

11-22-2004

SR-04-05-(03) 60 FECAHC

Marshall University

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**FACULTY EVALUATION AND COMPENSATION AD HOC COMMITTEE
RECOMMENDATION**

RETURNED TO COMMITTEE

SR-04-05-(03) 60 FECAHC

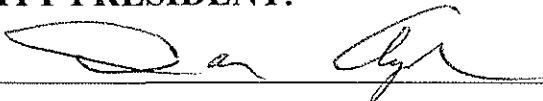
RATIONALE:

This recommendation was disapproved by the Faculty Senate at its November 18, 2004 meeting as it contains substance and grammatical errors; another recommendation, SR-04-05-(12) 69 FECAHC was submitted by the committee.

FACULTY SENATE CHAIR:

RETURNED
TO COMMITTEE: Larry Stibley DATE: 11/22/2004

UNIVERSITY PRESIDENT:

READ:  DATE: 12/09/04

COMMENTS: _____

**FACULTY EVALUATION AND COMPENSATION AD HOC COMMITTEE
RECOMMENDATION**

SR-04-05-(03) 60 FECAHC

Recommends that SR-03-04-49 FECAHC be implemented using the revised Marshall University Faculty Evaluation and Compensation Guidelines and revised annual plan and annual review processes as attached.

RATIONALE:

The Marshall University Faculty Evaluation and Compensation Guidelines and the revised annual plan offer explanations, policies, timelines and documents that will be used to implement SR-03-04-49 and meet legislative mandates for merit compensation.

FACULTY SENATE PRESIDENT:

APPROVED
BY SENATE: _____ DATE: _____

DISAPPROVED
BY SENATE: _____ DATE: _____

UNIVERSITY PRESIDENT:

APPROVED: _____ DATE: _____

DISAPPROVED: _____ DATE: _____

COMMENTS: _____

**Marshall University
Faculty Evaluation and
Compensation Guidelines**

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Introduction

Faculty Senate convened the Faculty Evaluation and Compensation Ad Hoc Committee in September of 2002 in response to a legislative mandate for a merit pay structure and included in their charge an examination of evaluation processes. Representatives from each college/school comprised the committee. All evaluation and merit recommendations were made with an interest in faculty input in the standards, flexibility for different academic units and for varying faculty interests, and transparency so that everyone involved understands the evaluation criteria. The salary policies in Senate recommendations SR-03-04-48-FECAHC and SR-03-04-49-FECAHC were adopted on May 5, 2004. This document outlines processes for implementing those policies.

Annual evaluation of faculty will be used for review of probationary faculty, for promotion and tenure decision as they arise and for determining who will receive merit salary raises annually.

The tenure and promotion file is a cumulative record of some number of previous yearly accomplishments. Annual plans, annual reports and supporting documentation should be held by faculty members each year and used as a basis for promotion and tenure applications.

After the evaluation process has identified meritorious faculty, merit funds available will be distributed proportionally to all faculty eligible for merit increases. Raises awarded for promotion will not be part of the raise monies. The salary raise money available in a year will be divided into two pools, with 49% of the money being used for equity raises and 51% available for merit. Merit money will be distributed to colleges/schools/libraries in proportion to the full time, tenured, tenure track and continuing appointment faculty in the unit.

The evaluation process

The evaluation calendar will run from January to December in order to compress the time between evaluation and awarding of promotion, tenure and merit.

1. Faculty in consultation with and approval of their chairs/deans will file annual plans in January.
 - Faculty will outline the roles in which they anticipate being most active. For example in a particular year a faculty member may emphasize, teaching and advising activities, professional development and university service. In another year the emphasis may shift to teaching and advising and scholarly and creative activity.
 - When the roles are determined faculty members will attach the percentage of their workload that will be committed to each role within the percentages set by their academic units. For example, a college set its range for teaching and advising at 25-75%. The faculty may elect to set 65% teaching and advising as their goal for activity in that role. Role percentages set by faculty must total 100%.

APPEALS

In the event a faculty member and a chair are unable to negotiate a mutually acceptable annual plan, the faculty member may appeal to the Dean, and then appeal, if necessary, to the Provost. A notice of the disagreement would go in the faculty file, and then the percentages would or would not be amended when the Dean's or Provost's decision is made.

