

12-6-2007

SR-07-08-(05) 36 FECRAHC

Marshall University

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

**SR-07-08-(05) 36 FECAHC**

Recommends that SR-04-05-(12) 69 FECAHC be revised per the attached. New language is indicated in **bold** font with deletions being indicated with ~~strikethrough~~.

**RATIONALE:**

The Committee decided to break down the document into its two main subjects: evaluation and compensation. Thus, the committee has worked on this document in two (2) sections. The recommendation submitted today deals with the Evaluation Process only. The majority of these changes affect pages 3-12.

The Committee added a completely new section which states the faculty's values. Since faculty values are the basis for what we are doing, we think it is important that they appear somewhere in this document. Other changes are to clean up the formatting, clarify wording and process.

**FACULTY SENATE CHAIR:**

APPROVED BY THE  
FACULTY SENATE:

*Larry Stibler*

DATE:

*12/6/07*

DISAPPROVED BY THE  
FACULTY SENATE:

DATE:

**UNIVERSITY PRESIDENT:**

APPROVED:

*[Signature]*

DATE:

*8/13/08*

DISAPPROVED:

DATE:

**COMMENTS:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Marshall University  
Faculty Evaluation and  
Compensation Guidelines**

\*Format for headings was changed to all caps

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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 requirement <sup>1</sup> as interpreted by HEPC <sup>2</sup> 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 Faculty 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 according to the following values:

The Evaluation and Compensation system should

1. establish performance levels at the unit level that
  - a. reward faculty who are performing at the meritorious level
  - b. provide greater reward for faculty who are performing above and beyond the meritorious level
  - c. inform faculty who are performing below the meritorious level
  
2. provide an equitable distribution of salary funding so that
  - a. to the fullest extent possible, all faculty with meritorious performance should be compensated at a level that keeps up with the cost of living
  - b. faculty members whose salaries are below the level of peers should be brought up to peer level as quickly as possible unless the differential is due to performance
  - c. performance, beyond what is established in 2a, should be rewarded at the same amount within each college as determined by the OCR, regardless of base salary
  
3. evaluate faculty so that to the fullest extent possible
  - a. assessments will relate to the faculty member's performance during the assessment period
  - b. assessment will be based on deliverable products, but "deliverables" will include interim products that can be used to verify progress toward completion of the overall project
  - c. definitions of acceptable interim and final deliverables will be made by the unit
  - d. reports will be easy for faculty to complete and document, resulting in simple summary assessments that can be used to determine merit for compensation
  
4. establish a planning process that will
  - a. allow administration to match internal resource allocation to faculty planning proposals in a fair, impartial, and open manner
  - b. assist faculty as much as possible to identify and write external grants for proposed projects
  - c. allow faculty to switch projects if contingencies (e.g. funding) for a higher priority project do not come through
  - d. include flexibility that will allow faculty to take advantage of opportunities that come up at any time during the year
  - e. focus faculty on standard duties and departmental, unit, and university wide goals while encouraging faculty to be creative in fulfilling all duties
  - f. recognize that despite the best efforts of principles and the best advice from supporters, projects sometimes fail, and that risk taking efforts are worthwhile
  - g. reflect the expectations for the planning period

<sup>1</sup> SB 703 allows for merit based pay and highlighted is the classified staff wording that indicates that. Merit raises may be granted only pursuant to a rule adopted by the board of governors, and approved by the chancellor, which provides a fair and equitable basis for granting merit raises pursuant to regular evaluations based upon reasonable performance standards.

<sup>2</sup> Faculty shall be compensated based on the salary goals established in the campus compact. Salary increases may be based on a mix of merit and catch-up funding until the salary goal has been achieved. Once the goal has been achieved, but not later than FY 2005, all or a substantial portion of salary increases shall be based on merit. Salary Guidelines for Faculty, Classified Employees and Non-classified Employees. HEPC Minutes June 29, 2001

Annual evaluation of faculty may be used for review of probationary faculty, for promotion, **retention**, and tenure decisions 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.

Throughout this document "unit" will mean "college/school/library."

## A. THE EVALUATION PROCESS

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

### 1. Planning Pages

Faculty in consultation with and approval of their chairs/deans will file annual planning pages in January.

- Faculty will outline the roles in which they anticipate being evaluated. For example in a particular year a faculty member may emphasize, teaching and advising activities, professional development and university service. In another year the evaluation emphasis may shift to teaching and advising and scholarly and creative activity.
- Because the work of faculty in universities is fluid and varied from college to college it is possible that under some special circumstances a faculty member may be able to negotiate evaluative criteria outside of the ranges with the mutual agreement of the faculty member, the chair and the dean.
- 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 may need to vary their activities in all roles in order to meet *Greenbook* and ~~contractual~~ **employment** 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.
- ~~When the roles are determined by~~ Faculty members will attach a percentage at which they want the roles to be weighted in their evaluations **during the month of December, immediately preceding the self evaluation period (SR 06-07-27)**. The role percentages must fall within the ranges established by 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 planning page, 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.

