



### Goals for the STEM Department Evaluation Rubric\*

- Focus attention on research-based factors that improve student outcomes and faculty efficacy.
- Quickly build a common lexicon among all members of a department to allow for productive dialogue on the Rubric's factors.
- Provide a brief sample of references that support the need to attend to the Rubric's factors.
- Help a department identify and articulate current strengths and opportunities for improvement.
- Provide a framework to establish a shared set of priorities and aspirational goals from which to develop an action plan.
- Begin to build the grassroots leadership needed to implement the plan.

**Here are some recommendations for making creative use of the Rubric. If this approach is too prescriptive for your context, let the strategy emerge more organically.**

1. Dedicate time for individuals to read through the rubric and develop their understanding of unfamiliar terms (e.g., pedagogy, metacognition, etc.)
2. Ask individuals to identify where they think their department/division falls on the scale for each factor.
3. Ask individuals to identify where their own work falls on the scale for each factor (i.e., Individuals might ask themselves "Which factors am I among the leaders in my department? Which factors will I need to look to others to learn more about?")
4. Gather all individuals for a moderated/safe discussion about their ratings and to build consensus on the ratings for each factor. This conversation would be facilitated if data from #2 and #3 were gathered via anonymous survey and results presented to the collective in graphical form.
5. Have the group establish a priority level (low, medium, high) for each factor.
6. Have the group or subgroups develop a plan of action for those factors that have been identified as "top priority." If a high priority factor is currently rated at baseline, what external experts might help with this?
7. Establish leadership for the plan's implementation.
8. Establish an ambitious but realistic time scale for implementation.
9. Build an assessment plan that documents progress (i.e., the assessment protocol must be established at the outset; done well, it will yield publishable results).
10. Consider inviting students to participate in some or all of these activities. They can provide remarkable insight, energy, and creativity.

\* PULSE Leadership Fellows have also developed a more extensive set of rubrics intended to be used by Life Sciences departments engaged in self-study and interested in possible future certification (see <http://www.lifescied.org/content/12/4/579>). If you have any questions or suggestions to improve the STEM Department Evaluation Rubric or its use, please contact Ellen Goldey at <mailto:goldeyes@wofford.edu>.