



## Developing a Shared Vision for Your Department Using the STEM Department Evaluation Rubric\*

### Purposes of the Rubric:

- Focus attention on research-based factors that improve student outcomes and faculty efficacy.
- Quickly build a common vocabulary among members of a department to allow for productive dialogue on the Rubric's factors.
- Provide a 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 a few recommendations for making creative use of the Rubric. If this approach is too prescriptive for your context, let a 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 their perceptions of where 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., "For which factors am I among the leaders in my department? For 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. Assist discussion by collecting data from #2 (via anonymous survey) and sharing results in graphical form.
5. Seek consensus on the priority level (low, medium, high) for each factor's improvement.
6. 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 support next steps?
7. Make sure the action plan includes assessment of progress and outcomes (i.e., if established at the outset, good assessment will yield publishable results and/or guide ongoing reform).
8. Identify leaders for each part of the plan's implementation.
9. Establish an ambitious but realistic time line for implementation. Schedule follow-up discussions.
10. Invite 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>.