Review, Reappointment, Tenure and Promotion for Ladder Faculty with Full or Joint Appointments in MES

MES complies with the provisions of Sections 52-55 of the Code of Faculty Legislation and Administrative Practice.

The Program is committed to gathering information and providing feedback to faculty members appointed in MES in ways that are collegial, constructive and substantive. These procedures include regular opportunities for exchanges between tenured and untenured members of the MES Program Committee that focus on achieving excellent teaching and on constructive discussions of scholarship – including works in progress. These procedures supplement the requirements outlined in the Policy of Appointment, Reappointment, Promotion, and Tenure.

A. Personnel Review Committee

For tenure-track faculty members hired with full or joint tenure-track appointments in the Program, the Program will create a personnel review committee at the time of hiring that will continue through the candidate’s probationary period in order to provide consistency and stability. The personnel review committee will normally be composed of tenured members (former or current) of the MES Program Committee (up to a committee membership of four, plus the director, plus an alternate). At least one member of the personnel review committee must have served on the search committee. In the event that a member of a personnel review committee is unable to continue serving on the committee, the alternate will normally join the committee for the remainder of the candidate’s probationary period. In the event that a member of a personnel review committee departs the MES Program Committee, that member is encouraged, but not required, to continue serving on the personnel review committee. If there is a change in directorship during the probationary period, the director normally will be added to the personnel review committee.

During the course of the probationary period, all members of the personnel review committee will take turns visiting classes, offering feedback on work in progress, and participating in annual reviews. All personnel review committee members will vote on reappointment and tenure.

B. Annual Class Visits

During each year of the probationary period, two members of the personnel review committee will visit a class at a time suggested by the faculty member being visited. The visitors will draft a report on the class visit and then meet with the candidate within two weeks of the class to discuss the report. The untenured faculty member may respond in writing to the report. The report, and any response, will be filed with the Director and may be summarized, along with other reports, in letters concerning reappointment, tenure and promotion.
C. **Annual Review**

At the conclusion of each academic year, the Director and at least one additional member of the faculty member’s personnel review committee will conduct an annual review. This review includes a meeting to provide an opportunity for the untenured faculty member to identify specific goals for the coming year so that the Program can assist the candidate in developing a dossier. Discussion will address teaching, scholarship (including work in progress), and service. A letter summarizing this discussion and any recommendations made during the meeting will be sent to the untenured member, who may respond to or amend the summary if necessary.

D. **Reappointment and Tenure Procedures**

At the time of review for reappointment or tenure, all members of the personnel review committee (even if they are on sabbatical or leave) will review the teaching, scholarship, and service of the candidate, in accordance with the policies of the college. The personnel review committee will solicit all tenured members of the Program Committee to contribute information related to any of the criteria for reappointment or tenure for which they have first-hand knowledge.

E. **Promotion to Full Professor Procedures**

At the time of review for promotion, the program will form subcommittee of at least two eligible voting members of the program committee to visit classes.

IV. Procedures for Faculty Members Affiliated with MES

The MES Program will, at the invitation of the candidate, contribute to the tenure and promotion review process conducted by home departments of any faculty members who have served on the Program Committee for three or more years, but will not have a vote in these decisions. The Director, in consultation with the candidate and with members of the Program Committee, will provide a letter to the candidate's department and to the Committee on Tenure and Promotion by November 15. The letter will assess the candidate’s teaching and scholarship, as well as describe the candidate’s contributions to the Program. A copy will be provided to the candidate. The candidate may respond in writing to that letter.
Department of Mathematics and Statistics  
Guidelines for the Evaluation of Teaching  
Approved 12/07/2011

The guidelines below are meant to supplement those obligations set forward in the Policy of Appointment, Reappointment, Promotion and Tenure. While the primary intention of the procedures set out here is for evaluation, we hope it also provides an opportunity for the exchange of ideas between junior and senior colleagues. It is an opportunity to hear each other’s perspectives on teaching.

Primary Teaching Evaluation:
Those members of the department who are either tenure track or replacement faculty will receive a primary teaching evaluation at least once each year. Evaluations shall be carried out by those members of the department who are designated in the Policy as being eligible to vote on a recommendation to reappoint or promote the member being evaluated. The chair will assist in assigning reviewers. The following are guidelines for a primary teaching evaluation.

1. An evaluation will be conducted by two reviewers.
2. Prior to any class visits the instructor and the reviewers will have a discussion about the courses the instructor is teaching. This discussion will provide a context for class visits. The discussion should include course content, textbook choice, methods of student evaluation, pedagogical approach, class dynamics etc.
3. The instructor should provide the reviewers with material such as a syllabus, examples of the work of the course, and access to the course Moodle page as appropriate.
4. Together the reviewers should observe at least one meeting of the class. The class to be visited should be agreed upon with the instructor at least 2 days in advance.
5. The reviewers or the instructor may request additional class visits.
6. When observing a class, reviewers are expected to be quiet observers. They may ask to look at a student’s book or copy of an assignment, but should otherwise not engage with the class.
7. A follow-up discussion should take place within a week of the class visit(s).
8. The reviewers will write a report. This report will often include a discussion of the syllabus and content of the course as well as the teaching and classroom dynamics. The document will be given to the instructor and placed in the departmental files. The instructor can place a response in the departmental files. The department copy is for use within the department only and other senior faculty may review them. The department will not share them with anyone outside the department with out permission of the instructor. Normally, the written report will be completed within 2 weeks of the class visits.

Instructors and reviewers may together agree to minor modification of these procedures to suit particular circumstances. In addition, in semesters where the number of instructors to be evaluated equals or exceeds the number of senior colleagues available to perform evaluations the chair may assign single reviewers to some junior colleagues.

Secondary Evaluations:
Occasionally, additional senior faculty members will evaluate the teaching of a lower ranked colleague. These evaluations may be made at the request of either party. Such an evaluation will usually not be as extensive as the primary evaluation described above, but may still be used in the review of teaching for tenure and promotion decisions. The
following will be sufficient for a secondary evaluation. Both parties will agree to the terms of the evaluation.
1. The reviewer will attend at least one meeting of a class.
2. The instructor and reviewer will have a discussion about the course to be visited either before or after the class visit.
Department of Mathematics and Statistics  
Guidelines for Mentoring Junior Faculty  
Approved December 7, 2011

1. New tenure track faculty will be paired with a tenured colleague who will serve as a mentor during the junior person’s first 2 years at Smith. The mentoring pair should meet at least 2 times each semester.

2. Tenure track faculty will meet with a Chair’s committee each year. The committee will consist of the chair and at least one other tenured faculty member. The composition of the committee should vary. Normally such a meeting will be held in the spring. The junior member should provide the previous year’s faculty record sheet and cv and appropriate updates. The chair should have copies of the teaching reports and student evaluations from the past 2 semesters. The meeting should include a discussion of teaching, research and service. Both current performance and future plans should be discussed.

3. Non-tenure track faculty in multi-year positions will meet with the Chair each year. The meeting should be similar to those held with tenure track faculty.

4. When possible, new faculty will be assigned to teach sections of a course also being taught by a permanent colleague. The permanent colleague will be available to help the new member to help with all aspects of the course from setting the syllabus to writing exams. Except as departmental policy dictates, the new instructor will not be required to follow the exact plans of the senior colleague.

5. Members of the department are encouraged to discuss their thoughts about teaching and pedagogy. In particular, any member of the department may request to observe another member’s class. Such a visit should be agreed upon by all parties, normally at least 2 days in advance. Normally the visitor will be expected to be a quiet observer.

6. Visiting faculty will be apprised of the possibilities for renewals as early as is feasible.

Expectations of all faculty members.

1. Excellent teaching is expected. This is gauged by departmental reviews as described above and by student feedback.

Additional expectations for visiting Full and ¾ time faculty:

1. There are no explicit research expectations for visiting faculty, however, visitors should be aware that there are significant scholarship expectations for those in the tenure track.

