

Feedback on Self-Evaluation

Imagine that you are serving on FPC and are reading this self-evaluation in order to make a decision about whether the author's *teaching, advising, professional development, and campus service* meet Simpson's criteria as described in the *Faculty Handbook*. Consider the questions below, as you give feedback to the author on clarity, conciseness, and strength of the arguments.

Teaching

Teaching is the category that leaves the most room for decision-making about what to include, what to highlight, and how to do it. Ask the author if s/he wants targeted feedback on any aspects in particular. Then, keeping in mind that a self-evaluation of teaching combines factual information with self-reflection, also consider the following questions about the amount and types of information provided:

- Did the author provide you with enough information to make a decision about the quality of the author's teaching? If not, tell the author what additional types of information would be helpful for you.
- Is all of the information clear and easy to understand, even for someone who is outside the author's area of expertise? Be sure to indicate sections that need clarification.
- Is the information provided relevant to your decision? If there is extraneous or unnecessary information, be sure to point it out.
- Are the author's points about his/her teaching supported by examples? If not, suggest some places where examples would be helpful.
- Does the author balance factual information about his/her teaching with reflection on progress in teaching and on directions for future growth? If not, suggest ways to achieve a helpful balance.

Remember that FPC does not need detailed information about each and every course taught, but rather, a discussion from the faculty member's point of view about his/her teaching, using examples from different courses to make the main points clear.

Advising

Advising, like teaching, is an area in which factual information should be balanced with self-reflection. Some questions to consider include:

- Has the author provided helpful factual information about his/her work as an advisor (using the *Faculty Handbook* as a guide)?
- Is there enough information? Too much information?
- Has the author also reflected on his/her progress as an advisor and any goals for the future?

Help the author strengthen and tighten arguments as you see opportunities within the writing to do so.

Professional Development

The tricky part about describing professional development is to do so in such a way that someone outside the discipline can understand what has been accomplished, which of the accomplishments are the most significant, and what the goals for the future are. Some considerations when reacting to this section include:

- Does the author's discussion of his/her work in this area allow a non-specialist reader to understand what has been done, what its significance is within the discipline, and what the next steps are likely to be?
- Does the author highlight the most significant accomplishments (e.g., a publication in a peer-reviewed journal, a presentation at a prestigious national conference, etc.) so that they stand out against less important activities (e.g., attendance at a GIFT session on campus)?
- Has the author provided you with the information you would need to make a decision about whether s/he has met Simpson's expectations for professional development?

Offer feedback as needed to help the author strengthen the clarity of this section. Also point out any information or evidence in this section that seems weak or extraneous to you, as irrelevance can sometimes come across negatively as "padding."

Service

Service is an area of the self-evaluation that lends itself to lists, but not all activities are of equal significance. Some questions to consider include:

- Does the author help the reader recognize the relative importance of different activities?
- Does the author balance facts with reflection on the evolution of his/her role on campus and on personal goals for future service and leadership?
- Do you need any additional information to be able to make a decision about the adequacy of the author's service contributions to Simpson?

Provide suggestions, as needed, to help the author communicate his/her service roles effectively. Again, point out any information in this section that seems weak or irrelevant to you.

After reading the entire self-evaluation, think about your overall impression. Is the information convincing, pertinent, and helpful? Is the writing clear and well edited? Does it evaluate the author's performance in a reflective way? Are there any parts of the writing that give you a negative impression? Your feedback as an outside reader will be very valuable to the author because it mirrors the reading that FPC members will do in their work this year. Thank you for your willingness to be diplomatically frank with the author's best interests in mind!