- If circumstances merit and with the mutual consent of faculty members and their supervisors, annual plans may be amended during the course of the evaluation year.
 - Over a number of years faculty must vary their activities in all roles to meet *Greenbook* and contractual obligations. That is, faculty may not repeatedly set teaching and advising at 90% and expect to meet promotion and tenure guidelines that require research and scholarly activity and service.
2. With the annual plan in place, throughout the year faculty activities in their designated roles are evaluated by appropriate sources and the results recorded. Methods of data collection may vary among the different academic units on campus, and will require different techniques for the various roles identified.

Regardless of the data collection used, the end results of evaluation must be converted to a four-point scale, if not collected as such originally, that reflects the quality of performance and that corresponds to the following labels and corresponding definitions.

4 = Exemplary

This rating is given to those individuals who, during the rating period, consistently exceeded the institution's standards of professional performance. Individuals receiving this rating stand as exemplars of the highest levels of professional academic performance within the institution making significant contributions to their department, college, academic field and society.

3 = Professional

This rating is given to those individuals who, during the rating period, consistently met the institution's standards of professional performance. The individuals receiving this rating constitute those good and valued professionals on whom the continued successful achievement of the institution's mission, goals and objectives depends.

2 = Needs improvement

This rating is given to those individuals who, during the rating period, did not consistently meet the institution's standards of professional performance. This rating must be given with 1) specific feedback as to which standards of professional performance were not met, 2) suggestions for improvement, and 3) a written commitment to assist the individual in accessing resources required for improvement. Improvement in performance is required within the next evaluation period.

1 = Unacceptable

This rating is given to those individuals who, during the rating period, did not meet the institution's standards of professional performance. This rating represents performance that is not acceptable and/or is inconsistent with the conditions for continued employment with the institution. Failure to meet these standards in any one of the three following ways will result in a rating of "Unacceptable."

1. Received a needs improvement rating the previous rating period but did not make the improvements required.
2. Consistently violated one or more of the institution's standards of professional performance.
3. Violated one or more of the standards of conduct as specified in the faculty handbook.

Arreola, R. A. (2000). *Developing a comprehensive Faculty Evaluation System 2/e*. Bolton, MA: Anker Publishing Co., Inc.

Amended plans

If circumstances warrant, annual plans may be amended during the evaluation period with the consent and agreement of the faculty member and his/her chair/dean.

Existing processes

Some colleges/schools have implemented well-developed evaluation criteria and methods. Those academic units may continue to use those systems as long as they include:

- an annual plan,
- an annual review, and
- an end result reported on the university-wide scale of 4=exemplary, 3=professional, 2=needs improvement and 1=unacceptable.

If no evaluation process is in place, or if the existing process cannot be adapted to the four-point criteria see the example evaluation starting on page 7 as a suggested data gathering method.

3. At the end of the year (December) the ratings in each role will be collapsed into an Overall Composite Rating (OCR) with the individual role ratings being weighted according to the role percentages agreed upon in the annual plan. *See examples.*

Schools/colleges/libraries may use the OCR as a consideration in promotion if they wish and the rating can be used to track performance over time, to isolate problems and to guide faculty in areas that may need improvement.

Documentation of evaluations, completed ratings, matrixes and OCR calculations are the responsibility of individual faculty members, with verification by the chairs or deans.

The market equity process

The typical method for determining market equity salary increases is as follows:

Step 1

Marshall's designated peer institutions average salaries by rank and discipline are extrapolated using (1) American Association of University Professors (AAUP) data for average salaries by institution and rank and (2) College and University Personnel Association (CUPA) data for average salaries by rank and discipline.

Step 2

The market salaries from step 1 are multiplied by the approved experience factors to determine an experience-adjusted market salary (or target salary) for each faculty member.

Step 3

Market equity salary increases are a portion of the gap between faculty members' existing salaries and their target salaries. Each faculty member's current salary is multiplied by a calculated percentage to yield an equity salary for

that individual. The "calculated percentage" is the same for all faculty. It is set such that the total cost of raising all faculty salaries up to their respective equity salaries equals the funds available for that purpose.

All faculty with salaries below their equity salary will receive an increase to raise their salary up to their equity salary. They may also be eligible for merit increases if they meet merit qualifications.

Faculty with salaries above their equity salary do not receive an increase for market equity. They may be eligible for merit increases if they meet merit qualifications.