2. Some departmental service is expected. For example participation in department meetings, curriculum discussions, attendance at departmental events (lectures, presentations). The expectation is greater for multi-year positions.

Additional Expectations for tenured and tenure track faculty:

1. Excellent research and scholarship is expected. This is gauged primarily by publications (including journal quality). Other factors include invitations to speak and participate in conferences or visit colleagues, organization of meetings/special sessions.

2. Departmental service is expected. This includes such things as active participation in departmental decisions, and contribution to departmental initiatives.
3. Contribute to student learning beyond regular classes through such things as honors, special studies, advising, and research projects.
Music Department Evaluation of Teaching Policy

The Policy of Appointment, Reappointment, Promotion and Tenure at Smith College makes the Chair of the department and the senior faculty, or some portion therefore, responsible for the evaluation of the teaching, scholarship, and creative endeavor of their junior colleagues. Evaluation of teaching in the Music Department will normally be based on the following items, which are listed here in no particular order of priority.

a) Teaching materials and syllabi;
b) Performances by students of the candidate and/or ensembles coached or conducted by the candidate;
c) Persuasive arguments by colleagues who have greater knowledge of the candidate’s work than others;
d) Conversations with the candidate about matters pertaining to teaching;
e) The student course critique or evaluative statements from students;
f) Class, lesson, or rehearsal visitations.

Except when the Policy mandates that all eligible-to-vote members of the department are to make class, lesson, or rehearsal visitations, the Chair of the department will appoint a visitation committee, consisting of three eligible-to-vote members of the department, to evaluate the teaching of the candidate for reappointment, promotion, or tenure, be that candidate a tenured or tenure-track member of the department, a senior lecturer, or a lecturer appointed for half-time or more responsibilities. Members of this visitation committee will arrange class, lesson, or rehearsal visits, as a group or independently, at a time or times agreed to by the candidate. Normally members of the visitation committee will visit one or no more than two classes or lessons in a given semester. Each visit shall be for the entire period of the class or lesson. After each visit, members of the visitation committee will prepare a collective written evaluation, or separately written evaluations, that will be given to the candidate and placed in his or her personnel file.

In some cases this evaluation process may be carried out by videotaping, an alternative, when mutually acceptable to visitors and candidates, of which the department approves.

Drafted by Peter Bloom, February 11, 2008
Emended and approved, October 14, 2015
Neuroscience Procedures  
Approved March 24, 2021  
Effective July 1, 2021

The Program in Neuroscience operates under the provisions of Section V of the Code of Faculty Governance.

I. Composition and Expectations of Service

The Neuroscience Program welcomes all faculty whose teaching and scholarly interests intersect with the discipline of neuroscience and who wish to become members of the Program Committee. Faculty members who wish to join the Program Committee should inform the Neuroscience Program Chair.

Members will receive a letter from the Provost officially appointing them to the Neuroscience Program Committee. Normally, members will be appointed for renewable three, four, or five-year terms. They will also be informed of the Neuroscience Program’s Review Policy and Procedures for members undergoing reappointment, tenure or promotion in their home units (Sections V and VI of this document).

A. Expectations for Neuroscience Program Members

Neuroscience Program Committee members are expected to attend regular program meetings and events hosted by the program and to serve as an academic advisor for Neuroscience majors. In addition, members may be asked to perform a specific task or service for the program, such as coordinating seminars, serving as the Director of Honors, representative to the SCCD or Program Chair. Members of the program are called upon to provide research opportunities for Neuroscience majors by mentoring students in Special Studies and Honors Thesis projects. These types of hands-on research experiences are critical to the future success of our majors, and we depend upon the expertise of our program faculty to make these opportunities possible.

B. Election of the Program Chair

The Chair of the Program shall be appointed by the Provost on the recommendation of the voting members of the Program Committee and may be reappointed for subsequent terms. The Chair shall ordinarily be selected from those holding permanent positions on the faculty, and preferably from the ranks of full professors. The selection of the Chair shall normally take place every three years. The Chair shall be selected no later than February and take office on or about the first of July.

II. Procedures for Tenure-Track Faculty Members with Full or Joint Appointments in NSC

A. Personnel Review Committee
For tenure-track faculty members hired with full or joint tenure-track appointments in the Program, the Program will create a personnel review committee at the time of hiring that will continue through the candidate’s probationary period. The personnel review committee will be composed of tenured faculty members with full and joint appointments in the Program, augmented by additional tenured members of the NSC Program Committee (with between 3 and 5 members, plus an alternate). If possible, at least one member of the personnel review committee must have served on the search committee. In the event that a member of a personnel review committee is unable to continue serving on the committee, the alternate will join the committee for the remainder of the candidate’s probationary period. During the course of the probationary period, all members of the personnel review committee will take turns visiting classes, offering feedback on work in progress, and participating in annual reviews. All personnel review committee members will vote on reappointment and tenure.

B. Annual Class Visits
During each year of the probationary period, two members of the personnel review committee will visit a class at a time suggested by the faculty member being visited. The visitors will draft a report on the class visit and then meet with the candidate within two weeks of the class to discuss the report. The untenured faculty member may respond in writing to the report. The report, and any response, will be filed with the Chair and may be summarized, along with other reports, in letters concerning reappointment, tenure and promotion.

C. Annual Review
At the conclusion of each academic year, the Chair of NSC and at least one additional member of a faculty member’s personnel review committee will conduct an annual review. This review includes a meeting that will provide an opportunity for the untenured faculty member to identify specific goals for the coming year so that the Program can assist the candidate in developing a dossier. Discussion will address teaching, scholarship (including work in progress), and service. A letter summarizing this discussion and any recommendations made during the meeting will be sent to the untenured member, who may respond to or amend the summary if necessary.

D. Reappointment and Tenure Procedures
At the time of review for reappointment or tenure, all members of the personnel review committee (even if they are on sabbatical or leave) will review the teaching, scholarship, and service of the candidate, in accordance with the policies of the college. Procedures for class visits are set out in Section IV below. The personnel review committee will solicit all tenured members of the current NSC Program Committee to contribute information related to any of the criteria for reappointment or tenure for which they have first-hand knowledge.
III. Procedures for Promotion to Full Professor for Tenured Faculty Members with Full or Joint Appointments in NSC

At the time of review for promotion to full professor, all full professors on the NSC Program Committee (even if they are on sabbatical or leave) will review the teaching, scholarship, and service of the candidate, in accordance with the policies of the college. The chair will, in consultation with the voting members, appoint a class-visitation committee that includes a subset of the voting members (e.g. two or three). The class visit will occur according to the procedures set out in Section IV below. The Chair of the NSC Program will solicit all tenured members of the current NSC Program Committee at the rank of full professor to contribute information related to any of the criteria for promotion for which they have first-hand knowledge.

IV. Procedures for Class Visits

The procedures below reflect NSC’s commitment to gather information and provide feedback to faculty members in ways that are collegial, constructive, and substantive. These procedures supplement the requirements outlined in the Policy of Appointment, Reappointment, Promotion, and Tenure.

In its evaluation of teaching, the NSC Program will consider evidence as described in II.B.1 of the Policy, including classroom visits. The purpose of classroom visits are: (1) to assist and support members of the NSC Program in developing their skills as teachers, and (2) to give the NSC Program objective and reliable firsthand information about the teaching of its members to be used in reappointment, tenure, and promotion decisions, as required by the Policy. Members of the NSC Program are encouraged to consult the Sherrerd Center for Teaching & Learning website (https://www.smith.edu/about-smith/sherrerd-center/resources) for best practices on the formative and summative assessment of teaching.

