



ROOSEVELT
UNIVERSITY

**Faculty Success &
Performance Evaluation Manual
*(Appendices Only)***

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APPENDICES

Appendix A: Syllabus Template



Click here to enter text.

Roosevelt University

Click here to enter text.

**Instructor:* Click here to enter text.

**Office Location:* Click here to enter text.

**Primary Contact:* Click here to enter text. (if you are adjunct faculty and don't have an RU email address, ask your department to have yours activated). Do not use an email address from another school where you work. Offer guidance on how quickly you usually respond ("within 24 hours," "daily," etc.).

Other Contact: Click here to enter text.

**Course meetings:* Click here to enter text.

**Course dates:* Click here to enter text. For [important course dates](#) , include a schedule at the end of the syllabus.

**Course hours:* Click here to enter text.

**Office hours:* Click here to enter text. Per the Faculty Handbook: University Faculty should be available to students in office hours at least three hours a week when classes are in session. To maximize access for students, office hours must be noted with specificity on the course syllabi, posted on the University directory, and provided to the department chair's office.

Teaching assistants: Click here to enter text.

**Required texts:* Click here to enter text.

Optional text: Click here to enter text.

**Also required:* Click here to enter text. <http://roosevelt.blackboard.com>

Instructor background:

**Course prerequisites:* Click here to enter text. Consult the [catalog](#) if you're not certain.

**Course overview:* Click here to enter text.

Many syllabi list the catalog description for the case, as is the case for Susanne McLaughlin's syllabus for Linguistics for ESL Teachers, EDUC 358:

[Catalog Description](#)

Theory and research on learning English as a second language (ESL). Foundation for understanding linguistics and learning theory specific to ESL and bilingualism.

Other instructors describe their course, as Steve Meyers does for PSYC 103:

This course will provide you with an introduction to the field of psychology. As a survey course, it is designed to help you explore a bit of most everything psychology has to offer. We will examine how people “work” in detail ----- What do psychologists know about why people behave the way they do? How are personalities formed? What is “normal” and “abnormal” behavior? How do psychologists help people with psychological disorders? The class also addresses the research and experimental foundations of psychology: You will learn how psychologists ask and answer questions. We will use this lens to better understand topics such as how the brain influences our behavior, how our senses and minds perceive the world, and how we learn and remember.

***RU’s learning goals:** The Higher Learning Commission expects to see the university-wide learning goals on our syllabi.

The University’s three overall learning goals for undergraduate students are:

Goal: Effective communication

Goal: Knowledge of discipline-focused content

Goal: Awareness of social justice and engagement in civic life

***Course goals:** Click here to enter text.

Here is a sample from Steve Meyers’ PSYC 103 syllabus:

I have three main learning goals for you. At the end of this course, you should be able to:

- *Define key terms and concepts from different areas within psychology.*
- *Apply psychological concepts to understand how people function, both individually and interpersonally.*
- *Apply theoretical, research---based, and clinical findings to increase your understanding about yourself and improve your well---being.*

This class also connects with the four overarching goals developed by Roosevelt University’s Department of Psychology for undergraduate students enrolled in our courses.

Goal 1: Knowledge Base of Psychology. Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology. This course provides you with an introduction to many of these topics and is a key focus of PSYC 103.

Goal 2: Research Methods in Psychology. Students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation. This

course will define these terms so that you can develop related skills in subsequent courses (especially statistics and research methods, for psychology majors).

Goal 3: Critical Thinking Skills in Psychology. Students will respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes. We will analyze how psychologists examine arguments and evaluate claims.

Goal 4: Application of Psychology. Students will understand and apply psychological principles to personal, social, and organizational issues with concern for social justice. This is a main focus of PSYC 103. You will apply the ideas we discuss to yourself and others.

***Methodology:** Click here to enter text.

Here is a sample from Susanne McLaughlin's EDUC 358 course in the College of Education:

This class will consist of lectures, class and small group discussions, and activities to work with linguistic data, which will be done individually or in small groups. We will often work collaboratively in this class to explore what we know about language as native speakers of a language and to explore how linguists study language. Since many of the terms used in the field of linguistics may be new to you, it is recommended that you keep a terminology log of concepts, definitions, and examples given in class (notebooks will be provided).

Assignments and assessment:

You've created assignments for the class, but consider having a written assignment sheet for any substantial assignment. That assures that students have a reference when their memories of your oral description of the assignment fade. Many faculty members also provide students, especially in undergraduate-level courses, with rubrics that provide a visual display of the requirements for an assignment. One source of sample rubrics is at <http://www.uwstout.edu/soe/profdev/rubrics.cfm> , but you can find a variety of sources online.

