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UNITED STATES NAVAL ACADEMY
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ACADEMIC DEAN AND PROVOST INSTRUCTION 12430.1

From: Academic Dean and Provost

Subj: PRACTICAL GUIDANCE FOR FACULTY PERFORMANCE AND THE ROLE OF
DEPARTMENT CHAIRS IN THE EVALUATION PROCESS

Ref: (a) Faculty Performance Expectations: Practical Guidance
(b) Role of Department Chairs in the Evaluation of Faculty
Performance: Practical Guidance

1. Purpose. To provide practical guidance regarding faculty performance expectations, and the role of department chairs in evaluating faculty performance.

2. Cancellation. ACDEANNOTE 12451

3. Background. Reference (a), as amended and updated, provides the expectations for faculty performance as teachers, USNA scholar/researchers and in USNA service. Reference (b), as amended and updated, defines the role of Department Chairs in the evaluation of faculty performance, beginning with a description of the position as Department Chair, understanding the evaluation process, executing this process effectively and ending with taking an active role in faculty reviews, including promotion and tenure processes.

4. Action and /or Responsibilities. All faculty and Department Chairs are expected to review and follow the guidance in these references when considering faculty performance and the evaluation thereof.

5. Records Management. This guidance was derived from an Academic Dean and Provost-hosted off-site discussion with members of the USNA Promotion and Tenure Committee and senior academic leaders, including Department Chairs and Faculty Senate Leaders. References (a) and (b) may be updated periodically; the most current versions shall be available on the USNA Academics website.

A handwritten signature in black ink, appearing to read "A. T. Phillips", is located at the bottom right of the page.

A. T. Phillips



Naval Academy Mission

To develop Midshipmen morally, mentally and physically and to imbue them with the highest ideals of duty, honor and loyalty in order to graduate leaders who are dedicated to a career of naval service and have potential for future development in mind and character, to assume the highest responsibilities of command, citizenship and government.



A Positive and Supportive
Learning Environment
Serves as Our Foundation
to Achieve
High Academic Standards
within a
Challenging
Educational Program



UNITED STATES
NAVAL ACADEMY
Annapolis



Role of Department Chairs in the Evaluation of Faculty Performance: Practical Guidance

This guidance was derived from an Academic Dean and Provost-hosted off-site discussion with members of the USNA Promotion & Tenure Committee and senior academic leaders, including department chairs and Faculty Senate leaders.

Updated 11 June 2015

www.usna.edu/Academics

Practical Guidance for Department Chairs in the Evaluation of Faculty Performance

Effective Department Chairs:

Lead in creating and maintaining an open, positive and inclusive department culture with respect to faculty professional development and mentoring

- Seek to understand individual needs and perspectives, recognizing and supporting the diverse contributions and circumstances of each faculty member.
- Maintain high standards with respect to interpersonal interactions throughout the department, emphasizing dignity and respect.

Play an important role in the professional career development of faculty members, but are not personally responsible for individual faculty member's success or failure

Always advocate for what is best for the institution, while being very familiar with and appropriately conveying each faculty member's activities and contributions

Align all levels and forms of faculty evaluation with institutional expectations (e.g., see "USNA Faculty Performance Expectations: Practical Guidelines")...

- ... including annual performance reviews
- ... including recommendations for reappointment of tenure-track or term faculty members
- ... including department-level P&T recommendations
- ... including presentations, both written and in-person, to the yard-wide P&T Committee

Understand evaluation processes and standards and clearly communicate them on a regular basis

- Regularly share faculty performance expectations as enumerated by the Dean or the P&T Committee.
- Lead frequent discussions among departmental faculty members.
- Attend P&T Town Hall meetings.
- Seek clarification from chain-of-command, or from former or current P&T Committee members.

Evaluate faculty performance

- As determined by each department, engage other faculty members in evaluation processes
 - Provide tangible peer-faculty assessment of teaching in P&T packages.
 - Include assessment of scholarship and service.
- Personally visit classes of those being evaluated, and carefully review student evaluations of teaching, applying the standards outlined in "USNA Faculty Performance Expectations."

Provide candid feedback to faculty members

- Do not avoid conveying critiques and concerns about performance, either in-person or through written documentation. Consider early intervention, as needed.
- Allow faculty members to discuss and document their perspective on performance issues.
- Consider inviting faculty from outside the department (e.g., former P&T Committee members) to review faculty packages and provide candid feedback at ~ 3 year point.

Provide guidance for faculty development and establish mentorship activities within the department

- Encourage faculty participation in teaching workshops and P&T Town Hall meetings.
- Encourage faculty members to keep P&T worksheets updated at least annually.
- Educate new faculty members about evaluation processes immediately upon arrival.
- Encourage faculty members to consider implementing an appropriate mid-semester student feedback process.
- Carefully consider and counsel with faculty members regarding service opportunities, consistent with "USNA Faculty Performance Expectations."