Classroom Visitation Procedures
1. Each class visit should include at least two, and no more than four, visitors.
2. Before the class visit, the teacher will share a copy of their syllabus and inform the visitors of the objectives for the class.
3. The timing and number of visits are mutually agreed upon between the visitors and teacher in advance.
4. Participation in class by visitors is strongly discouraged.
5. Following the class visit (normally within two weeks), each visitor will prepare a report on the class visit, and then the visitor should meet with the teacher to discuss the report. The teacher may respond in writing to the report.
6. The report, and any responses, will be filed in the program files and may be summarized in letters concerning reappointment, tenure, and promotion.
7. At the time of review for reappointment to assistant or full professor or for tenure, the Program Chair will, in consultation with the voting members, appoint a class-
visitation committee that includes a subset of the voting members (e.g. two or three).

V. **Review Policy for Neuroscience Program Committee Members undergoing Reappointment, Tenure or Promotion in their Home Units**

As described in Section I of this document, each faculty member will be informed of the Neuroscience Program’s Review Policy and Procedures before being appointed to the Program Committee and reminded of these procedures at the time of their reappointment to the Program Committee.

**A. All Tenured/Tenure-track Program Members**

All Program members who are being considered for reappointment, promotion or tenure in their home units will be reviewed with respect to their service to the Neuroscience Program. We consider the Special Studies (NSC 400) and Honors (NSC 430) research opportunities that we offer to our students to be a critical part of the NSC curriculum. Therefore, we will review the scholarship of Program Committee members and examine the ability of their research program to provide these experiences for our majors.

**B. Tenured/Tenure-track Program Members who Regularly Teach Core Courses**

In addition, those Program Committee members who regularly teach Neuroscience courses (any NSC listed courses) will have their teaching in those courses reviewed to allow the Program to give input into the quality of teaching that our majors experience in their required coursework.

VI. **Review Procedure for Neuroscience Program Committee Members undergoing Reappointment, Tenure or Promotion in their Home Units**

The procedures outlined below reflect the Program's commitment to gather information and to provide feedback to faculty participating in the Program in ways that are collegial, constructive, substantive and cognizant of the expectations of the candidate’s home unit. These procedures include regular opportunities for exchanges between tenured and tenure-track members of the Program Committee and are intended to clarify the requirements outlined in the Policy of Appointment, Reappointment, Promotion, and Tenure.

**A. Annual Meetings with the Program Chair**

At the end of each academic year, the Chair will meet individually with all tenure-track Program Committee members and normally the Chairs of their home units. The annual meeting provides an opportunity for the tenure-track member to identify specific goals for the year so that the Program can be of most use in helping the candidate develop his or her progression through the ranks. For example, the tenure-track member may wish to focus on teaching
(e.g. visiting classes of senior colleagues and inviting them to visit, reviewing syllabi, developing new courses,) or on scholarship (e.g. having tenured colleagues read and comment on work in progress, consulting with senior colleagues about submitting work for publication) or both. It also provides an opportunity for the Program Chair to be informed of the expectations of the home unit with respect to progression toward tenure and promotion. Tenure-track members may elect to have their assigned Program mentor (see Neuroscience Program Mentoring document for details) join the annual meeting, another more senior Program member(s) of their choosing, or neither.

B. Composition of the Review Committee
When a member of the Program is being reviewed for reappointment, tenure or promotion, the Chair, after consultation with the candidate and the Chair of the candidate’s home unit, will appoint a review committee composed of up to three tenured members of the Program, senior in rank to the candidate. All tenured members are eligible to serve on the review committee except 1) members of the Program who will vote in the candidate’s home unit and 2) members who will vote on the College’s Committee on Tenure and Promotion. The review committee will be finalized upon consultation with the Provost.

C. Access to Review Materials and Evidence
The candidate will provide the Program review committee with his or her dossier in order for the committee to review the relevant sections. In the cases where the candidate regularly teaches in NSC-listed courses, the review committee will acquire first-hand knowledge of teaching within three semesters prior to a personnel review through class visits, following the procedures in Section IV above. Information about the candidate’s teaching in Special Studies (NSC 400) and Honors (NSC 430) may be obtained through examination of the candidate’s dossier and discussions with the candidate. The review committee will also examine copies of the external evaluators’ comments provided by the Committee on Tenure and Promotion.

D. Review Committee Evaluation
Before writing its evaluation, the review committee will meet with all tenured members of the Neuroscience Program senior in rank to the candidate to discuss its recommendations and to solicit additional information concerning the candidate. Given that expectations for progress toward tenure and promotion can differ in different scholarly disciplines, the Program Chair, assisted by senior Program members from the candidate’s home unit, will be asked to provide context for the review committee concerning the expectations for scholarship, service, and teaching (where applicable) in both the candidate’s home unit and discipline at large. This will ensure that the review committee will be mindful of the expectations for progress toward
tenure and promotion that have been consistently expressed to the candidate before writing their review.

The Chair of the review committee will provide a letter detailing the results of the review and highlighting the candidate's contributions to the Neuroscience Program to the home unit, and the Provost (in cases of reappointment) or the Committee on Tenure and Promotion (in cases of tenure and promotion) by the required deadlines. A copy of the letter will be provided to the candidate. The candidate may respond in writing to that letter.
The procedures below reflect the Philosophy Department's commitment to gather information and provide feedback to faculty members in ways that are collegial, constructive, and substantive. These procedures supplement the requirements outlined in the *Policy of Appointment, Reappointment, Promotion, and Tenure*.

In its evaluation of teaching, the Philosophy Department will consider evidence as described in II.B.1 of the *Policy*, including classroom visits. The purpose of classroom visits are: (1) to assist and support members of the department in developing their skills as teachers, and (2) to give the department objective and reliable firsthand information about the teaching of its members to be used in reappointment, tenure, and promotion decisions, as required by the *Policy*. Members of the department are encouraged to consult the Sherrerd Center for Teaching & Learning website ([https://www.smith.edu/about-smith/sherrerd-center/resources](https://www.smith.edu/about-smith/sherrerd-center/resources)) for best practices on the formative and summative assessment of teaching.

**Classroom Visitation Procedures**

1. Each class visit should include two to three visitors.
2. Before the class visit, the teacher will share a copy of their syllabus and inform the visitors of the objectives for the class.
3. The timing and number of visits are mutually agreed upon between the visitors and teacher in advance.
4. Participation in class by visitors is strongly discouraged.
5. Following the class visit (normally within two weeks), each visitor will prepare a report on the class visit, and then the visitor should meet with the teacher to discuss the report. The teacher may respond in writing to the report.
6. The report, and any responses, will be kept in the Philosophy Department’s files and may be summarized in letters concerning reappointment, tenure, and promotion.
7. At the time of review for reappointment to assistant professor, all eligible voting members who are teaching for at least one semester in that academic year will visit classes.
8. At the time of review for promotion to full professor, all eligible voting members who are teaching for at least one semester in that academic year will visit classes.
Physics Department Procedures  
Effective July 1, 2020

The procedures below reflect the Physics Department's commitment to gather information and provide feedback to faculty members in ways that are collegial, constructive, and substantive. These procedures supplement the requirements outlined in the Policy of Appointment, Reappointment, Promotion, and Tenure.

In its evaluation of teaching, the Physics Department will consider evidence as described in II.B.1 of the Policy, including classroom visits. The purpose of classroom visits are: (1) to assist and support members of the Physics Department in developing their skills as teachers, and (2) to give the Physics Department objective and reliable firsthand information about the teaching of its members to be used in reappointment, tenure, and promotion decisions, as required by the Policy. Members of the Physics Department are encouraged to consult the Sherrerd Center for Teaching & Learning website (https://www.smith.edu/about-smith/sherrerd-center/resources) for best practices on the formative and summative assessment of teaching.

