

Professor Review Template 2017-2018

Please consult the [DRBU Professor Handbook](#) for professor review process and procedures. The Handbook contains the following documents:

1. [DRBU Bylaws](#)
2. [DRBU Faculty Governance Manual](#)
3. [DRBU Professor Plan of Employment - annotated](#)
4. [Guide to Preparing for your Professor Review](#)

The last two documents have the most pertinent and useful information on review of professors for reappointment and permanent appointment.

Timeline for review process

The Guide to Preparing for your Professor Review includes the following review timeline:

Event	Standard Deadline
Notification of upcoming review.	Appointee to be reviewed will be notified by the OAA in July of the last year of the appointee's current term.
Appointee submits review portfolio.	Two weeks before scheduled interview.
Interview with review panel.	Scheduled during fall semester.
Notification of appointment for the following academic year.	December 15 or two weeks after interview, whichever comes later.
Deadline for candidate to request reconsideration of a negative decision.	February 1 or four weeks after notification, whichever comes later.

However, because of the relatively large number of professors due to be reviewed in 2017 (six full time and two part time), the review timeline will stretch into the Spring 2018 semester. The Fall 2017 Review Panel and DRBU HR will work with the professors individually to determine the timeline and schedule each component of their respective reviews.

Review Panel

All full-time and part-time non-permanent professors will be reviewed by the following panel:

- Dr. Sue Rounds, Professor and President
- Dr. Martin Verhoeven, Professor and Dean of Academics
- Doug Powers, Professor and Vice President for Finance and Administration

File Submission Procedure

All evidence will be submitted to Dr. Sue Rounds for inclusion in the review portfolio. DRBU's HR Coordinator Leonie Tan will assist Dr. Rounds in collecting and collating all review materials from individual professors. All files will be kept confidential.

Preparing a Review Portfolio

Reviews will be based on the five criteria outlined in the [DRBU Professor Plan of Employment](#). The following guidelines applies to the 2017-2018 review and may be modified before future review cycles. All professors under review will be notified of any such modifications before their review cycle. The review panel will solicit feedback from a professor's co-instructors on criterion three and criterion five. The panel will also solicit feedback from members of faculty and staff on criterion five. This peer feedback will be submitted in written form using a template provided by the review panel. After reviewing the feedback from different sources, the review panel will compose an anonymized summary and discard the individual submissions to protect confidentiality. The anonymized summary will be part of a professor's personnel file. The Faculty Review Committee advises the review panel to interview the author of particularly strong negative feedback before incorporating it in the anonymized summary.

Please use the following template and checklist, organized around the five review criteria, to submit your review materials. Examples and/or guidelines will also be provided to help professors compose documents such as their teaching statement and self-assessment.

Criterion 1: Excellence in intellect and imagination

Guideline: The teaching faculty in August 2017 approved the Faculty Review Committee's proposal that this criterion be used positively, not negatively. Lack of evidence in a Professor's portfolio for this criterion will not negatively prejudice a professor's review. Therefore, submitting evidence for this criterion is optional. If you decide to submit something, please consider the following prompt:

Reflect upon your work in and out of the classroom and share any instances when you have exemplified excellence in intellect and imagination. How has this been a benefit for student learning and the programs? In what way do you plan to continue to grow in this area in the future?

List of Attachments for Criterion 1:

Criterion 2: Serious engagement and commitment to DRBU's mission & programs

Guideline: The full criterion lists three types of activities: 1) Continued learning in the areas the programs encompass; 2) increasing awareness and understanding of the deep questions the programs raise; and 3) meaningful contribution to the learning of colleagues and students in the classroom and beyond.

Self Assessment

Please include a short reflection on your work in these three areas since your last review or since you joined DRBU, whichever is more recent. You may wish to use the following suggested prompts to organize your brief reflections:

- Can you state briefly your understanding of DRBU's mission and programs? How has your understanding changed or evolved during the current term?
- What areas of the programs have you been learning during your current appointment?
- What areas of the programs do you wish to explore more in the next appointment?
- Please state one or two deep questions you believe the programs raise and how have you been engaging these questions in the classroom or beyond at DRBU?
- Please list one or two ways your work in your current appointment has contributed to the learning of colleagues and students in the classroom and beyond.
- In what ways and with what kind of resources can DRBU support your growth in this area?

