

Appendix E

Self-Study Format: Tenured/Tenure-Track Faculty

Purpose: The purpose of the self-study is to provide an opportunity for introspection and planning for the future in your performance review. If you have made goals in the past, you should review your progress. If you have goals for the future, you should state them.

Please adhere to the following guidelines:

- You are expected to follow the appropriate format below. Include all of the headings of the format in your report (they are in boldface.)
- Please type your report; this is a professional document and should reflect your professional standards.
- Please limit your report to no more than four (4) pages, single-spaced.
- If you attach supporting documents, be sure they are clearly referenced in the text of your report.

Tenured / Tenure-Track Faculty Review – Self-Study Format

(When a self-study is required for a Counselor or Librarian being evaluated on their overload HCD or Library classes, item 4 (Service) is not required.)

I. Response to Recommendations of Previous Review

List all recommendations from your previous review and the steps you have taken to remedy them.

II. Review Cycle History

Please list changes in assignment, course development activities, or any other activities that have affected your assignment since your last review.

III. Professional Activities

These would include workshops attended, textbooks written or being written, service in a professional organization, research undertaken, conference presentations, etc.

IV. Service

Please list all activities you have undertaken since your last review. These service activities may include, but not be limited to, those activities defined in Article 4.

- a. Service to your department/area.
- b. Service to the college/district.
- c. Service to the community.

V. Efforts Taken to Stay Current

These would include workshops attended, research undertaken, conference presentations, service on advisory or departmental committees, service or professional development related to diversity and equity in your field speaking engagements, etc.

- a. Efforts taken to stay current in your field
- b. Efforts taken to stay current in your assignment (teaching or delivery of services such as counseling, library, etc.)

VI. Future Directions

- a. Assessment: Reflect about your strengths and weaknesses in areas such as, but not limited to, student learning outcomes, professional growth, program development, research and scholarship, teaching effectiveness, or discipline currency. What information (qualitative or quantitative data) helped you in this assessment?
- b. Goals: Comment on your future goals to address the identified strengths and weaknesses.
- c. Resources: Please identify specific departmental, college or district resources needed to help you reach your goals.

VII. Other

You may include anything here you feel is pertinent but did not get covered in any of the other articles.

VIII. Attachments

Please attach copies of your course syllabi for the courses you are teaching during the semester of your review. You may also attach any supporting documents you wish, for example, for classroom faculty, department objectives, course manuals, review cycle, etc. For non-classroom faculty, portfolios may be submitted. These will be returned.