Classroom Visitation Procedures

1. Each class visit should include at least two, and no more than four, visitors.
2. Before the class visit, the teacher will share a copy of their syllabus and inform the visitors of the objectives for the class and the appropriate level of participation in class activities.
3. The timing and number of visits are mutually agreed upon between the visitors and teacher in advance.
4. Following the class visit (normally within two weeks), each visitor will prepare a report on the class visit, and then the visitor should meet with the teacher to discuss the report. The teacher may respond in writing to the report.
5. The report, and any responses, will be filed in the Physics Department files and may be summarized in letters concerning reappointment, tenure, and promotion.
6. At the time of review for reappointment to assistant professor, all eligible voting members will visit classes (unless prevented by scheduling conflicts).
7. Within two years of the time of review for promotion to full professor, all eligible voting members will visit classes.
8. For visiting faculty members with appointments of at least one year, the chair will, in consultation with the visitor, appoint a class-visitation committee of 2 or 3 faculty to visit class(es) for purpose (1) above.
SMITH COLLEGE
Department of Psychology
Plans for Mentoring and Evaluating Faculty

Section I. Statement of Purpose

1. The purpose of this document is to outline the Department of Psychology’s plans for mentoring and evaluating faculty who are facing review and/or promotion within the framework established by the Faculty Code and the “Policy of Appointment, Reappointment, Promotion, and Tenure at Smith College” (referred to hereafter as the “Yellow Document”). Together with Psychology’s Personnel Committee, each faculty member will have the opportunity to clarify departmental expectations and receive feedback regarding his/her teaching, scholarship, and service. In order to provide transparency about departmental procedures for mentoring and evaluation, copies of the Departmental Procedure for evaluating personnel shall be distributed at the beginning of each academic year to every member of the Department.

Section II. Personnel Committee Functions

1. All the permanent members of the Department of Psychology will constitute the Personnel Committee. Members of the Personnel Committee will serve as liaisons for junior faculty on a rotating basis by semester with liaison assignments announced each spring. It is the liaisons’ responsibility to see that the plans for mentoring are carried out; to observe, supervise and provide feedback to the junior faculty member regarding his/her work; and to report back to the Personnel Committee.

2. Normally, the chair of the Department shall act as the chair of the Personnel Committee.

3. The committee shall meet at least once a year, and in addition as often as is deemed necessary by the chair.

4. The schedule for personnel evaluation and decisions conforms to the schedule of the college, with the following constraints:

   a) New members on any appointment other than a terminal one-year appointment be evaluated at the end of their first year of teaching, and be provided feedback regarding their performance.

   (b) During the first year of a multiple-year appointment, the chair of the Department and the new member shall discuss the contents of the Yellow Document as well as a tentative schedule of her or his evaluations up to the date of a tenure decision.
(c) For non-tenured members, including Lecturers and Senior Lecturers, there will normally be a full evaluation carried out in the year preceding their contract renewal review.

(d) Evaluation of members of the permanent staff below the rank of Professor, shall be conducted every third year unless the faculty member concerned requests an earlier appraisal.

(e) Normally, an appraisal will not be made during a year in which a faculty member concerned is on sabbatical leave or leave of absence for the entire year.

5. The functions of the committee shall be:

(a) to evaluate in accordance with the schedules outlined above, the work of the members of the Department, within the framework established by the Faculty Code and the "Policy of Appointment, Reappointment, Promotion and Tenure at Smith College," so that eventual recommendations for reappointment, promotion, or tenure shall rest on a solid, long-term basis;

(b) to provide, in accordance with the schedules outlined above, to each member of the faculty below the rank of full professor a statement of the committee's appraisal of her or his professional performance.

6. The Personnel Committee shall, before submitting its recommendation to the College, invite the participation of members of the Department for purposes of discussing the performance of the candidate. The purpose of this invitation is to effect an active exchange of views among all members of the Department to ensure that:

(a) no pertinent information is overlooked;

(b) there is full awareness throughout the Department of what evidence is being considered; and

(c) material which can influence the Personnel Committee in making a decision be exposed to critical discussion by all permanent members of the Department.

The proceedings of the discussion shall be confidential, but the Chair shall transmit in writing to the candidate a summary of the main points considered.

7. When the Personnel Committee has concluded its deliberations, its recommendations should be made known to the Department, the candidate, and the College administration in accordance with the Yellow Document.
Section III. Procedures for the collection of information

1. The committee shall be entrusted with maintaining a file on each faculty member, such file to be deposited with the chair. The information to be included in the file shall include:

   (a) correspondence and materials pertaining to the faculty member's original appointment;

   (b) any correspondence from outside reviewers solicited as part of an official evaluation; and

   (c) copies of yearly statements of appraisals provided by the committee to the faculty member and memoranda covering official consultations between her/him and the committee.

2. The candidate for evaluation shall be entrusted with developing a file of information deposited with the Chair for safe-keeping and privacy. The information to be included in the file may include:

   (a) syllabi or course outlines and other materials used in teaching and evaluating students;

   (b) a record of student evaluations of courses, provided such material was collected in systematic and unbiased fashion; and

   (c) any other materials relevant to his/her professional performance, such as Faculty Record Sheets, personal statements, recent reprints, etc.

3. The chair of the Personnel Committee, in consultation with the faculty member, determines whether additional information will be solicited from persons outside the Department who have been associated with the candidate, or know of his or her work (e.g., in the case in which a faculty member regularly contributes to, or teaches in, another department or program).

4. A candidate may add to the file any other material that she/he wishes to submit on her/his own behalf.

5. A candidate shall have the right to inspect all material in her/his own file except invited confidential letters from persons outside the Department. A list of such letters shall be appended to each file.
Section IV. Consultations between the Committee and a staff member

1. Consultations between the Committee and a faculty member shall include:

   (a) opportunity to explain the planning and conduct of one's courses at the invitation of either the Committee or the faculty member;

   (b) classroom visits by liaisons as well as other visitors, to be arranged in consultation with the faculty member, to be followed by a conference between the visitor(s) and faculty member; and

   (c) a yearly conference between the chair and/or other committee members and the faculty member, explaining the committee's statement of appraisal, reporting all criticisms, questions, or problems raised during consideration of the faculty member's performance, and taking note of the faculty member's own formulation her or his duties, and replies to the committee's appraisal.

2. Memoranda covering these official consultations shall be open to inspection by the candidate in question, so that he/she may be aware of their contents and, if she/he so desires, add his/her own written comments.

Voted:
May 10, 1973
May 24, 1973

Amended:
September 30, 1975
May 16, 1979
November 10, 1993
February 14, 2001
March 15, 2012

Filename:
MentoringPolicy2012.doc
The procedures below reflect the religion department’s commitment to gathering information and providing feedback to faculty members in ways that are collegial, constructive, and substantive. These procedures supplement the requirements outlined in the Policy of Appointment, Reappointment, Promotion, and Tenure.

In its evaluation of teaching, the religion department will consider evidence as described in II.B.1 of the Policy, including classroom visits. The purpose of classroom visits is: (1) to assist and support members of the religion department in developing their skills as teachers, and (2) to give the religion department objective and reliable firsthand information about the teaching of its members to be used in reappointment, tenure, and promotion decisions, as required by the Policy. Members of the religion department are encouraged to consult the Sherrerd Center for Teaching & Learning website (https://www.smith.edu/about-smith/sherrerd-center/resources) for best practices on the formative and summative assessment of teaching.

Classroom Visitation Procedures

1. Each class visit should include at least two, and no more than four, visitors.
2. Before the class visit, the teacher will share a copy of their syllabus and inform the visitors of the objectives for the class.
3. The timing and number of visits are mutually agreed upon between the visitors and teacher in advance.
4. Participation in class by visitors is discouraged.
5. Following the class visit (normally within two weeks), each visitor will prepare a report on the class visit, and then the visitor should meet with the teacher to discuss the report. The teacher may respond in writing to the report.
6. The report, and any responses, will be filed in the departmental files and may be summarized in letters concerning reappointment, tenure, and promotion.
7. At the time of review for reappointment to assistant professor, all eligible voting members will visit classes.
8. At the time of review for promotion to full professor, all eligible voting members will visit classes.
Composition of the REEES Program Committee and Expectations of Service

The REEES Program Committee is comprised of tenured, tenure-track, and full-time lecturers who have been nominated by the Committee for renewable three-five-year terms and appointed by the Provost. The Committee will include faculty members with contractual full-time or joint appointments in the Program, as well as faculty who teach courses cross-listed in the Program and/or those faculty working in the field of Russian, East European and Eurasian Studies whose full-time appointments are in other Smith departments. In all matters of curriculum, programming, policy, and hiring in the REEES Program, voting members shall be those members of the Program Committee qualified to vote at faculty meetings.

