

## MENTOR/DEPARTMENT CHAIR ANNUAL REPORT

Mentors and Chairs are asked to aid the Fellows program by filing brief annual reports concerning the Fellow and the program itself. We are only seeking brief responses in categories that are applicable for the Fellow to which you are assigned. Feel free to skip any items that do not apply. *If you are both a mentor and a Chair, submit only one report.* Please note that, on the second page, some items are specified as being directed exclusively at mentors or Chairs.

**TO SUBMIT THIS REPORT:** Send hard-copy to the Provost. Please also email a copy to David Burrows or, for MENTORS, place a copy in the FELLOWS PROGRAM space on the network: when logged into the network on campus, click My Computer → campus share on curtis (U:) → Fellows Program → For Mentors → your Fellow's folder → annual report

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Name:

Fellow's Name:

Indicate whether you are a: Mentor Chair Both

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*For each category, rate the Fellow's contribution on a 1 (poor) to 5 (excellent) scale:*

1	2	3	4	5
poor	mediocre	satisfactory	good	excellent

1) **CONTRIBUTION TO INTELLECTUAL LIFE OF CAMPUS:** Indicate your impression of the Fellow's service to the intellectual life of campus (through courses, collegiality, presentations, etc.) and to off-campus communities (e.g., professional organizations or the wider academic community) during the academic year. What impact has this had at Lawrence?

**RATING (1-5):** \_\_\_\_\_

2) **COLLABORATIONS WITH STUDENTS AND/OR FACULTY:** Indicate your impressions of any scholarly or artistic collaborations between the Fellow and Lawrence students and/or faculty (including yourself) of which you are aware. What impact have they had on the people involved, the department, Lawrence?

**RATING (1-5):** \_\_\_\_\_

3) **ACADEMIC CONNECTIONS FOR LAWRENCE:** Briefly describe your impressions of what the Fellow has done to develop or lay the groundwork for connections between Lawrence students/faculty and other academic institutions or programs (e.g., scholarly or artistic collaborations, informal connections). What impact have these connections had on the people involved, the department, Lawrence?

**RATING (1-5):** \_\_\_\_\_

4) **TRANSFER OF IDEAS, TECHNIQUES, AND TECHNOLOGY:** Briefly describe your impressions of any transfer of techniques, technology, or knowledge to Lawrence for which the Fellow is (at least in part) responsible (e.g., laboratory or performance techniques, equipment or software, artifacts, expertise in new content areas). What impact have these transfers had on the people involved, the department, Lawrence?

**RATING (1-5):** \_\_\_\_\_

5) **STUDENT ENTHUSIASM:** What has been the Fellow's impact on student interest and enthusiasm for the discipline or field? Has the Fellow sparked greater interest among students in pursuing advanced degrees or other opportunities (e.g., research)? What has been the overall impact of the Fellow on student interests? **RATING (1-5)** \_\_\_\_\_

6) **FELLOWS PROGRAM EVALUATION:** Finally, please evaluate the strengths and weaknesses of the Fellows program. What has been particularly useful and what has not? What might be changed to improve the program? **RATING (1-5):** \_\_\_\_\_

(next section has items specific to Chairs and to Mentors)

7) **MENTORS ONLY. PROGRESS TOWARD TEACHING AND SCHOLARLY GOALS:** Please refer back to the Self-Assessment and Goals Form the Fellow completed at the beginning of the academic year (the Fellow or the Committee can provide a copy if necessary). Consider each numbered goal the Fellow specified for teaching and for scholarship. In this annual report, please include for each of those numbered goals: (a) *a rating on a 1 (not at all) to 5 (excellent) scale of the Fellow's progress toward each goal* and (b) *a narrative evaluation regarding progress toward each goal that expands upon the rating, addresses the reasons why you think the Fellow did or did not make progress, and indicates what might help the Fellow to make progress on this goal in the future* (including ways in which the University might help).

8) **CHAIRS ONLY. EFFECTS ON DEPARTMENT'S CURRICULUM:** Please describe the direct impact of having a Fellow on the preceding year's course and individualized instruction offerings. Evaluate the importance of having these additional offerings (e.g., What problems would have occurred without them? Did the offerings expand the curriculum in important ways? Were important new areas covered?). Indicate also any indirect effects, such how other faculty were freed to teach advanced courses, more individualized instruction, etc. Evaluate the importance of both the direct and indirect effects for your department. **RATING (1-5):** \_\_\_\_\_

9) **CHAIRS ONLY. ACHIEVEMENT OF INITIAL EXPECTATIONS/GOALS FOR FELLOW:** Referring back to the goals the department articulated in its original proposal to hire the Fellow (the post-interview department recommendation – if you need a copy, the Fellows Director can provide it), indicate your impressions of how much progress there has been toward achieving the goals and expectations articulated in that document. Which expectations have been fulfilled or exceeded? Which have not? Why and what might be done better? Have there been any unexpected benefits? **RATING (1-5):** \_\_\_\_\_

*Please also complete teaching evaluation ratings – see next page*

***FOR BOTH MENTORS AND CHAIRS:*** We ask for both mentors and Chairs to complete the following ratings regarding their impressions of the Fellow's teaching. The evaluation of the Fellows program deliberately seeks to compare raters with different perspectives. Thus we are asking you to fill out the standard teaching evaluation form that students complete.

Please complete the following scales for each item below. If you wish, feel free to add comments in the space provided. If an item does not apply, leave it blank. Use the following scale:

1	2	3	4	5
poor	mediocre	satisfactory	good	excellent

**Rating    Topic**

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- \_\_\_\_\_ In general, how would you evaluate the Fellow's teaching?
  
- \_\_\_\_\_ Helpfulness of Fellow's comments to students on coursework
  
- \_\_\_\_\_ Organization of courses to enhance leaning
  
- \_\_\_\_\_ Fellow's ability to create an intellectually stimulating course
  
- \_\_\_\_\_ Teaching of general concepts in addition to specific facts
  
- \_\_\_\_\_ Accessibility (e.g., invited questions outside class) and helpfulness of Fellow
  
- \_\_\_\_\_ Appropriateness of level at which courses are taught (if not, too simplistic or too difficult?)
  
- \_\_\_\_\_ Fellow's ability to lead good discussions
  
- \_\_\_\_\_ Fellow's encouragement of critical thinking
  
- \_\_\_\_\_ Appropriateness and usefulness of assignments (e.g., papers, activities) and exams
  
- \_\_\_\_\_ Quality of Lab, Field Work, or Studio (if applicable, please specify)

Write a short narrative assessing what you see as the important teaching strengths and weaknesses of the Fellow, along with any specific suggestions for improvement.