



Guidance for Chairs: Annual Review with Tenure-Track Faculty (updated 3/22/2024)

Contact for questions/suggestions: Associate Dean and/or [Senior Advisor](#)

## Principles

- Annual evaluation is primarily formative (providing feedback and guidance on progress).
- Demystify expectations for research, teaching, and service across the TT timeline
- Facilitate broader mentoring by asking faculty about their professional relationships in the department, across campus, and beyond Dartmouth.
- Understand the centrality of your role as chair—and also the limitations.

## Resources for Chairs

- [Taking a Formative Approach to Annual Faculty Evaluations](#)
  - Academic Impressions, free for chairs who are members (others by request to Senior Advisor)
- Faculty Advancement Network
  - [Advice for chairs](#)
  - [New Approaches for a New Professoriate](#)
  - [Supporting your BIPOC Faculty Colleagues](#)
- National Center for Faculty Development and Diversity ([NCFDD](#))
  - [Mentoring principles](#)
  - The Provost/Dean pay for tenure-track faculty to participate in the Faculty Success Program. Faculty should contact the Senior Advisor for details.
  - NCFDD also includes free webinars for chairs and tenured faculty.
- Mentoring Maps: [a circle from NCFDD](#) (one [without annotations](#)) and [a list from FAN](#)
- Chair's Reading list:
  - [Mentoring across racial differences](#)
  - [First-Generation Faculty ofColor](#)
  - [Unraveling Faculty Burnout](#)
  - [Say the Right Thing](#)
  - [Difficult Conversations](#)
  - [Thanks for the Feedback](#)

## Conversations with Tenure-Track faculty

- Even as tenured colleagues may have already discussed the record of tenure-track faculty, and submitted a written review to the Associate Dean, it is helpful to approach the conversation with the goal to learn more about the faculty member's own perspective on their research, teaching, and service:
  - What has been going particularly well for you?
  - What are some challenges you've had, and what resources have helped with them?
  - What are some of your plans for the coming term/summer/year?
    - Do you have what you need to feel confident in progressing toward those goals?
  - Would you like to develop a more formal mentoring plan? [ideas above and below]
  - Is there anything else you'd like to talk about?



## Basic Mentoring Plan (to adapt and personalize)

### Social Strategies—who in the department/program will...

- Ensure that regular informal social events occur throughout the year =
- Ensure that faculty (near-peers as well as senior faculty) with mutual interests invite tenure-track faculty members to join them for coffee, lunch, campus lectures, etc. (not just once, but regularly) =
- Invite tenure-track faculty to meals and other social events with visiting speakers =

### Professional Strategies—the chair will...

- Talk with current colleagues about:
  - This Mentoring Plan, identify who will facilitate various aspects, clarify expectations for tenure-track faculty participation in dept/program meetings, committees, etc.
  - Participating in relevant offerings from FAN, DCAL, etc. to increase their knowledge and skills in faculty development, diversity, and inclusion
  - Approaches to teaching observation. What are current practices? How do they compare with [research-informed approaches to faculty development](#)? Are faculty aware of the difference between “formative” and “summative” assessments? Tenure-track faculty should have multiple opportunities for formative feedback prior to summative evaluations that will be part of the re-appointment review. It is recommended to begin by current faculty volunteering to invite new colleagues to observe them, followed by informal conversation and reflection. After several of these experiences, the new colleague can choose when and whom to invite for an equally informal, formative visit. Evaluative visits by tenured faculty usually happen in the second and third year on the tenure-track, so that a portfolio of formal letters can be reviewed at the time of reappointment.
- Talk with the tenure-track colleague about:
  - Mentoring Plans, help identify resources and strategies
  - Participation in departmental meetings, committees, and other events—what is expected, required, optional, etc.

### Professional Strategies—who in the department/program will...

- Facilitate introductions to faculty within and beyond the department/program who are most relevant to the colleague’s interests, especially those with expertise for providing feedback on grants and publishing strategies. Consider especially tenured faculty outside the department/program.
- Invite the tenure-track colleague to participate in ongoing department seminars like works-in-progress, journal clubs, etc.
- Connect the tenure-track colleague with good role models for teaching advice who will share syllabi
- Invite the tenure-track colleague to observe their classes and discuss informally
- Help tenure-track faculty identify centers, institutes, and other campus initiatives aligned with their interests
- Provide tenure-track faculty with overview of governance within the dept/program as well as college-wide; how pre-tenure faculty generally participate (normally focused on dept/program level during the pre-tenure period, very limited at college-wide level).