Membership on the Program Committee entails these minimum expectations of service:

1. Attendance at REEES Program meetings and retreats;
2. Advising majors and minors when asked;
3. Assisting in Program development;
4. Contribution to the REEES curricular offerings, either through teaching courses with the REEES prefix or cross-listed by the Program;
5. Communicating regularly with the Program Director about course offerings, events, programs and extra-curricular activities that have direct relevance to the Program as a whole;
6. Other contributions to the intellectual work of the Program. These may include attendance at program events, representing Smith on the steering committee of the Five College REEES Program, serving as a mentor to new faculty, serving on a REEES subcommittee, and so forth.

Election of the Program Director

The Director of the REEES Program will be appointed by the Provost on the recommendation of the voting members of the Program Committee for a three-year term, and may be re-appointed for a subsequent three-year term. The position of Director, however, shall ordinarily rotate among those holding permanent positions on the faculty, and preferably from the ranks of full or associate professor. The Director shall be selected during the spring semester and take office on or about the first of July.
Procedures for Evaluating Tenure-Track Faculty

- During each year of the probationary period, tenured members of the REEES Program Committee normally visit at least one class taught by the tenure-track faculty member. The timing of the class visits is mutually agreed upon between the visiting members and the candidate in advance.

- Within the month following the class visit, the visitors will draft a report on the class visit and provide a copy to the candidate and the Program director. The Program director will meet with the candidate to discuss the report. If the Program director did not personally visit the class, one of the visitors will also attend this meeting. The junior faculty member may respond in writing to this report.

- A copy of this report (and any response) will be filed in the faculty member’s Program personnel file, and may be consulted and summarized in letters regarding reappointment, tenure, and promotion.

- The candidate may also request a second visit, to be conducted in accordance with the procedures above.

- Normally, during the probationary period, the Program director meets annually with the candidate at the conclusion of each academic year in order to discuss teaching, scholarship, and service, as well as potential areas for improvement. Another member of the REEES Program Committee may also be present. In preparation for this meeting, the junior faculty member is urged to draft a brief statement regarding their academic accomplishments over the past year, and to bring a current c.v. and any other information they consider pertinent to the meeting. Following the meeting, the Program director will provide written report of the meeting for the candidate’s Program personnel file and also share it will the candidate. This letter will include observations and recommendations of members of the REEES Program Committee.

- A copy of this letter will be filed in the faculty member’s departmental personnel file. The faculty member may respond to this letter in writing, and the response will also be placed in their departmental personnel file.

- The Program director will notify the Provost that the annual meeting has taken place.

Reappointment, Tenure, and Promotion

- Within one year of the vote for reappointment, tenure, or promotion, each eligible voting member of the REEES Program Committee will normally visit at least one class in order to evaluate teaching. The timing of the class visits is mutually agreed upon between the visiting members and the candidate in advance. The Program director will ensure that at least two courses are visited for each review.
• Within the month following the class visit, the visitors will draft a report on their class visit and provide a copy to the candidate and the Program director. The Program director will meet with the candidate to discuss the report. If the Program director did not personally visit the class, one of the visitors will also attend this meeting. The junior faculty member may respond in writing to this report.

• At the time of review for reappointment or tenure, eligible voting members of the Program Committee will review the teaching, scholarship, and service of the candidate, in accordance with the policies of the college.

• In accordance with current College policies, unless there are compelling reasons, all eligible members of the Program must vote (including those on sabbatical or leave) and be informed of meetings pertaining to the reappointment, tenure and promotion.
Composition of the SDS Steering Committee and Expectations of Service
The SDS Steering Committee is comprised of tenured, tenure-track, and visiting Smith faculty members who have at least half-time appointments in SDS. In all matters of curriculum, programming, policy, and hiring in the SDS program, voting members shall be those members of the Steering Committee qualified to vote at faculty meetings, in accordance with Section V.C.1 of the Code of Faculty Governance.

Membership on the Steering Committee entails these minimum expectations of service:
1. regular attendance at Steering Committee meetings and retreats,
2. advising majors and minors,
3. working with majors and minors on Honors and Special Studies projects as appropriate,
4. performing program duties (e.g., taking meeting minutes, editing the website, etc.) and serving on program subcommittees (e.g., curricular revision)
5. participating in events and receptions on a regular basis – e.g., Conversations, presentations of the major, lectures and seminars sponsored by the program, and presentations by SDS students of Honors and other projects.

Composition of the SDS Program Committee and Expectations of Service
The SDS Program Committee is comprised of members of the Steering Committee, as well as other faculty whose teaching and/or curricular interests intersect with statistics and/or data science in meaningful ways, and who have been nominated by the Steering Committee and appointed by the Provost for renewable three to five-year terms. Normally, departments that regularly teach statistics and/or data science (e.g., Economics, Government, Psychology, and Sociology) or whose major requires an SDS course (e.g., Engineering, Biology, Neuroscience, Environmental Science and Policy) will have at least one faculty member appointed to the Program Committee.

Membership on the Program Committee entails these minimum expectations of service:
1. attendance at one designated Program meeting per semester, as scheduled by the SDS Program Chair,
2. advising SDS minors,
3. additional service commitments, which may include appointment to search committees, or the Personnel Committee of untenured members of SDS, for example.

The Program Chair
The Chair of the SDS Program shall be appointed for a fixed term by the Provost on the recommendation of the voting members of the Steering Committee and may be reappointed for
The Chair shall ordinarily be selected from those holding appointments in the Program and having tenure-track or tenured positions on the faculty, and preferably from the tenured ranks. The selection of the Chair shall normally take place every three years. The Chair shall be selected no later than February and take office on or about the first of July. The Chair of the SDS Program shall serve as the chair of the Program Committee.

Procedures for Review, Reappointment, Tenure and Promotion
The procedures below reflect the Program's commitment to gather information and provide feedback to faculty members in ways that are collegial, constructive and substantive. These procedures include regular opportunities for exchanges between tenured and untenured members of the SDS Program Committee that focus on achieving excellent teaching and on constructive discussions of scholarly work in progress. These procedures supplement the requirements outlined in the Policy of Appointment, Reappointment, Promotion, and Tenure.

I. Procedures for Untenured, Tenure-track Faculty Members with Full or Joint Appointments in SDS

a. Personnel Review Committee
For tenure-track faculty members hired with full or joint tenure-track appointments in the Program, the Provost will appoint a personnel review committee at the time of hiring that will continue through the candidate’s probationary period. The personnel review committee will be composed of tenured faculty members who would typically be members of the SDS Program Committee. In the event that a member of a personnel review committee is unable to continue serving on the committee, the Provost will appoint an alternate who will join the committee for the remainder of the candidate’s probationary period. During the course of the probationary period, all members of the personnel review committee will take turns visiting classes, offering feedback on work in progress, and participating in annual reviews. All personnel review committee members will vote on reappointment and tenure.

b. Annual Class Visits
During each year of the probationary period, two members of the personnel review committee will visit at least one class at a time suggested by the faculty member being visited. The visitors will draft a report on the class visit and then meet with the untenured faculty member within two weeks of the class to discuss the report. The untenured faculty member may respond in writing to the report. The report, and any response, will be filed with the chair of the personnel review committee and may be summarized, along with other reports, in letters concerning reappointment, tenure and promotion.

c. Annual Review
At the conclusion of each academic year, the chair and at least one additional member of a faculty member’s personnel review committee will conduct an annual review. This review includes a meeting that will provide an opportunity for the untenured faculty member to review the past year’s teaching, scholarship and service, and to identify
specific goals for the coming year so that the Program can assist the candidate in developing a dossier. Discussion will address teaching, scholarship (including work in progress), and service. A letter summarizing this discussion and any recommendations made during the meeting will be sent to the untenured member, who may respond to or amend the summary if necessary.

d. Reappointment and Tenure Procedures
At the time of review for reappointment or tenure, all members of the personnel review committee (even if they are on sabbatical or leave) will review the teaching, scholarship, and service of the candidate, in accordance with the policies of the college. Procedures for class visits are set out in Part IV below. The personnel review committee will solicit all tenured members of the current SDS Program Committee to contribute information related to any of the criteria for reappointment or tenure for which they have first-hand knowledge.

