

EVALUATION CRITERIA FOR THE POSITION OF
Director of the Faculty Development Center
Approved by Professional Standards Committee on March 30, 2023

I. Preface

This document is an addendum to the evaluation processes and criteria established by the home department of the University of Puget Sound's Faculty Development Center (FDC) Director. It is the responsibility of all participants in the evaluation process to review this document together along with

- a) the evaluatee's home department's evaluation criteria,
- b) the provisions of the Faculty Code relating to tenure and promotion, and
- c) the Professional Standards Committee document entitled "Faculty Evaluation Criteria and Procedures."

II. Participation in the Evaluation Process

The FDC Director will be evaluated by the home department along with at least one additional faculty member chosen by the Provost and the chair (or designee) of the home department, in consultation with the evaluatee. Normally, the Academic Dean (or designee) who works most closely with the FDC will be one of the additional faculty evaluators. The additional faculty member(s) will be part of the deliberation process, including any recommendation on change of status.

III. Criteria Unique to the Position of Director of the Faculty Development Center

The position of Director of the Faculty Development Center is two units, or one-third, of the faculty member's teaching load. The Director will be held to the same high standards in teaching, professional growth, advising, and university and department service that are indicated in the home department's evaluation criteria, but due to the demands of the position, the kinds of activities within and the balance and distinctions among these categories may differ from more typical cases in the home department.

In recognition of the unique position of the FDC Director and because the Director's teaching responsibilities extend beyond the formal classroom, "class visits" will be interpreted more flexibly than is customary. Colleagues participating in the evaluation may also observe the FDC Director in less formal "teaching" situations that occur as part of the Director's FDC responsibilities, such as by attending FDC workshops or sessions that the Director facilitates.

The role of the Director is neither a purely instructional nor a purely administrative position but, rather, one that blends the two in distinctive ways. For example, when the Director leads faculty in exploring innovative teaching techniques or peer-mentoring models, the Director is engaging in research as well as service and teaching. These tasks are informed by ongoing relevant professional development in the field of educational development. In their review statements, the Director will—where possible—address the categories of teaching, professional growth, advising, and service separately, but will necessarily need to address many aspects of FDC work holistically given the diverse programming offered related to teaching, research, service, and well-being.

To lead the Faculty Development Center effectively, the responsibilities of the FDC Director include, but are not limited to, the following activities:

- supporting and collaborating with FDC personnel such as the FDC Advisory Board and

Wednesdays at 4pm programming committee;

- planning and leading new faculty orientation in August, offering check-in meetings with new faculty cohorts, and overseeing the new faculty mentoring program;
- developing new programming and new structures within the FDC to promote growth and development in teaching, research, service, and well-being;
- facilitating workshops, seminars, and sessions;
- collaborating with campus offices, including the Institutional Research, Collins Library, Associate Dean's Office, Office of Institutional Equity and Diversity, and Human Resources to develop co-sponsored programming;
- regularly publicizing all FDC and additional external relevant programming via Facultycoms and hard-copy fliers;
- providing informal consulting for faculty governance committees on topics related to faculty development such as non-traditional course evaluation mechanisms;
- offering individualized support to faculty colleagues, such as providing classroom observations, course evaluation debriefing, and informal mentoring;
- overseeing both the maintenance of the physical facilities of the FDC, including space, equipment, programming materials, and technology as well as the preparation and/or purchase of instructional materials needed for the FDC;
- keeping careful assessment records of and providing appropriate annual reports on the activities, progress, and challenges faced by the FDC;
- maintaining the FDC budget responsibly;
- working with relevant staff to ensure the FDC website is regularly updated;
- developing grants with the Office of University Relations to support faculty development programming;
- participating in ongoing professional growth in relation to educational development, through such activities as appropriate reading, courses, studies, research, and participation in professional organizations and workshops.

The evaluation committee will consider all information and documentation provided by the evaluatee. The committee will carefully consider the evaluatee's self analysis of his or her efforts to meet the obligations of the position.