The merit process

The OCR calculated in the evaluation process will be used to determine merit raises.

OCRs will translate to the following values for purposes of merit raises.

3.51 – 4.00 = Exemplary

2.51 – 3.50 = Professional

1.51 – 2.50 = Needs Improvement

1.00 – 1.50 = Unacceptable

All faculty members in a college/school/library who are rated 2.51 or above are eligible for merit raises. Values in the thousandths place that fall at 0.005 and above are rounded up and values below that are rounded down. For example 2.755 rounds up to 2.76, while 2.7649 rounds down to 2.76.

Merit pay will be distributed to faculty in a unit in proportion to their ratings. The OCR for all faculty who qualify for merit in a unit will be summed, each qualifying rating will be divided by that sum, and, then, multiplied by the raise pool available in the unit. *See examples.*

Merit raises will be added to base salaries.

Years without merit raises

In the absence of university wide merit raises, the next available merit raises will be based on faculty ratings that include all years without merit raises. In the years that merit monies are not available, unweighted averages of OCR's for the consecutive years without merit raises will determine merit distribution within academic units. This applies only to times in which the university as a whole does not receive merit funding, not to years in which individual faculty members may be denied merit increases.

System review

The faculty evaluation and compensation process should be reviewed periodically to ensure reliability in reflecting faculty performance and fairness in awarding merit increases. Faculty Senate will convene an ad hoc evaluation and compensation review committee to examine the process and recommend any needed alterations or revisions. The first review should be completed by the end of 2006, recommendations should be submitted by the summer of 2007 and revisions implemented in 2008.

Possible Categories and Activities of the Faculty Role

Following is a "menu" of possible faculty roles, components of those roles and specific activities that can be observed and measured for evaluation purposes. The percentages in parentheses reflect the workload parameters adopted by the Faculty Senate in the Faculty Workload resolution, 2003. Departments and colleges will establish parameters anywhere within these limits, and faculty will negotiate goals within the department and college bounds. Workload and evaluation percentages do not necessarily have to be the same.

Faculty may select appropriate activities from the suggested lists, and they may add, with approval of their supervisors, activities not listed.

I. Administration: (0 – 50%)

Definition: Faculty may engage in administrative (organization, planning, management and implementation of program affairs, policies, personnel, or practices) activities as part of the faculty role. Activities might include the administration of a department, division, or program, whether for reassigned time or not. There must be a letter recognizing the administrative assignment from the faculty member's supervisor, and there must be a performance evaluation that matches the numeric scale used in other role categories.

Possible components:

- Establishing and managing goals and policies
- Budget management
- Personnel management
- Measurement and evaluation
- Report writing

Possible activities that reflect the components:

- Activities in the job description for department or division head
- Any university or college assigned activity that requires management, planning, or implementation of programs or duties (e.g. director of the WAC program, director of the Honors program)
- Any activity managing programs, components, or services offered within a department or division (e.g. program coordinators, study abroad programs, clinic management or supervision, etc.)
- Management of labs, equipment, supplies, and materials required for courses and other student work

II. Professional Development and Recognition (0 - 20%)

Definition: Activities that maintain or enhance the content expertise, research/creative work, or teaching abilities of the faculty member.

Possible activities that reflect the components:

- Memberships in professional organizations
- Conference attendance/participation
- Obtaining advanced or multiple degrees
- Continuing certification or licensure
- Participation in faculty development programs
- Acquiring new skills (e.g. technology, new teaching formats, new research methods, new creative abilities)
- Participation in continuing education programs
- Maintain private practice or business related to discipline and teaching area
- Taking classes
- Awards, recognitions, and prizes that recognize the faculty member's merit in any area of professional work

III. Scholarship and Creative Work (5 – 70%)

Definition: Activities which demonstrate a faculty member's discipline or content expertise in the discovery, acquisition, application, integration, synthesis or creation of knowledge and creative works.

