

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.

African Studies Program
Approved March 31, 2022

Composition and Expectations of Service

The African Studies Program welcomes all faculty whose teaching and research interests focus on the study of Africa. Faculty members who wish to join AFS should inform the program's chair. AFS committee members are expected to attend regular program meetings and serve as academic advisors for AFS minors. Program committee members may also serve as major advisors for African Studies self-designed majors and theses. Tenured committee members are expected to periodically serve as program chair.

Procedures for Reappointment, Tenure, and Promotion Reviews

The following procedures are to be followed for program committee members unless stipulated otherwise in the candidate's letter of appointment.

AFS does not review faculty affiliated with the program for the purposes of reappointment, promotion, or tenure. When a committee member comes up for review, the program's chair or a delegate will provide a letter of support detailing the candidate's contributions to the program in teaching, service, and scholarship. All tenured members of the program will be invited to endorse the letter. To write the letter, the AFS chair or delegate will have access to the candidate's CV and personal statement.

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 post-doctoral 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.

Department of Anthropology Procedures **Effective July 1, 2021**

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>) 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.

Department of Art Governance Guidelines

Approved by Art Department, 5 April 2017

To go into effect, 1 July 2017

Revised 15 February 2021

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, visitors e.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:

The relative importance of books, book reviews, book manuscripts, articles, and book sections.

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.

Astronomy Department Procedures **Effective August 1, 2021**

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 reappointment, tenure, and promotion to full professor 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. During the course of the probationary period, all members of the FCAD Smith Faculty Evaluation Committee will take turns visiting classes, offering feedback on work in progress, and participating in annual reviews. All FCAD Smith Faculty Evaluation Committee members will vote on reappointment and tenure. At the time of review for promotion to full professor, a new FCAD Smith Faculty Evaluation Committee will be appointed that includes at least 3 tenured full professors. The committee will visit classes and vote on promotion.

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.

**Program in
Biochemistry Program
Procedures Approved
3-10-2021**

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.

Department of Biological Sciences Procedures **Effective July 1, 2022**

The procedures below reflect the Department of Biological Sciences' 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. The timing and number of visits are mutually agreed upon between the visitors and faculty member in advance.
2. Each class visit should include at least two, and no more than four, visitors. Visits should be spaced out throughout the semester so as to avoid awkward crowding at the end of the semester.
3. Before the class visit, the faculty member will share a copy of their syllabus and inform the visitors of the objectives for 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 brief written report on the class visit, and then the visitor should meet with the faculty member to discuss the report. The faculty member 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 ensure that all eligible voting members will visit classes.
8. At the time of review for reappointment for laboratory instructors, the chair, in consultation with the faculty, may appoint a subcommittee of departmental faculty to carry out class visits and to report back to the department as a whole.
9. At the time of review for promotion to senior laboratory instructor, the chair, in consultation with the faculty, may appoint a subcommittee of departmental faculty to carry out class visits and to report back to the department as a whole.
10. At the time of review for promotion to full professor, the chair will ensure that all eligible voting members visit classes.

Annual Review

At the conclusion of each academic year, the department will conduct an annual review of every pre-tenure member of the department. This review includes a meeting for the candidate, chair, and continuing mentor.

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>) 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>) 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>) 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).

SMITH COLLEGE

Northampton, Massachusetts

Department of Economics

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

Departmental Procedures for Reappointment, Promotion, and Appointment to Tenure

- 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

Departmental Procedures for Reappointment, Promotion, and Appointment to Tenure

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.

Department of Education & Child Study
Procedures Effective July 1, 2020

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.

Picker Engineering Program Procedures
Approved on February 19, 2020
Effective July 1, 2020

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, February 2020, 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(s) 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. For tenure-track teachers during the probationary period, two visitors will be assigned each year. Both visitors will attend the same class; thus a single visit will be required during each pre-tenure year. Each visitor will write a separate report, but both visitors and the teacher should meet to discuss the class together in a single meeting. Additional visits are optional at the discretion of the teacher being visited.
5. 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.
6. Visitors 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.
7. A reciprocal visit (to take place, perhaps, first) is encouraged, but not required.
8. 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.

