FACULTY EVALUATION GUIDELINES FOR THE CLASSICS AND ANCIENT MEDITERRANEAN STUDIES DEPARTMENT

The Classics and Ancient Mediterranean Studies Department has developed the following criteria for the evaluation of its faculty in accordance with provisions and requirements laid out in Chapter III of the Faculty Code. The procedures laid out in the Faculty Code and by the Professional Standards Committee will govern the evaluation process, with the following notes relating to the composition of the evaluation committee:

1. All tenure-line members of the department shall participate in the evaluation process. For tenure reviews, faculty on sabbatical are expected to complete class visits and contribute a letter to the department's deliberations, but may choose not to attend the deliberation meeting. For all other reviews, faculty on sabbatical may choose whether or not to participate.

2. The committee must have no fewer than four members.

 3. If there are fewer than four members of the department available to participate, the Head Officer and evaluee shall mutually agree on the additional member(s) of the review committee.

4. In light of the small size of the Department, the committee evaluating a member of the Department may consist not only of Department colleagues but also of faculty from related departments.

TEACHING

The Classics and Ancient Mediterranean Studies Department is committed to excellent teaching, which involves, among other elements: engaging with students of diverse personal and academic backgrounds; promoting critical thinking in all students; encouraging student engagement and curiosity about the course material as well as the project of learning. These qualities should be made manifest in the design and content of courses, in the teacher's performance in the classroom, and in the fair, timely and thorough evaluation of student work. The department also recognizes that for some instructors mentoring can be an important component of teaching, and in such cases the department may include information about mentoring in its deliberation.

The department recognizes that no one style, strategy, or philosophy of teaching fits all students or all teachers, and thus no one style is preferred by the department. Rather, the effectiveness of the teacher must be measured in relation to the students, the subject matter, and the application of a particular teacher's methods. The department also acknowledges that thoughtful experimentation with new strategies for engaging students in the classroom can be a mark of excellent teaching.

In all cases, courses should have a clear intent and trajectory, demonstrate scholarly currency in the subject matter, and present the course materials at a suitable level of difficulty. Instructors should use a range of course assignments and methods of student evaluation as befits each class. Excellent teaching also involves the active engagement of students' minds and the encouragement of their intellectual development within and outside the classroom.

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Evaluation by one's colleagues, following a reasonable number and pattern of class visitations and a thorough examination of the evaluee's file, must form the basis for the department's judgment. The Classics and Ancient Mediterranean Studies Department recognizes that peerreviewed literature has demonstrated that student evaluations of teaching administered at the end of a term are an inherently flawed means of assessment, and each member of the department should approach these forms with an awareness of the limitations of these documents when reviewing and analyzing them.

PROFESSIONAL GROWTH

The Classics and Ancient Mediterranean Studies Department believes that to be a successful teacher and to contribute to the intellectual vitality of the University, members of the department should remain active in their scholarly discipline. We recognize that evidence for professional growth can take many forms:

- (1) The strongest evidence usually takes the form of publication, as exhibited in books, monographs, edited volumes, scholarly articles, or essays; the peer review process for such publications typically attests to the quality of the evaluee's work. For promotion to Associate Professor either with or without tenure, a candidate must have at least one peer-reviewed manuscript (article or book) accepted for publication, whether while at Puget Sound or at a previous time. For promotion to Full Professor, a candidate must have a second peer-reviewed manuscript accepted for publication.
- (2) Active engagement with the discipline may also be demonstrated by writing conference papers, reviews, and review-articles; preparing or reviewing textbooks and other teaching aids; serving as a professional consultant or referee; presenting public lectures; creative activity related to the ancient world (such as composition or performance); writing essays or blog posts on the ancient world intended for a lay audience; participating in seminars or workshops on other campuses. The quality of engagement demonstrated by the evaluee through these avenues will be determined by colleagues' professional evaluation of the written evidence presented. Candidates for tenure who have already been promoted to Associate Professor must demonstrate continued active engagement with the discipline as defined in this paragraph.
- (3) We also value as a form of professional growth participation in professional organizations, whether by serving as an officer or committee member, planning and organizing conferences or meetings, or editing publications in the field. This form of activity may be more suitable for members of the department as their careers progress.

The department recognizes that professional growth involves numerous peaks and valleys, and no departmental member can be expected to achieve at a high level in all areas at all times. What matters is the department's evaluation of a colleague's overall performance, considered in light of the categories outlined above.

ADVISING

Undergraduates are often uncertain about both academic and career goals and frequently look to their academic advisors for guidance. It is the Classics and Ancient Mediterranean Studies Department's expectation that advisors should assist students in making the important choices of their academic career. Such assistance does not mean making the choice for the student, but rather providing the student with information necessary for the student to make an informed decision, helping the student identify viable alternatives, and asking questions that help the student to consider the full range of consequences of the possible choices. Advisors should be knowledgeable about University regulations and academic requirements as well as be accessible to their advisees for a reasonable number of hours.

UNIVERSITY SERVICE

The Classics and Ancient Mediterranean Studies Department recognizes that the quality of academic life at the University of Puget Sound is established not only in the classroom or in the scholarship of faculty members, but also, for example, in the committee and departmental meeting, in the presentation of research to interested students outside the classroom, or in informal gatherings with students. Classics and Ancient Mediterranean Studies faculty are expected to contribute to the life and atmosphere of the University. In no particular order, such contribution might involve participation in:

- 1) University and Department governance;
- 2) co-curricular activities;
- 3) fostering and promoting intellectual life on campus (e.g. organization of and attendance at campus lectures and/or performances; participation in discussion groups, including the departmental proseminar; giving talks to student groups)
- 4) conveying the nature and mission of the institution to the outside world (e.g. giving talks or leading discussions for community groups, schools, etc.; phoning or making recruiting visits for Admissions; acting as a resource for journalists, members of the community, etc.)

Submitted by:

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