Possible components and activities:

1. Evidence of continuing scholarly activity
 - On-going research activities
 - On going creative activities
 - Supervising student research (undergraduate or graduate); serving on thesis and dissertation committees
2. Performances
 - Performance in musical, media, or dramatic productions
 - Accompanist for faculty and student performances
3. Creative Productions
 - Created a musical, dramatic, or media work which was performed, exhibited, published, or broadcast
 - Designed or implemented the technical work for a musical, dramatic, or media production
 - Prepared official publications or newsletters, including the writing and editing of articles
 - Created displays, exhibits, and bulletin boards
 - Designed, developed, and implemented innovative programs and services to enhance library patron access
4. Publications
 - Published scholarly article in refereed journal or publication
 - Published scholarly article in non-refereed journal
 - Published an article, short story, essay, or poem in a non-scholarly publication
 - Published an article, short story, essay, or poem in a scholarly publication
 - Books published (edited, authored, revised editions)
 - Published a book chapter in an edited book
 - Published a comment, note, or letter to the editor in a scholarly publication
5. Editorial/Review activity
 - Reviewed manuscripts for publication
 - Served as editor for a scholarly publication
 - Served as reviewer for a grant or artistic commission
6. Grants
 - Submitted a MERC approved grant for external funding
 - Received and/or directed a grant or artistic commission with external funding
7. Consultations
 - Professional consultations related to expertise (paid or unpaid)
 - Service consultation
8. Conference participation
 - Participated in, or chaired, a symposium, panel, or other scholarly session
 - Gave a presentation or poster session based on scholarly or creative work at a state, regional, national, or international conference
 - Organized a panel, symposium, or conference (this might be considered service rather than scholarship)

IV. Librarianship

(0 – 70%)

(This role probably will be used only by librarians.)

Definition: Academic librarianship is the professional practice of acquiring, organizing, preserving, and making accessible the information resources that are required to fulfill the teaching, learning, and research mission of the university.

Possible components:

- Access
- Acquisition
- Organizational/technical
- Preservation

Possible activities:

- Provide reference service
- Liaison for academic departments
- Provide circulation services for constituents
- Catalog and classify materials
- Acquire, preserve and maintain archives
- Order new materials
- Develop, maintain and revise library related web pages

Receive and preserve special collections
Teach courses in the Library Media Specialist program
Teach library instruction courses
Plan and set goals for the library
Present programs at conferences

V. Teaching

(25 – 90%)

Definition: Using a variety of methods and technologies that enable students to learn a body of skills, competencies and knowledge.

Possible components:

Content expertise
Instructional design
Instructional delivery
Course management
Course development
Direction of student research, creative activities, thesis and dissertations

Possible activities:

Teaching regular course offerings
New courses or programs developed or implemented
Development of e-courses
Student advising
Direction of or service on thesis or dissertation committees.
Development and/or incorporation of new or innovative teaching strategies, instructional technology, or library instruction into existing courses.
Development and teaching of multicultural, international, writing intensive, or honors course.
Teaching capstone or student research projects.
Team teaching
Prepare and revise syllabi, course packs, handouts, multimedia materials, lecture materials, discussion questions, lesson plans, etc.
Learning new software and instructional techniques
Grading, maintaining grade records, submitting grades
Prepare and administer grades
Maintain office hours
Laboratory and clinical preparation
One-on-one instruction

VI. Service

Definition: Participation in activities that contribute to the functioning of the academic unit and/or the University, and contributions to professional/academic organizations and/or the community at large.

A. University Service

(5 – 50%)

1. To Students

Definition: Engaging in activities that promote student achievement, enhance the learning environment, and facilitate students' ability to progress academically.

Possible components:

Advising (individuals & student groups)
Recruitment
Mentoring
Grants and contracts
Reference letters
Advisor to a student organization

2. To a Department/Division

Definition: Participation in specific activities that benefit the department/division. Examples: Departmental committee work, mentoring new faculty, maintain departmental website, departmental recruitment, maintenance of art studios and equipment

3. To a College

Definition: Participation in specific activities that benefit the college. Examples: College level committee work, college liaison, interdisciplinary studies

4. To the University

Definition: Participation in specific activities that benefit the university. Examples: Faculty Senate, university level committees, Graduate Council, task forces

B. Professional Service

(0 – 25%)

Definition: Paid or unpaid participation in activities that benefit an organization with an academic or professional orientation, regional to national and international in scope. Examples: Organization officer, panel coordinator, proceedings editor, conference organizer

C. Community Service Discipline specific

(0 – 25%)*

Definition: Paid or unpaid participation in discipline related activities that benefit the community and are related to the individual's discipline. Examples: Art faculty member on a museum board of directors, Social Work faculty member on a childcare center board, Biology faculty participating in an environmental concerns organization

D. Community Service Non-Discipline specific

(0 – 5%)*

Definition: Paid or unpaid participation in non-discipline related activities that benefit the community but are not related to the individual's discipline. Examples: Scouting, Sunday school teaching, garden club beautification projects

* The combination of C and D cannot exceed 25%.