II. Procedures for Promotion to Full Professor for Tenured Faculty Members with Full or Joint Appointments in SDS

At the time of review for promotion to full professor, all full professors on the SDS Program Committee (even if they are on sabbatical or leave) will review the teaching, scholarship, and service of the candidate, in accordance with the policies of the college. Procedures for class visits are set out in Part IV below. The Chair of the SDS Program will solicit all tenured members of the current SDS Program Committee to contribute information related to any of the criteria for promotion for which they have first-hand knowledge.

III. Procedures for Non-tenure Track Faculty with One-year or Longer Appointments in SDS

a. Annual Class Visits
During the first two years of the faculty member’s appointment, two members of the Program Committee will visit at least one class at a time suggested by the faculty member being visited. The visitors will draft a report on the class visit and then meet with the faculty member within two weeks of the class to discuss the report. The faculty member may respond in writing to the report. The report, and any response, will be filed with the Chair of the Program and may be summarized, along with other reports, in letters concerning any reappointment of the faculty member. The faculty member may request additional class visits either during or after this initial two-year period.

b. Annual Review
At the conclusion of each academic year and at the option of the faculty member, the Chair of the Program and at least one additional member of the Program Committee will conduct an annual review. This review includes a meeting that will provide an opportunity for the faculty member to review the past year’s teaching, scholarship and service, and to identify specific goals for the coming year so that the Program can assist
the candidate in moving forward in their career. Discussion will address teaching, scholarship (including work in progress), and service (although service expectations should be consistent with the nature of the faculty member’s appointment). A letter summarizing this discussion and any recommendations made during the meeting will be sent to the faculty member, who may respond to or amend the summary if necessary. If the faculty member is recommended for reappointment, these letters may form part of that recommendation.

d. Reappointment
At the time of any review for reappointment, class visits will occur as set out in Part IV below. The report and any response will be forwarded to the members of the Program Committee senior to the candidate. The candidate will also supply those members with a dossier that includes a statement of teaching, a full CV, and any information about scholarship and service that the candidate feels would be relevant to her or his reappointment. The Chair of the Program (or a more senior member of the Program Committee if necessary) will forward the recommendation of those members of the Program Committee as called for in the Policy of Appointment, Reappointment, Promotion, and Tenure.

IV. Procedures for Class Visits

The procedures below reflect the program's commitment to gather information and provide feedback to faculty members in ways that are collegial, constructive, and substantive. These procedures supplement the requirements outlined in the Policy of Appointment, Reappointment, Promotion, and Tenure.

In its evaluation of teaching, the program will consider evidence as described in II.B.1 of the Policy, including classroom visits. The purpose of classroom visits are: (1) to assist and support members of the program in developing their skills as teachers, and (2) to give the program objective and reliable firsthand information about the teaching of its members to be used in reappointment, tenure, and promotion decisions, as required by the Policy. Members of the program are encouraged to consult the Sherrerd Center for Teaching & Learning website (https://www.smith.edu/about-smith/sherrerd-center/resources) for best practices on the formative and summative assessment of teaching.

Classroom Visitation Procedures

1. Each class visit should include at least two, and no more than four, visitors.
2. Before the class visit, the teacher will share a copy of their syllabus and inform the visitors of the objectives for the class.
3. The timing and number of visits are mutually agreed upon between the visitors and teacher in advance.
4. Participation in class by visitors is strongly discouraged.
5. Following the class visit (normally within two weeks), each visitor will prepare a report on the class visit, and then the visitor should meet with the teacher to discuss the report. The teacher may respond in writing to the report.
6. The report, and any responses, will be filed in the program files and may be summarized in letters concerning reappointment, tenure, and promotion.

7. At the time of review for reappointment to assistant professor, the chair will, in consultation with the voting members, appoint a class-visitation committee that includes all eligible voting members to visit classes.

8. At the time of review for promotion to full professor, the chair will, in consultation with the voting members, appoint a class-visitation committee that includes all eligible voting members to visit classes.

9. At the time of review for the reappointment of non-tenure-track faculty, three eligible voting members will visit a class.

V. Review of Affiliated Members

When a member of the SDS Program Committee is being reviewed for reappointment, tenure, or promotion, the Chair will write a letter of appreciation to the home unit and the Committee on Tenure and Promotion concerning the candidate’s service to the program.
Department of Sociology Classroom Visit Procedures
Approved Date: March 09, 2020
Effective Date: July 01, 2020

The procedures below reflect the Sociology Department's commitment to gather information and provide feedback to faculty members in ways that are collegial, constructive, and substantive. These procedures supplement the requirements outlined in the Policy of Appointment, Reappointment, Promotion, and Tenure. In its evaluation of teaching, the Sociology Department will consider evidence as described in II.B.1 of the Policy, including classroom visits. The purpose of classroom visits are:

(1) to assist and support members of the Sociology Department in developing their skills as teachers, and;
(2) to give the Sociology Department objective and reliable firsthand information about the teaching of its members to be used in reappointment, tenure, and promotion decisions, as required by the Policy. Members of the Sociology Department are encouraged to consult the Sherrerd Center for Teaching & Learning website (https://www.smith.edu/about-smith/sherrerd-center/resources) for best practices on the formative and summative assessment of teaching.

Classroom Visitation Procedures

1. Each class visit should include at least two, and no more than four, visitors. The department will identify in advance alternate faculty visitors from the department (as a contingency plan).
2. Before the class visit, the faculty candidate will share a copy of their syllabus and inform the visitors of the objectives for the class.
3. The timing and number of visits are mutually agreed upon between the visitors and teacher in advance.
4. Participation in class by visitors is strongly discouraged.
5. Following the class visit (normally within two weeks), each visitor will prepare a report on the class visit. The faculty candidate has the option of responding to this report in writing (with a copy to the Chair), and may request a meeting with the visitor to discuss their report. The faculty candidate under consideration may request an additional class visit.
   In extenuating circumstances that preclude visiting a class, such as with sabbatical or scheduling conflicts, two or more visitors may observe a public lecture presented by the candidate in lieu of a class visit. Such exceptions must be approved by the candidate and by a majority vote of the voting members of the department.
6. The report, and any responses, will be filed in the Sociology Department files and may be summarized in letters concerning reappointment, tenure, and promotion.
7. At the time of review for reappointment to assistant professor, all eligible voting members will visit classes.
8. At the time of review for promotion to full professor, all eligible voting members will visit classes.
Department of Spanish and Portuguese Procedures
Effective July 1, 2020

The procedures below reflect the department's commitment to gather information and provide feedback to faculty members in ways that are collegial, constructive, and substantive. These procedures supplement the requirements outlined in the Policy of Appointment, Reappointment, Promotion, and Tenure.

In its evaluation of teaching, the department will consider evidence as described in II.B.1 of the Policy, including classroom visits. The purpose of classroom visits are: (1) to assist and support members of the department in developing their skills as teachers, and (2) to give the department objective and reliable firsthand information about the teaching of its members to be used in reappointment, tenure, and promotion decisions, as required by the Policy. Members of the department are encouraged to consult the Sherrerd Center for Teaching & Learning website (https://www.smith.edu/about-smith/sherrerd-center/resources) for best practices on the formative and summative assessment of teaching.