### 2. Evaluation of Faculty Roles

With the annual planning page in place, 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 provided suggestions for improvement were made and necessary resources for improvement were provided.

### **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.

### ~~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 a data gathering method will have to be devised.~~

### 3. The OCR

~~At the end of the year (December) Pursuant to university deadlines~~ 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.

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. **Available summary data of student evaluations will be provided by the University.**

### **B. The market equity Compensation 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 money will be distributed to each college/school/library in proportion to the number of full-time, tenure and tenure track and continuing appointments. 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.

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, 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~~ will 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. Additional reviews will occur as requested by recommendation of the Faculty Senate.~~ Review and recommendations will be computed in time for Faculty Senate and administration approvals in order to be implemented at the beginning of the next evaluation year.

## 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 were generated after soliciting input from faculty regarding the types of work they perform, consolidating the data and establishing floor and ceiling ranges based on their responses. Departments and colleges will establish parameters anywhere within these ranges, 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.

Because the work of faculty in universities is fluid and varied from college to college it is possible that under some special circumstances a faculty member may be able to negotiate evaluative criteria outside of the ranges with the mutual agreement of the faculty member, the chair and the dean.

Over a number of years faculty may need to vary their activities in all roles in order to meet *Greenbook* and employment 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.

### Overview of ranges

Administration	0% - 50%
Professional Development and Recognition	0% - 20%
Scholarship and Creative Work	5% - 70%
Librarianship	0% - 70%
Teaching	25% - 90%
Service	
University Service	5% - 50%
Professional Service	0% - 25%
Community Service Discipline Specific	0% - 25%*
Community Service Non-Discipline Specific	0% - 5%*

\* ~~The combination of C and D on page 11~~ The total of Community Service Discipline Specific and Non-Discipline Specific cannot exceed 25%.

### 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

**H. 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 MURC 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 total of Community Service Discipline Specific and Non-Discipline Specific cannot exceed 25%.

## Annual Report and Planning Pages



**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.**

\_\_\_\_\_  
Faculty Member's Signature

Date: \_\_\_\_\_

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

\_\_\_\_\_  
Supervisor's Signature

Date: \_\_\_\_\_



**ROLE: ADMINISTRATION**

List and provide appropriate documentation as defined by the academic unit 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 appropriate documentation as defined by the academic unit 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 appropriate documentation as defined by the academic unit 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 appropriate documentation as defined by the academic unit 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 appropriate documentation as defined by the academic unit 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 appropriate documentation as defined by the academic unit 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.



**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 to department chairs no later than January 4, 2003 (Covering activities January 2005 to December 2005, 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.

**Units are responsible for establishing and publishing internal dates which facilitate meeting the institutional deadlines above.**

PP 27-38 will be deleted

**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.

<b>EDUCATIONAL INFORMATION</b>	
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	
COURSE	ENROLLMENT	FTE	PURPOSE	FTE
				TERM

**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.

12. Refereed Publications—list by title, place (journal or periodical, etc), and date.
13. Other publications—list by title, place, and date.
14. Work accepted for publication—list by title, where accepted, expected publication date.
15. Work in preparation—list by title; indicate your plans for publication.
16. Creative works or performances with brief description, location, and date.
17. Academic/professional consultation--list subject, clients, dates
18. Academically/professionally-related talks—list subject, audience, and date.
19. Institutes, workshops, seminars in which you participated—list name, place, dates.
20. Memberships in academic/professional societies.
21. Offices or committee assignments in academic/professional societies.
22. Contribution to academic/professional meetings (chairing sessions, presenting papers, participating on panels, etc. Indicate whether the meetings were national, regional, state, etc.
23. Attended meetings of academic/professional societies—list by name, place, dates.
24. Activities related to gaining/retaining professional licensure/certification
25. Funded research activity--proposals in preparation, submitted proposals, awards received
26. Research activity in progress
27. 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.

28. List membership on **university committees**; indicate if you hold a committee office.
29. List participation in other activities on behalf of the **university**.
30. List participation on **college committees**; indicate if you hold a committee office.
31. List participation in other activities on behalf of your **college**.
32. List special **department/division committees**; indicate if you hold a committee office.
33. List participation in other activities on behalf of your **department/division**.
34. 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.

35. List service to the community that involved your professional skills.

36. 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        | D. Service to Community                    |
| B. Scholarly/Creative Activity | E. Other Professional Goals, if applicable |
| C. Service to University       | 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 (if relevant) |
| C. Service to University       | G. Overall rating                                  |
| D. Service to Community        |  |

**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)

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.