A note on assignments in general education and introductory-level courses: Some courses, especially those for the general student population or those at the introductory level, are best structured with multiple assignments early in the term, to allow students to get feedback early: If they're having problems, they can get help (or the instructor can urge them to get help) before it's too late to succeed in the class.

You also may encounter instances in which certain assignments are used by your program or department for assessment of student learning, for program improvement and/or accreditation. In those cases, you'll be told that these assignments will be collected for further review or otherwise reviewed by your program's assessment team. Such assessments focus on student learning and program improvement, not on grading students or instructor evaluation.

Include points or weight of assignments

A *sample* is below. You're not required to use percentages or these specific categories, but you should include details on assignments and how they factor into the final grade.

Assignment	Percentage of final grade
Participation	20
Quizzes	10
Assignment 1	20
Assignment 2	20
Final Project	30

****Grading:***

*The syllabus should give students enough detail – how final grades are figured, how much assignments count toward the final grade, and how you define work at various levels – that they can figure out their grades anytime during the term.

A *sample* grading chart is below. The university does not have a standard grading scale for percentages and/or points. Plus/minus grades are acceptable as final grades.

GRADES	Percentage
A	93-100%
A-	90-92.99%
B+	87-89.99%
B	83-86.99%
B-	80-82.99%
C+	77-79.99%
C	73-76.99%
C-	70-72.99%
D	60-69%
F	Under 60%

****Due dates:***

*The syllabus should include at least a list of due dates, keeping in mind that instructors have flexibility to change due dates, as long as they are in the students' favor. A *sample* term schedule follows.

Meeting date	Topic and readings	Assignments and due date
Week 1	Course Overview Introduction to Communication	Read Chapter 1, Hamilton Watch the video "Course Overview"
Week 2		
Week 3		
Week 4		
Week 5		
Week 6		
Week 7		
Week 8		
Week 9		
Week 10		
Week 11		
Week 12		
Week 13		
Week 14		
Week 15		

***Policies**

***Academic dishonesty:** The university's policies on issues such as plagiarism, recycling, cheating and other forms of academic dishonesty can be found in the undergraduate catalog at <http://catalog.roosevelt.edu/undergraduate/policies/academic-integrity-policy/> and the graduate catalog at <http://catalog.roosevelt.edu/graduate/policies/academic-integrity/> Additional guidelines for avoiding plagiarism are available here: <https://www.roosevelt.edu/current-students/academics/academic-integrity>.

***Disability:** Roosevelt University complies fully with the Americans with Disabilities Act. Details about ADA and Roosevelt's policies and practices are found in the following link: <https://www.roosevelt.edu/student-experience/disability-services>. If you have a condition or disability that requires reasonable accommodation, please alert your instructor or the Academic Success Center as soon as possible, certainly before any assignment or classroom activity that requires accommodation. **The Academic Success Center is located in AUD1050 (inside the Library) in Chicago, and the phone number is 312-341-3818. In Schaumburg, the office is in room 125, and the phone number is 847-619-7978. Email Adam Wouk or Danielle Smith at dsmith51@roosevelt.edu .**

***Withdrawal date:** The final date for an official withdrawal from this class (meaning a "W" would appear on your transcript) is November 2, 2017. In order to withdraw after that date, you must petition for a late withdraw with the registrar. Petitions are granted only for non-academic reasons after the deadline. You should consult your academic advisor if you are considering withdrawing from a course. If you receive financial aid, also check with your financial aid counselor to assure that aid isn't affected by withdrawing from a class. The complete withdrawal policy is here: <https://www.roosevelt.edu/current-students/academics/register-classes>.

INSTRUCTORS, PLEASE NOTE: If your class is scheduled in anything other than the traditional 15-week term, use this link to find the withdrawal date for your class:
<https://www.roosevelt.edu/current-students/academics/important-dates.>]

***Religious holidays:** Please let your instructor know as soon as possible if you will miss class because you are observing a religious holiday. Roosevelt University policy requires written notification to me within the first two weeks of the term. Any work you miss because of a religious holiday can be made up. You can see the full policy here: <https://www.roosevelt.edu/policies/religious-holidays>.

***Student Code of Conduct:** Students enrolled in the university are expected to conduct themselves in a manner compatible with the university's function as an educational institution.
<https://www.roosevelt.edu/current-students/get-help/complaint/student-misconduct>

***Title IX:** Roosevelt University cares greatly about the health and well-being of our students, staff, faculty, and guests to our campuses. Federal law, specifically Title IX, and the University Sexual Misconduct Policy require that all employees are **mandated reporters** of incidents involving sexual or gender-based violence or harassment.

