

2019-20 Updating of Departmental and Program Procedures

During the 2019-20 academic year, all departments/programs are being asked to review/update their current procedures and the template (on page two) by **March 13, 2020**. Departments/programs may wish to adopt the template as is or modify. All updated procedures will go into effect **July 1, 2020**. This file contains all updated procedures received to date.

If your department/program plans to modify the template or affirm your current procedures, please review the list of do's and don'ts below. Please reach out to Hayley Spizz, Faculty Policies Administrator (hspizz@smith.edu), at any point with questions or to review drafts.

Departmental/Program Procedures Do's and Don'ts

- DO: ensure compliance with sections IV.A.3 and IV.B.1 of the *Policy*
- DO: provide clarification on the department's/program's procedures at the time of reviews (e.g. are classes visited at the time of promotion to full professor? if so, by who?)
- DO (Programs only): include sections on the composition of the program committee, expectations of service, personnel review committees (if appropriate), and affiliated unit procedures.
- DON'T: have discrepancies between the procedures and the department's/program's current practices
- DON'T: include specific expectations or criteria for reviews, as these are defined in the *Policy*
- DON'T: quote or restate procedures contained in the *Policy* (referencing is okay)
- DON'T: describe mentoring procedures (referencing is okay), as these are now detailed in Departmental/Program Mentoring Plans
- DON'T: use old terms (e.g. "course critiques" is now "course feedback"; "yellow document" is now "the Policy")



Please access the bookmarks icon on the left to find hyperlinks to procedures for individual departments and programs.

[Department/Program] Procedures Effective July 1, 2020

The procedures below reflect the [department/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 [department/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 [department/program] in developing their skills as teachers, and (2) to give the [department/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 [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 [forthcoming].

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/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) **OR** all eligible voting members will 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 a subset of the voting members (e.g. two or three) **OR** all eligible voting members will visit classes].

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.

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 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.

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.

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.

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*.

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 March 12, 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-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.

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 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.

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.

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.