Annual Report and Planning Pages

MARSHALL UNIVERSITY
Office of Academic Affairs

ANNUAL REPORT IDENTIFICATION PAGE

ANNUAL REPORT OF FACULTY MEMBER _____ TO _____

Name:	Rank:
Tenure Status:	

This annual report is your opportunity to document your contributions to the mission of the university. The report contents may serve as a record for promotion, tenure, and other personnel decisions, and will be used in setting merit raises. See college promotion and tenure guidelines for specific uses of annual review materials.

- Please fill in any missing information on this identification/information page and make any necessary corrections.
- Use the pages that follow to report your activities for this reporting period, and attach additional sheets if necessary. All sections and attachments should be forwarded. Responses on the following pages and any attachments must be typed.

EDUCATIONAL INFORMATION

Highest earned degree: _____ Degree Field: _____

Do you have the terminal degree in your field? YES ___ NO ___

If NO please indicate: Number of hours beyond Master's degree: _____

Number of hours beyond Master's toward terminal degree: _____

All work complete except dissertation? YES ___ NO ___

Dissertation in progress? YES ___ NO ___

Did you earn any graduate credits last year? YES ___ NO ___ How many? _____

List courses taught during the evaluation period. Include duties performed during any reassigned time.

Faculty Member's Self-evaluation

Please evaluate your performance this reporting period. Provide brief typed comments, beginning each with the appropriate summary term: exemplary, professional, needs improvement, or unacceptable. Please address all of the areas indicated below as appropriate for your annual plan (use additional space if needed).

- A. Administration
- B. Professional Development and Recognition
- C. Scholarly and Creative
- D. Librarianship
- E. Teaching and Advising
- F. Service

This report is my considered evaluation of my job performance for this reporting period.

_____ **Date:** _____
Faculty Member's Signature

I have received a copy of this report, read it, and discussed it with the faculty member.

_____ **Date:** _____
Supervisor's Signature

Annual Review

Overall Composite Rating calculation at year end

The following calculations are based on performance from January _____ to December _____. Ratings are derived from a number of sources using various documentation and data gathering methods such as interviews, questionnaires and observations to calculate the OCR, and to compare performance against goals.

	Negotiated weight	x	Component rating	=	Weight Composite
A. Administration	_____		_____		_____
B. Professional Development and Recognition	_____		_____		_____
C. Scholarly and Creative	_____		_____		_____
D. Librarianship	_____		_____		_____
E. Teaching and Advising	_____		_____		_____
F. Service					
University	_____		_____		_____
Professional	_____		_____		_____
Community	_____		_____		_____
Overall Composite Rating (OCR) - sum of weight composite					_____

- 4 = Exemplary
- 3 = Professional
- 2 = Needs Improvement
- 1 = Unacceptable

 Faculty member signature date Supervisor signature date

 Dean's signature date

College name:

Optional comments to explain unusual or extenuating circumstances:

ROLE: ADMINISTRATION

List and provide documentation of your administration activities for this reporting period. Select from the roles and activities menu and add additional activities as appropriate. Use additional space as needed. The activities described here will help provide documentation for the administration matrix and calculations.

ROLE: PROFESSIONAL DEVELOPMENT AND RECOGNITION

Please list and provide documentation of your professional development and recognition activities for this reporting period. Select from the roles and activities menu and add additional activities as appropriate. Use additional space as needed. The activities described here will help provide documentation for the professional development and recognition matrix and calculations.

ROLE: SCHOLARSHIP AND CREATIVE

Please list and provide documentation of your scholarship and creative activities for this reporting period. Select from the roles and activities menu and add additional activities as appropriate. Use additional space as needed. The activities described here will help provide documentation for the scholarship and creative matrix and calculations.

ROLE: LIBRARIANSHIP

Please list and provide documentation of your librarianship activities for this reporting period. Select from the following as appropriate; please identify items by their list numbers. Use additional space as needed. The activities described here will help provide documentation for the librarianship matrix and calculations.