9. 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.
10. 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.
11. In the semester a teacher is to be considered for reappointment or promotion to full professor, 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 or promotion. In the case of promotion to full professor, it is 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.
12. Teachers visited shall have the option of scheduling visits at any mutually convenient time during the semester, exclusive of the first and last weeks.
13. 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.
14. Teachers holding appointments that do not automatically make them candidates for reappointment, promotion, and tenure are to be visited, by a single visitor, 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).
15. 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, both attending the same class. Lecturers may invite any member of the English Department to visit their classes more often, but they are not required to do so.
16. 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.
17. These policies do not apply to the Conkling, Drew, Jacobson, or Lakes Professors, or to persons teaching ENG 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.

Exercise and Sport Studies Procedures
Tenure and Promotion: Classroom Visits for Ladder Faculty
Effective July 1, 2020

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.

FMS Governance Guidelines
Approved 11/13/2018 by the FMS Program Committee
Revisions approved 9 March 2021

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.

Department of German Studies Procedures
Approved March 11, 2021

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.

Government Procedures Effective July 1, 2020

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 STUDIES Department's Procedures **Effective July 1, 2021**

The procedures below reflect the Department of ITALIAN 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, the Department of ITALIAN 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 ITALIAN STUDIES Department in developing their skills as teachers, and (2) to give the ITALIAN 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 ITALIAN 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.

In its evaluation of teaching for the reappointment of non-tenure-track faculty, the Department of ITALIAN STUDIES will conduct at least one class visit following the procedures outlined below. Due to the small size of the Department, the Department of ITALIAN STUDIES might also appoint as visitors members of other Departments whose expertise matches the expertise of the candidate. 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 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 Department of ITALIAN STUDIES's 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).
9. At the time of review for reappointment to senior lecturer, the chair will, in consultation with the voting members and the senior lecturer, appoint a class-visitation committee that includes a subset of the voting members (e.g. two or three).

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.

LALS Governance Guidelines

Approved May 27, 2020 by the LALS Program Committee

Effective July 1, 2020

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

Personnel Committee of untenured members of the Program Committee, or the Review team for Affiliated members of the Program, for example.

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

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.

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

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.

Program in Landscape Studies
Program Procedures
Approved May 3, 2021

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.

Medieval Studies Council
Approved March 27th, 2019

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 September 22, 2021

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 Section V of the *Code of Faculty Governance*.

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 Chair;
 - 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 Chair 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 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.

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 V of the *Code of Faculty Governance*.

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 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 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 Chair during the probationary period, the Chair 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 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 lettersummarizing 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 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, which will occur according to the procedures set out in Part IV below.

IV. Procedures for Class Visits

The procedures below reflect the commitment of the Middle East Studies Program 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 Middle East Studies 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 Middle East Studies 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's 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 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 (e.g. two or three voting members).

V. 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 Chair, 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 1. 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 Mathematical Sciences Procedures

Effective July 1, 2022

The procedures below reflect the Department of Mathematical Sciences' 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 Mathematical Sciences 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 Mathematical Sciences in developing their skills as teachers, and (2) to give the Department of Mathematical Sciences 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 Mathematical Sciences 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. The policies for review for tenure and promotion to associate professor are described elsewhere.

Classroom Visitation Procedures

1. Each class visit should include at least two, and no more than four, simultaneous 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 set of visitors will prepare a report on the class visit, and then the visitors team 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 Mathematical Sciences files and may be summarized in letters concerning reappointment, tenure, and promotion.
7. At the time of review for reappointment to assistant professor or core lecturer, the chair will, in consultation with the voting members and with the faculty under review, 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, or senior lecturer, the chair will, in consultation with the voting members and the faculty seeking promotion,

appoint a class-visitation committee that includes a subset of the voting members (e.g., two or three).

Annual Review Procedure:

In this document, *junior faculty* means tenure track or core lecturer. Every year, in the first month of the Fall semester, the chair will, in consultation with the junior faculty, convene a review committee and organize an annual review of the junior faculty. This meeting will address the three areas of evaluation: teaching, scholarship, and service, as appropriate to the position. This meeting is the forum where concerns and questions from both voting members and the junior colleague should be addressed. The junior faculty member should have the opportunity to set the agenda and focus the conversation around their key questions. They also should have a say in the composition of the review committee, including the rotation through voting members as appropriate. This meeting must be a priority for voting members in the department.