The following are example of evidence you may use to support your reflection:

1. Leadership or participation in faculty, staff, and student study groups pertinent to the programs
2. Curriculum development consistent with DRBU's mission and model
 - a. Participation in program design and development
 - b. Strand and course development and revision
 - c. Creation of new or significantly revised syllabi
 - d. Preparation of course materials.
3. Leadership or participation in recruiting
4. Leadership or participation in university development
5. Leadership or participation in campus life programs and activities
6. Leadership or participation in co-curricular programs and activities
7. Leadership or participation in outcome assessment or program review activities
8. Creating promotional materials for DRBU
9. Scholarship activities on the nature and benefits of DRBU's model and programs
 - a. Writing, presenting, and publishing articles, essays, and papers
 - b. Organizing and attending workshops and conferences
 - c. Text translation projects.

List of Attachments for Criterion 2:

Criterion 3: Competence in leading small, seminar-style classes

Guideline: The criterion lists the following three dimensions as part of competent teaching:

- **Modeling skills and methods for learning.** The professor eschews professing, in favor of acting as a model for close reading and shared inquiry, demonstrates how to raise significant and deepening questions of the text and involves students in the discussion, engages in clear and purposeful communication, is well prepared, well organized, and knowledgeable about course materials, and demonstrates commitment to and excitement about the texts at hand.
- **Close listening.** The professor listens deeply to students' comments, taking time to ensure each student's ideas are heard and understood and asks questions for clarification or to draw out a line of thought. Close listening is characterized by an openness to and interest in what the student brings to the table rather than an adherence to one's own views. The professor has the flexibility to adjust to high or low interest, engagement, and preparation.
- **Being a resourceful guide to student inquiry.** The professor guides students to be independent learners, helps clarify issues, serves as a sounding board or mirror that reflects and thereby indirectly facilitates the student's own understanding, fosters a conducive classroom environment for discussion, provides feedback to students, is available to meet with students, gains the students' active participation and interest, challenges and extends students' intellectual capacities, and supports students who have learning difficulties and challenges.

In addition, the professor's teaching reflects and aligns with DRBU's mission, pedagogy, and integration of curriculum.

Self Assessment

Please offer a brief reflection on your experience teaching and leading classes in the two programs since your last review or since you joined DRBU, whichever was more recent. Organize your reflection around the three dimensions listed in the guideline. The following prompts may also be helpful:

- What are your strengths in these dimensions?
- What challenge do you face in the classroom?
- In what areas do you strive for development?
- In what specific ways do you plan on making improvements before the next review?
- In what ways and with what kind of resources can DRBU support your growth in this area?

Other Evidence

In addition to the self assessment, the following types of evidence will also be used for this review:

1. Written feedback from two co-instructors
2. Classroom observation from the review panel

Criterion 4: Willingness and ability to teach in all parts of DRBU's programs

Guideline: A professor is required, as a rule of thumb, to teach 16 different courses in the MA and the BA curricula prior to receiving permanent appointment.

1. This criterion will become practicable when DRBU matriculates multiple MA and BA cohorts per year.
2. For the 2017 review cycle, the panel will emphasize its assessment of willingness rather than ability.

Please verify the list of courses you have taught that DRBU has on file is correct.

Self Assessment

- Please include a brief statement on the importance of teaching across the curriculum for DRBU's programs
- What courses outside of your academic background would you like to teach next?
- What courses outside of your academic background do you find most challenging to teach?
- What kind of resources can DRBU provide to support your development in teaching across the curricula of the two programs?

Criterion 5: Responsiveness to the needs of DRBU’s community as a civil and collegial member

Guideline: The teaching faculty approved the following statement to guide consideration on collegiality: “The professor exhibits the ability to build and maintain civic relationships.”

Self Assessment

Please offer a brief reflection on the two aspects of this criterion:

1. Responsiveness to the needs of DRBU’s community. The following are examples of evidence:
 - a. Membership on committees
 - b. Carrying out administrative duties
 - c. Informal and formal student advising (academic or otherwise)
 - d. Participation in student activities
2. Civility and collegiality as a member of the community:
 - a. How have you attempted to build and maintain civic relationships with other members of the community?
 - b. To what extent have you been satisfied with your efforts in (a)?
 - c. What challenges have you faced? Any area for improvement?

In addition to your self assessment, the review panel will also consider the following evidence for this criterion:

1. Written feedback from two co-instructors
2. Written feedback from other members of the community.