ROLE: TEACHING AND ADVISING

Please list and provide documentation of your teaching and advising activities for this reporting period. Select from the roles and activities menu and add additional activities as appropriate. Use additional space as needed. The activities described here will help provide documentation for the teaching and advising matrix and calculations.

ROLE: SERVICE

Please list and provide documentation of your service activities for this reporting period. Select from the roles and activities menu and add additional activities as appropriate. Use additional space as needed. The activities described here will help provide documentation for the service matrix and calculations.

Planning Page

Unit Name and College _____

Plan for _____

Faculty member _____ Rank _____ Department _____

Annual Plan negotiations

	Unit parameters	Faculty negotiated weights
A. Administration	XX-XX%	_____
B. Professional Development & Recognition	XX-XX%	_____
C. Scholarly and Creative	XX-XX%	_____
D. Librarianship	XX-XX%	_____
E. Teaching and Advising	XX-XX%	_____
F. Service		
University	XX-XX%	_____
Professional	XX-XX%	_____
Community	XX-XX%	_____

(Selected roles may be vacant: faculty percentages must total 100%)

Resources needed:

Faculty member signature date Supervisor signature date

Dean's signature date

Optional comments to explain unusual or extenuating circumstances:

Anticipated activities for each role

(Write "Not applicable for roles not included in individual plans)

A. Administration

B. Professional Development & Recognition

C. Scholarly and Creative

D. Librarianship

E. Teaching and Advising

F. Service
University

Professional

Community

Improvement Plan

_____ has received a rating of
(faculty member's name)

_____ needs improvement _____ or unacceptable _____ for the year _____.
(rating) (rating)

The following steps, to be completed by _____ are recommended to help improve ratings in the next rating period.

Faculty member signature date Supervisor signature date

Dean's signature date

Timeline

- January 4, 2006 Annual Report materials submitted by faculty
(Covering activities January 2006 to December 2006, new system)
Planning pages for January 2006 to December 2006 due (new system)
- January 15, 2006 Promotion and tenure portfolios due to department committees
- February 4, 2006 Annual Reviews for January 1, 2005 to December 31, 2005 completed by chairs.
- February 5, 2006 Promotion and tenure decisions made by department committees
No materials may be added to promotion and tenure portfolios after February 5.
- February 11, 2006 Deans' retention/non retention recommendations and annual reviews of probationary faculty due
in Provost's office
- February 15, 2006 Chairs' promotion and tenure recommendations due in Deans' offices
- February 18, 2006 Provost completes annual Review for probationary faculty
- March 1, 2006 Retention/non-retention letters sent to probationary faculty (for appointments after March 8, 2003)
- March 10, 2006 College promotion and tenure committee recommendations due in Deans' offices
- March 25, 2006 Dean's promotion and tenure recommendations due in Provost's office
- April 1, 2006 Annual reviews for all faculty due in Provost's office
- April 22, 2006 Provost sends promotion and tenure recommendations to President
- April 30, 2006 Promotion/tenure letters from President's office

Due dates that fall on Saturday or Sunday are moved to the following Monday.

Marshall University
Faculty Annual Plan and Review
August 17, 2003 to December 31, 2004

MARSHALL UNIVERSITY
Office of Academic Affairs

ANNUAL REPORT OF FACULTY MEMBER August 17, 2003 TO December 31, 2004

Name:	Rank:
Tenure Status:	FT/PT:

This annual report is your opportunity to document your contributions to the mission of the university. The report contents are an important part of your record for promotion, tenure, and other personnel decisions.

- Please fill in any missing information on this identification/information page and make any necessary corrections.
- Use the pages that follow to report your activities for this reporting period, and attach additional sheets if necessary. All sections and attachments should be forwarded. Responses on the following pages and any attachments must be typed.