Classroom Visitation Procedures
1. Each class visit should include at least two, and no more than four, visitors.
2. Before the class visit, the teacher will share a copy of their syllabus and inform the visitors of the objectives for the class.
3. The timing and number of visits are mutually agreed upon between the visitors and teacher in advance.
4. Participation in class by visitors is strongly discouraged.
5. Following the class visit (normally within two weeks), each visitor will prepare a report on the class visit, and then the visitor should meet with the teacher to discuss the report. The teacher may respond in writing to the report.
6. The report, and any responses, will be filed in the departmental files and may be summarized in letters concerning reappointment, tenure, and promotion.
7. At the time of review for reappointment to assistant professor, all eligible voting members will visit classes.
8. At the time of review for promotion to full professor, all eligible voting members will visit classes.
9. At the time of review for the reappointment of non-tenure-track faculty, at least two eligible voting members will visit a class.
The Program for the Study of Women and Gender operates under the provisions of Section V of the *Code of Faculty Governance*.

**Composition of the SWG Program Committee and Expectations of Service**

The SWG Program Committee is comprised of tenured, tenure-track, and visiting Smith faculty members who have been nominated by the Committee for renewable five-year terms and appointed by the Provost. The Committee includes those with contractual full-time or joint appointments in the Program and may also include those who teach courses cross-listed in the Program and/or those who are scholars in the field. In all matters of curriculum, programming, policy, and hiring in the SWG program, voting members shall be those members of the Program Committee qualified to vote at faculty meetings.

Membership on the Program Committee entails these minimum expectations of service:
1. regular attendance at monthly meetings and retreats,
2. advising majors and minors when asked, and
3. at least two other commitments to the intellectual work of the Program.

These major commitments may include teaching a course with the SWG prefix or a course cross-listed in the Program, participating in a faculty development seminar, planning and participating in a SWG-sponsored conference or residency, participating in SWG 100 Issues in Queer Studies or SWG 101 SWG Reads, representing Smith on the steering committee of the Five College Women’s Studies Research Center, serving as a mentor to new faculty, and serving on a SWG subcommittee (e.g. curriculum, assessment, ad hoc, or prize committees).

**Election of the Program Chair**

The Chair of the Program shall be appointed by the Provost on the recommendation of the voting members of the Program Committee and may be reappointed for subsequent terms. The Chair shall ordinarily be selected from those holding permanent positions on the faculty, and preferably from the ranks of full professors. The selection of the Chair shall normally take place every three years. The Chair shall be selected no later than February and take office on or about the first of July.

**Procedures for Review, Reappointment, Tenure and Promotion**

The procedures below reflect the Program's commitment to gather information and provide feedback to faculty members in ways that are collegial, constructive and substantive. These procedures include regular opportunities for exchanges between tenured and untenured members of the SWG Program Committee that focus on achieving excellent teaching and on constructive discussions of scholarly work in progress. These
procedures supplement the requirements outlined in the Policy of Appointment, Reappointment, Promotion, and Tenure.

I. Procedures for Untenured Faculty Members with Full or Joint Appointments in SWG

   a. Personnel Review Committee

   For tenure-track faculty members hired with full or joint tenure-track appointments in the Program, the Program will create a personnel review committee at the time of hiring that will continue through the candidate’s probationary period. The personnel review committee will be composed of tenured faculty members with full and joint appointments in the Program, augmented by additional tenured members of the SWG Program Committee (with between 3 and 5 members, plus an alternate). If possible, at least one member of the personnel review committee must have served on the search committee. In the event that a member of a personnel review committee is unable to continue serving on the committee, the alternate will join the committee for the remainder of the candidate’s probationary period. During the course of the probationary period, all members of the personnel review committee will take turns visiting classes, offering feedback on work in progress, and participating in annual reviews. All personnel review committee members will vote on reappointment and tenure.

   b. Annual Class Visits

   During each year of the probationary period, two members of the personnel review committee will visit a class at a time suggested by the faculty member being visited. The visitors will draft a report on the class visit and then meet with the candidate within two weeks of the class to discuss the report. The untenured faculty member may respond in writing to the report. The report, and any response, will be filed with the Chair and may be summarized, along with other reports, in letters concerning reappointment, tenure and promotion.

   c. Annual Review

   At the conclusion of each academic year, the Chair of SWG and at least one additional member of a faculty member’s personnel review committee will conduct an annual review. This review includes a meeting that will provide an opportunity for the untenured faculty member to identify specific goals for the coming year so that the Program can assist the candidate in developing a dossier. Discussion will address teaching, scholarship (including work in progress), and service. A letter summarizing this discussion and any recommendations made during the meeting will be sent to the untenured member, who may respond to or amend the summary if necessary.

   d. Reappointment and Tenure Procedures

   At the time of review for reappointment or tenure, all members of the personnel review committee (even if they are on sabbatical or leave) will review the teaching, scholarship,
and service of the candidate, in accordance with the policies of the college. Procedures for class visits are set out in Part III below. The personnel review committee will solicit all tenured members of the current SWG Program Committee to contribute information related to any of the criteria for reappointment or tenure for which they have first-hand knowledge.

II. Procedures for Promotion to Full Professor for Tenured Faculty Members with Full or Joint Appointments in SWG

At the time of review for promotion to full professor, all full professors on the SWG Program Committee (even if they are on sabbatical or leave) will review the teaching, scholarship, and service of the candidate, in accordance with the policies of the college. For the evaluation of teaching, the candidate may request a class visit, which if requested will occur according to the procedures set out in Part III below. The Chair of the SWG Program will solicit all tenured members of the current SWG Program Committee to contribute information related to any of the criteria for promotion for which they have first-hand knowledge.

III. Procedures for Class Visits

The procedures below reflect SWG’s commitment to gather information and provide feedback to faculty members in ways that are collegial, constructive, and substantive. These procedures supplement the requirements outlined in the Policy of Appointment, Reappointment, Promotion, and Tenure.

In its evaluation of teaching, the SWG Program will consider evidence as described in II.B.1 of the Policy, including classroom visits. The purpose of classroom visits are: (1) to assist and support members of the SWG Program in developing their skills as teachers, and (2) to give the SWG Program objective and reliable firsthand information about the teaching of its members to be used in reappointment, tenure, and promotion decisions, as required by the Policy. Members of the SWG Program are encouraged to consult the Sherrerd Center for Teaching & Learning website (https://www.smith.edu/about-smith/sherrerd-center/resources) for best practices on the formative and summative assessment of teaching.

Classroom Visitation Procedures

1. Each class visit should include at least two, and no more than four, visitors.
2. Before the class visit, the teacher will share a copy of their syllabus and inform the visitors of the objectives for the class.
3. The timing and number of visits are mutually agreed upon between the visitors and teacher in advance.
4. Participation in class by visitors is strongly discouraged.
5. Following the class visit (normally within two weeks), each visitor will prepare a report on the class visit, and then the visitor should meet with the teacher to discuss the report. The teacher may respond in writing to the report.
6. The report, and any responses, will be filed in the program files and may be summarized in letters concerning reappointment, tenure, and promotion.
7. At the time of review for reappointment to assistant professor or for tenure, the Program Chair will, in consultation with the voting members, appoint a class-visitation committee that includes a subset of the voting members (e.g. two or three).

8. At the time of review for promotion to full professor, the chair will, in consultation with the voting members, appoint a class-visitation committee that includes a subset of the voting members (e.g. two or three).

