

Writing effective personnel documents to submit to FPC

Responsibility of chairs:

1. As Department Chairs, you are responsible for summarizing the opinions of your senior colleagues, and for clearly stating your own recommendation, regarding personnel reviews of your department colleagues.
2. You and all senior colleagues are responsible for reading the review files of department colleagues under review.

For tenure reviews, you and all senior colleagues are expected to read everything in the candidate's review file including all teaching evaluations (numerical summaries and written comments). For reviews at years 2 and 4, chairs are expected to collect and summarize the candidate's teaching evaluations for the senior colleagues of your department; senior colleagues may, of course, read the evaluations themselves if they wish to do so. For full reviews of senior colleagues, chairs are expected to review all student evaluations since the last full review as well as the statistical summaries and summarize them for the senior colleagues of your department.

For post-sabbatical memos, you and all senior colleagues are expected to review both the original sabbatical proposal and the post-sabbatical report.

Nota bene: FPC is no longer asking for the department to do expedited reviews before and after sabbatical leaves. If, however, the department has particular concerns about teaching, scholarship, or service that they would like to communicate to FPC, they may do so in their pre- and post-sabbatical memos.

What's helpful to the Committee:

Frank and direct communication

Critical analysis of documents submitted by the faculty member under review

Comments on the quality of publication venues

Comments on whether a published piece or proposed research is typical or atypical for your field (e.g. nature, methodology, length, etc.)

Comments on the nature of a colleague's scholarly collaboration with others

If the department feels that it would be more helpful in the future if colleagues under review were more reflective (about teaching, for example) in their PAS, please say so.

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Explain the nuances of particular situations, whether they be curricular issues, issues related to teaching rotation in your department, or other matters.

Using bullet points or an outline when appropriate (for a list of service duties, for example).

It is appropriate when commenting on a colleague's service to include comments about collegiality. You may also wish to discuss the colleague's role in the department, their willingness to take on tasks, responsiveness, willingness to accept teaching assignments, their mentoring, and whether they could be chair (for tenure candidates) or their performance as chair.

What's not helpful to the Committee:

Summarizing documents already on the record (e.g. a PAS)

Repeating statistical summaries of teaching evaluations or quoting from student comments on evaluations unless a quotation points to a specific strength or weakness under discussion.

Using unqualified language from the *Academic Handbook*, i.e. "X meets the criteria at year 4 for service." This may end up sending mixed messages to the candidate if the Faculty Personnel Committee decides differently. Departments might, in the alternative, say, "*In the department's view, X satisfies the department's expectations for service...*"