EDUCATIONAL INFORMATION	
Highest earned degree: _____	Degree Field: _____
Do you have the terminal degree in your field? YES___ NO___	
If NO please indicate: Number of hours beyond Master's degree: _____	
Number of hours beyond Master's toward terminal degree: _____	
All work complete except dissertation? YES___ NO___	
Dissertation in progress? YES___ NO___	
Did you earn any graduate credits last year? YES___ NO___ How many? _____	

INSTRUCTION AND REASSIGNED TIME THIS REPORTING PERIOD (Include Fall, Spring, and Summer Terms, if any)					
INSTRUCTION			REASSIGNED TIME		TERM
COURSE	ENROLLMENT	FTE	PURPOSE	FTE	

INSTRUCTION AND ADVISING

Please describe your instructional/advising activities for this reporting period. Select from the following as appropriate; please identify items by their list numbers. Use additional space if you need to.

1. Instructional responsibilities not shown on the cover page.
2. New courses or programs developed or implemented.
3. Development of E-courses.
4. Student advising activities.
5. Direction of (or service on) thesis or dissertation committees.
6. Development and/or incorporation of new or innovative teaching strategies, instructional technology, or library instruction into existing courses.
7. Development and teaching of Multicultural, International, Writing Intensive, or Honors courses, Capstone or student research projects.
8. Contribution to academic/professional meetings with a focus on teaching and learning (chairing sessions, presenting papers, participating on panels, etc). Indicate whether meetings were regional, state, or local.
9. Attending meetings of academic/professional societies related to teaching and learning – list by name, place, date
10. Participation in faculty development programs or workshops devoted to teaching/learning
11. Other...please specify

SCHOLARLY AND CREATIVE ACTIVITY

Please describe your scholarly and creative activities for this reporting period. Use the following as appropriate; please identify items by their list numbers. Use additional space if you need to.

9. Refereed Publications—list by title, place (journal or periodical, etc), and date.
10. Other publications—list by title, place, and date.
11. Work accepted for publication—list by title, where accepted, expected publication date.
12. Work in preparation—list by title; indicate your plans for publication.
13. Creative works or performances with brief description, location, and date.
14. Academic/professional consultation--list subject, clients, dates
15. Academically/professionally-related talks—list subject, audience, and date.
16. Institutes, workshops, seminars in which you participated—list name, place, dates.
17. Memberships in academic/professional societies.
18. Offices or committee assignments in academic/professional societies.
19. Contribution to academic/professional meetings (chairing sessions, presenting papers, participating on panels, etc. Indicate whether the meetings were national, regional, state, etc.
20. Attended meetings of academic/professional societies—list by name, place, dates.
21. Activities related to gaining/retaining professional licensure/certification
22. Funded research activity--proposals in preparation, submitted proposals, awards received
23. Research activity in progress
24. Other...please describe

SERVICE TO THE UNIVERSITY

Please report your university service activities for this reporting period. Use the following as appropriate; please identify items by their list numbers. Use additional paper if you need to.

25. List membership on **university committees**; indicate if you hold a committee office.
26. List participation in other activities on behalf of the **university**.
27. List participation on **college committees**; indicate if you hold a committee office.
28. List participation in other activities on behalf of your **college**.
29. List special **department/division committees**; indicate if you hold a committee office.
30. List participation in other activities on behalf of your **department/division**.
31. List service with **student organizations**.

SERVICE TO THE COMMUNITY

Please describe your community service activities for this reporting period. Use the following as appropriate; please identify items by their list numbers. Use additional space if you need to.

- 32. List service to the community that involved your professional skills.
- 33. List other community contributions.

ESTIMATED AVERAGE HOURS WORK PER WEEK FOR THIS REPORTING PERIOD

Instruction/advising _____ Scholarly/Creative Activities _____ Administrative time _____
University Service _____ Community Service _____ TOTAL HOURS _____

This is an accurate representation of my professional activities for this reporting period.

Faculty Member's Signature

Date _____

FACULTY MEMBER'S SELF EVALUATION

Please evaluate your performance this reporting period. Provide brief typed comments, beginning each with the appropriate summary term: exemplary, professional, needs improvement, or unacceptable. Please address all of the areas indicated below (use additional space if needed).

- A. Instruction/Advising
- B. Scholarly/Creative Activity
- C. Service to University
- D. Service to Community
- E. Other Professional Goals, if applicable
- F. Overall Rating

This report is my considered evaluation of my job performance for this reporting period.

_____ Date: _____
Faculty Member's Signature

I have received a copy of this report, read it, and discussed it with the faculty member.