Junior Faculty:

- Share materials (faculty record sheet, updated CV, teaching artifacts, grant proposals, paper drafts, etc.) with the chair prior to the annual meeting
- Distribute materials, including teaching evaluations, to all voting members; include questions and comments that you want to make sure to discuss
- Work with the chair to set the agenda for the meeting, as well as the composition of the review committee. Discuss with the chair the possibility of inviting colleagues from outside the department to attend the meeting.

Chair:

- Work with the junior faculty member to set the agenda
- Arrange meeting with voting members prior to annual meeting to solicit feedback and agree on advice
- Schedule the annual meeting with junior faculty and at least one other voting member, in coordination with the junior faculty.
- Review attendee list with the junior colleague before the meeting
- Write up summary of annual meeting and distribute to voting members
- Revise letter based on the review committee's feedback and provide to junior faculty as well as voting members not in the review committee.
- Discuss results with junior faculty and provide opportunity for written response

Voting Members:

- Attend pre-meeting with chair to discuss and agree on feedback to the junior faculty
- Offer revisions if needed to endorse chair's letter

Faculty in review committee

- Attend annual meeting with junior colleague
- Offer revisions if needed to endorse chair's letter

Music Department Procedures Effective July 1, 2021

The procedures below reflect the music 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 music 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 music department in developing their skills as teachers, and (2) to give the music 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 music 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. In the case of classroom and ensemble courses, each class visit should include at least two, and no more than four, visitors.
2. In the case of one-to-one performance courses, each class visit should be made by two visitors at a time.
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 prohibited.
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 music 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 will visit classes.
9. At the time of review for promotion to full professor, all eligible voting members will visit classes.
10. At the time of review for reappointment or promotion for renewable non-tenure-track faculty, the chair will, in consultation with the voting members, appoint a class-visitation committee that includes a subset of the voting members.
11. In the case of performance faculty, attendance by the committee at live performances of the faculty member is strongly suggested, but not mandatory. When possible, the department will make it possible for those undergoing review to record performances and make them available for the review process.

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.

Philosophy Department Procedures **Effective July 1, 2020**

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>) 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.

Department of Psychology Procedures Effective July 1, 2021

The procedures below reflect the Department of Psychology'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 Psychology 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 Psychology in developing their skills as teachers, and (2) to give the Department of Psychology 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 Psychology 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 instructor 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 instructor 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 meet with the instructor to discuss it. The instructor may respond in writing to the reports.
6. The reports, and any responses, will be filed in the Department of Psychology electronic files (held by the current chair) 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 senior lecturer, at least two eligible voting members will visit a class.

Reappointment/Tenure/Promotion Procedures

1. All eligible voting members will meet to discuss the candidate's accomplishments as a teacher and a scholar, as well as in service to the College.
2. Following the discussion the candidate is invited to meet with the voting members to address any questions or concerns that may have arisen.
3. Following the meeting with the candidate the voting members discuss any additional information provided by the candidate and then vote.
4. The candidate receives notification of the vote by the chair through receipt of the departmental recommendation letter.

Documentation

The current chair will create a folder for each candidate in a shared Psychology Department electronic drive. The current chair and administrative assistant will have full access to the drive. Tenured faculty members will be granted access to a relevant folder as needed for the duration of a reappointment, tenure, or promotion process. Folders will include copies of annual meeting reports, class visit reports, and departmental letters, as well as any other supporting materials relevant to the candidate (i.e., unsolicited student evaluations, department-solicited student evaluations, etc.).

Department of Religion
Evaluation of Teaching Procedures
Approved on November 20, 2019

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.

Affirmed by REEES Program on February 9, 2021

**Program in Russian, East European and Eurasian Studies
Program Procedures
Approved January 30, 2019**

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 with 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.

Program in Statistical and Data Sciences
Guidelines for Governance, Reappointment, Tenure and Promotion
Approved August 9, 2020

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

subsequent terms. 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.

SWG Governance Guidelines
Approved January 2020
Effective July 1, 2020

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.

Theatre Department Procedures **Effective July 1, 2020**

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.

Program in World Literatures (WLT)

Procedures

(Effective July 1, 2020)

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).