IV. Procedures for Faculty Members Affiliated with SWG

The SWG Program will contribute to the tenure and promotion review process conducted by home departments of any faculty members who have served on the Program Committee for three or more years, but will not have a vote in these decisions. The Chair, in consultation with the candidate, will appoint a review committee composed of three tenured members of the Program Committee, senior in rank to the candidate. All tenured members are eligible to serve on the review committee except 1) members of the SWG Program Committee who will vote in the member's home department or another program, and 2) members who will vote on the Tenure and Promotion Committee. Candidates will provide the review committee with a copy of their dossier. The Committee on Tenure and Promotion will provide the review committee with copies of external evaluators’ comments. The review committee will thoroughly review the candidate’s dossier.

As part of its evaluation, the review committee will solicit additional information concerning the candidate's contributions to the Program from tenured members of the Program Committee. The chair of the review committee will provide a letter to the candidate's department in time for its review and to the Committee on Tenure and Promotion. The letter will assess the candidate’s teaching and scholarship, as well as describe the candidate's contributions to the Program. A copy will be provided to the candidate. The candidate may respond in writing to that letter.
The procedures below reflect the Theatre Department’s commitment to gather information and provide feedback to faculty members in ways that are collegial, constructive, and substantive. These procedures supplement the requirements outlined in the Policy of Appointment, Reappointment, Promotion, and Tenure.

In its evaluation of teaching, the Theatre Department will consider evidence as described in II.B.1 of the Policy, including classroom visits. The purpose of classroom visits are: (1) to assist and support members of the Theatre Department in developing their skills as teachers, and (2) to give the department objective and reliable firsthand information about the teaching of its members to be used in reappointment, tenure, and promotion decisions, as required by the Policy. Members of the department are encouraged to consult the Sherrerd Center for Teaching & Learning website (https://www.smith.edu/about-smith/sherrerd-center/resources) for best practices on the formative and summative assessment of teaching.

Classroom Visitation Procedures

1. Each class visit should include at least two, and no more than four, visitors.
2. Before the class visit, the teacher will share a copy of their syllabus and inform the visitors of the objectives for the class.
3. The timing and number of visits are mutually agreed upon between the visitors and teacher in advance.
4. Participation in class by visitors is strongly discouraged.
5. Following the class visit (normally within two weeks), each visitor will prepare a report on the class visit, and then the visitor should meet with the teacher to discuss the report. The teacher may respond in writing to the report.
6. The report, and any responses, will be filed in the departmental files and may be summarized in letters concerning reappointment, tenure, and promotion.
7. At the time of review for reappointment to assistant professor, the chair will, in consultation with the voting members, appoint a class-visitation committee that includes a subset of the voting members.
8. At the time of review for promotion to full professor, the chair will, in consultation with the voting members, appoint a class-visitation committee that includes a subset of the voting members.
Composition of the WLT Board and Expectations of Service

The WLT Program Board is comprised of all tenured and tenure-track members of the faculty who hold appointments located in World Literatures; all tenured and tenure-track faculty who are appointed in other departments or programs, but who are under contractual obligation to offer courses in World Literatures; all visiting faculty and post-doctoral fellows holding appointments in WLT; members of the faculty at large who have been nominated by the WLT Board and appointed by the Provost for renewable 3-5 year terms.

Members of the WLT Board will:

- Attend regular (monthly) program meetings and occasional retreats
- Advise WLT majors
- Advise approved honors projects and special studies courses in the WLT major
- Contribute to the mentoring and evaluation of colleagues appointed in or affiliated to WLT in accordance with the WLT Program’s policies; participate in Personnel Review Committees, Class Visits and Annual Reviews, etc.
- Assist in making decisions and developing policies involving the administration of the Program and the activities central to its mission (e.g., serving on search committees, distributing Program funds, approving courses)
- Participate in activities important to our WLT majors: serve on prize committees, evaluate Smithsonian projects, attend honors presentations, etc.
- Willingness to represent WLT at events important to success of the major: meet with new or prospective students and parents, attend student-focused social activities, etc.

Review of Affiliated Members

In the case of an affiliated faculty member whose FTE is entirely in another unit (or other units), including one who has contractual teaching responsibilities in WLT (but in whose case WLT’s recommendation would not be counted as a vote), WLT will not conduct a full evaluation or review. Instead, by November 15 of the year of a tenure or promotion review, the Chair of WLT (or delegate) will provide a letter of appreciation detailing the colleague’s contributions to the
Program in the areas of teaching, service, and those portions of published scholarship or public presentation that the candidate voluntarily offers for this purpose.

The following procedures apply only to faculty members whose FTE is entirely in WLT or who hold a formal joint appointment whereby WLT’s recommendation would count as a vote for tenure and promotion.

Annual meetings with Chair

At the beginning of each academic year, the Chair (or delegate) will meet individually with each untenured member of the Program. The annual meeting provides an opportunity for the untenured member to identify specific goals for the year so that the Program can best help the candidate. The untenured member may decide whether to focus on teaching (visiting classes of senior colleagues and inviting them to visit, reviewing syllabi, or participating in faculty development events); or on scholarship (having tenured colleagues read and comment on work in progress, consulting with colleagues about submitting work for publication, or reviewing a research and writing agenda); or on both.

Procedures for Reappointment, Tenure and Promotion

Reflecting the Program's commitment to provide collegial, constructive and substantive feedback on teaching and scholarship, these procedures clarify and amplify the requirements outlined in the Policy of Appointment, Reappointment, Promotion, and Tenure. Please refer to the Program’s Mentoring Plan for further discussion of exchanges between Program members to promote scholarship and excellent classroom teaching.

Constitution of the Review Committee

When a colleague whose position is located in whole or in part in WLT is being reviewed for reappointment, tenure or promotion, the program will follow the procedures indicated in the Policy for Appointment, Reappointment, Tenure and Promotion. In the case of joint appointments, members who will vote in the member's home department or program will not participate in the WLT review.

Review Process

The candidate will provide the review committee with their dossier. The Committee on Tenure and Promotion will provide the review committee with copies of external evaluators’ comments. The review committee will thoroughly review the candidate's scholarship. Procedures for class visits are detailed below.

Following its evaluation, the review committee will meet with all Program members senior in rank to the candidate to discuss its recommendations and to solicit additional information on the candidate's contributions to the Program. The letter will detail the review of teaching and scholarship, as well as the candidate's contributions to the Program. A copy will be provided to the candidate. The candidate may respond in writing to this letter.
Evaluation of Teaching

The procedures below reflect the program's commitment to gather information and provide feedback to faculty members in ways that are collegial, constructive, and substantive. These procedures supplement the requirements outlined in the Policy of Appointment, Reappointment, Promotion, and Tenure.

In its evaluation of teaching, the program will consider evidence as described in II.B.1 of the Policy, including classroom visits. The purpose of classroom visits are: (1) to assist and support members of the program in developing their skills as teachers, and (2) to give the program objective and reliable firsthand information about the teaching of its members to be used in reappointment, tenure, and promotion decisions, as required by the Policy. Members of the program are encouraged to consult the Sherrerd Center for Teaching & Learning website (https://www.smith.edu/about-smith/sherrerd-center/resources) for best practices on the formative and summative assessment of teaching.

Classroom Visitation Procedures

1. Each class visit should include at least two, but not to exceed three, visitors.
2. Before the class visit, the teacher will share a copy of their syllabus and inform the visitors of the objectives for the class.
3. The timing and number of visits are mutually agreed upon between the visitors and teacher in advance.
4. Participation in class by visitors is strongly discouraged.
5. Following the class visit (normally within two weeks), each visitor will prepare a report on the class visit, and then the visitor should meet with the teacher to discuss the report. The teacher may respond in writing to the report.
6. The report, and any responses, will be filed in the program files and may be summarized in letters concerning reappointment, tenure, and promotion.
7. At the time of review for reappointment to assistant professor, the chair will, in consultation with the voting members, appoint a class-visitation committee that includes a subset of the voting members (e.g. two or three).
8. At the time of review for promotion to full professor, the chair will, in consultation with the voting members, appoint a class-visitation committee that includes a subset of the voting members (e.g. two or three).