_____ Date: _____
Supervisor's Signature

CHAIRPERSON / DIVISION HEAD'S EVALUATION OF FACULTY MEMBER

Please assess this faculty member's performance this reporting period. Provide brief typed comments, beginning each with the appropriate summary term: exemplary, professional, needs improvement, or unacceptable. Please address all the areas indicated below (use additional space if necessary).

- | | |
|--------------------------------|--|
| A. Instruction/Advising | E. Other Professional Goals, if applicable |
| B. Scholarly/Creative Activity | F. Progress toward tenure, promotion |
| C. Service to University | (if relevant) |
| D. Service to Community | G. Overall rating |

This is my best professional evaluation of this faculty member's performance for this evaluation period.

Signature of Evaluator Date: _____

Title of Evaluator

**I have received a copy of this evaluation, read it, and discussed it with my supervisor.
I have ___ have not ___ attached a response to this evaluation.**

Signature of Faculty Member Date: _____

AMENDED PLANNING PAGE FOR FACULTY ANNUAL REPORT

Plan for evaluation period: 08 / 17 / 03 to 12 / 31 / 04

Name: _____

Tenured? Yes

Rank: _____

No _____

I. Faculty responsibilities

A. Instruction/advising:

B. Scholarly/Creative Activity:

C. Service to University:

D. Service to Community:

E. Administrative time:

F. Other goals:

II. New Resources Required by Plan:

III. Allocation of Effort (**Enter weekly hours of effort for each category**):

Instruction/ Advising	Scholarly/ Creative	University Service	Community Service	Administrative Time	Other Goals	TOTAL HOURS EACH WEEK
_____	_____	_____	_____	_____	_____	_____

This plan, contingent upon availability of the indicated new resources, has been agreed upon by the undersigned:

Faculty Member

Date

Evaluator

Date

Evaluator's Position

Planning Page

Unit Name and College _____

Plan for January 1, 2005 to December 31, 2005

Faculty member _____ Rank _____ Department _____

Annual Plan negotiations

	Unit parameters	Faculty negotiated weights
A. Administration	XX-XX%	_____
B. Professional Development & Recognition	XX-XX%	_____
C. Scholarly and Creative	XX-XX%	_____
D. Librarianship	XX-XX%	_____
E. Teaching and Advising	XX-XX%	_____
F. Service		
University	XX-XX%	_____
Professional	XX-XX%	_____
Community	XX-XX%	_____

(Selected roles may be vacant: faculty percentages must total 100%)

Resources needed:

Faculty member signature date

Supervisor signature date

Dean's signature date

Optional comments to explain unusual or extenuating circumstances:

Anticipated activities for each role

(Write "Not applicable for roles not included in individual plans)

Planning page — 1

A. Administration

B. Professional Development & Recognition

C. Scholarly and Creative

D. Librarianship

E. Teaching and Advising

F. Service
University

Professional

Community

Timeline

- August 30, 2004 Amended/Extended Planning Pages due covering August 2003 to December 2004
- December 15, 2004 Second year faculty retention/non-retention letters (for appointments on or before March 8, 2003) For Fall 2004 Second year faculty reviews must be done in November.
- January 4, 2005 Annual Report materials submitted by faculty (Covering activities August 2003 to December 2004)
- Planning pages for January 2005 to December 2005 due (new system)
- January 15, 2005 Promotion and tenure portfolios due to department committees
- February 4, 2005 Annual Reviews for August 2003-December 2004 completed by chairs.
- February 5, 2005 Promotion and tenure decisions made by department committees
No materials may be added to promotion and tenure portfolios after February 5.
- February 11, 2005 Deans' retention/non retention recommendations and annual reviews of probationary faculty due in Provost's office
- February 15, 2005 Chairs' promotion and tenure recommendations due in Deans' offices
- February 18, 2005 Provost completes annual Review for probationary faculty
- March 1, 2005 Retention/non-retention letters sent to probationary faculty (for appointments after March 8, 2003)
- March 10, 2005 College promotion and tenure committee recommendations due in Deans' offices
- March 25, 2005 Dean's promotion and tenure recommendations due in Provost's office
- April 1, 2005 Annual reviews for all faculty due in Provost's office
- April 22, 2005 Provost sends promotion and tenure recommendations to President
- April 30, 2005 Promotion/tenure letters from President's office

Due dates that fall on Saturday or Sunday are moved to the following Monday.