Take an active role in preparing P&T packages

- Encourage faculty members to provide abundant explanations of scholarship contributions and peer-review processes within their discipline (see "USNA Faculty Performance Expectations"), especially if the norms for the discipline are somewhat non-traditional or rapidly evolving.
- Encourage faculty members to provide their own comments relating to student evaluation of teaching for inclusion in the package.
- Meet with faculty members prior to the P&T Committee session to review the package, especially relating to scholarship areas which may not be familiar to the Department.



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Attributes of a Naval Academy Graduate

We graduate Midshipmen who are warriors ready to meet the demands of a country at war or at peace.

Our graduates are:

Selfless

Selfless leaders who value diversity and create an ethical command climate through their example of personal integrity and moral courage.

Inspirational

Mentally resilient and physically fit officers who inspire their team to accomplish the most challenging missions and are prepared to lead in combat.

Proficient

Technically and academically proficient professionals with a commitment to continual learning.

Innovative

Critical thinkers and creative decision makers with a bias for action.

Articulate

Effective communicators.

Adaptable

Adaptable individuals who understand and appreciate global and cross-cultural dynamics.

Professional

Role models dedicated to the profession of arms, the traditions and values of the Naval Service and the constitutional foundation of the United States.



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Faculty Performance Expectations: Practical Guidance

This guidance was derived from an Academic Dean and Provost-hosted off-site discussion with members of the USNA Promotion & Tenure Committee and senior academic leaders, including department chairs and Faculty Senate leaders.

Note: USNA faculty members should also review Academic Dean Instructions and Notices relating to performance expectations.

www.usna.edu/Academics

ACDEANNOTE 12451

Practical Guidance for USNA Faculty Members

Excellent USNA teachers:

Have a professional, positive rapport with their students

- o Are respectful, encouraging, approachable, caring
- o Do not engage in any demeaning, disrespectful, or unnecessary negative or unprofessional interactions with students

Maintain appropriate learning standards

- o Clearly articulate expectations
- o Clearly communicate learning objectives
- o Hold students to appropriate levels of accountability for learning
- o Challenge students, while being supportive and fair

Effectively prepare/organize for and manage class time, but are adaptable and flexible

Exhibit mastery of their discipline

- o Use effective teaching styles/methods
- o Promote active student participation in learning activities
- o Provide contextual framework of learning, whenever possible
- o Engage both strong and weaker students in the class

Adapt to diverse student needs (e.g., different student learning styles, levels of ability, intellectual interests, etc.) and emerging institutional directions

Support unique USNA expectations in and out of the classroom (e.g., military courtesies, class attendance, class no-sleep policy, etc.)

- o Maintain professional relationships with midshipmen
- o Are punctual and professionally attired
- o Support and respect Academy policies

Are considerate of the many other demands placed on Midshipmen

- o Use caution in pre-judging student performance
- o Temper time-requirements and deadlines for course activities and assignments

Provide effective feedback to students

- o Are consistent and fair
- o Provide feedback that is sufficient and timely enough to help students improve

Offer additional instruction/interaction outside of class

- o Are regularly and reliably available to students; clearly promulgate a schedule of availability to students

Effectively advise and mentor students

- o Engage in discussions beyond course registration matters (e.g., major selection, service selection, future career goals, etc.)

Effectively engage in and contribute to their department's teaching mission

- o Contribute to assessment activities
- o Exhibit collegiality when working with other faculty in department teaching-related activities or in multi-section courses

Regularly and honestly self-assess teaching effectiveness

- o Consider mid-semester informal student feedback on teaching effectiveness
- o Are self-aware of demeanor and classroom atmosphere
- o Engage in teaching improvement activities
- o Invite observation and comments from peers

Excellent USNA scholar/researchers:

Produce peer-reviewed scholarly products

Develop a sustained record of scholarly productivity at USNA, while simultaneously fulfilling normal teaching and service duties

Show an appropriate level of creative independence as a scholar

Publish in quality venues with rigorous and verifiable peer-review processes

Appropriately and willingly involve Midshipmen

Exercise caution in building a record reliant upon classified, descriptive pedagogical, or public intellectual scholarship products

Provide ample explanations of scholarly activity

Excellence in USNA faculty service is characterized by:

Positive personal engagement and collegiality

Administrative professionalism (e.g., timeliness, reliability, etc.)

Engagement in rank-appropriate departmental, divisional, yard-wide, or professional service, generally with increasing levels of involvement and leadership over the course of a career

Acknowledgement that service cannot substitute for deficiencies in teaching or research