Disclosures made to faculty or teaching assistants (TAs) about sexual or gender-based harassment, sexual assault, dating violence, domestic violence, and/or stalking on or off campus **must be forwarded** to the Title IX Coordinator. The above listed staff are Responsible Employees and therefore are mandated to report. The Title IX office will contact any student who discloses an incident regarding student rights, including the option to request an investigation, interim safety measures, and/or academic accommodations. In certain circumstances, the Title IX Coordinator may need to proceed with an investigation, even if none is requested, if there are safety risks to the student or campus community. Participation in the process is voluntary.

If you want a confidential place to disclose sexual assault, sexual harassment or intimate partner violence, there are two confidential advisors on campus who are not mandated reporters. They are:

Audrey Guy (312)244-0577, LaDonna Long (312)244-0426. Both are available via phone all hours. The Counseling Center (430 S. Michigan Avenue Room 470 Phone: 312-341-3548) staff are also NOT mandatory reporters and therefore NOT required to report a disclosure to the Title IX Office.

Attendance: Do you take attendance? You need some method of attendance-taking, since you're required to report attendance in each course you teach through RU Access; the registrar will notify faculty when attendance reports are available. Attendance reporting is required by federal regulations for financial aid.

Civility: Elizabeth Meadows is succinct on this topic in her ACP 101 First-Year Seminar syllabus: *This classroom will be a safe place for all participants. We will treat one another with respect.*

Class participation: If you give a grade for participation, is it based on the quantity of responses? Or something else? If so, describe your method.

Electronic devices: Are laptops OK for note-taking but not OK for Facebook? Should all phones be set to silent/vibrate? Are all electronic devices prohibited? There's no university-wide policy, but the issue(s) will come up in your classroom, so be prepared.

Extra credit: If extra credit is available, describe what can be done and how much extra credit counts. Extra credit should be available to all students and not only to individuals who encounter grade crises at a late date.

In-class behavior: Beyond "civility," you may want to mention your preferences on tardiness, eating, sleeping, taking phone calls, texting, etc.

Incompletes: The university's policy is that grades of incomplete are appropriate in instances in which the student has missed a small portion of the work for the course and has a non-academic reason for requesting it, such as health, natural disaster, death in the family, etc. Incompletes are not appropriate grades for students who have stopped attending class without explanation or have failed to complete a significant number of assignments.

Late assignments: You can always make exceptions for crises, but it's best to have a general policy explaining whether you do – or don't – accept late work.

Paper setup: If you have strict standards for how papers should be set up, this is the place to detail them. Typed-only, font size, spacing, margins – all of those can be established here.

Readings: Should readings be completed before class, for example? Are students asked to write out questions they have from the readings and submit them to the instructor?

Submitting assignments: Do you accept emailed assignments? Are all assignments submitted via Blackboard?

***Resources for Students**

***Academic Success Center:** Disability Services, Peer Mentor Program

Chicago campus: Auditorium Building 1050 (inside the Library) (312) 341-3818.

Schaumburg campus: room 125, 847-619-7978. Email Adam Wouk or Danielle Smith at dsmith51@roosevelt.edu .

***Undergraduate Academic Advising**

Chicago campus: room 1M10, Mezzanine, Wabash Building, (312) 341-4340.

Schaumburg campus: SCH 125; (847) 619-7930

(CCPA, Education, Honors and Hospitality Management students are advised in their programs.)

***Blackboard Support, Training and Quick Guides:** The Blackboard course management system is supported by the RUOnline staff and by the Roosevelt University Help Desk.

Quick guides: <http://www.roosevelt.edu/RUOnline/Students/BbTutorials.aspx>

Help desk: <http://roosevelt.parature.com/ics/support/default.asp?deptID=15161>

RUOnline: <http://www.roosevelt.edu/RUOnline/ContactUs.aspx>

***Campus Safety:**

Auditorium Building: (312) 341-2020
Gage Building: (312) 341-3111
Schaumburg campus: (847) 619-8989

***Computer labs:** A list of open labs is located here: <http://www.roosevelt.edu/ITS/labs.aspx>

***Counseling Center:** Individual counseling, as well as group and couples counseling.

Chicago campus: room 470 Auditorium Building, (312) 341-3548
Schaumburg campus: room 114, (312) 341-3548
<https://www.roosevelt.edu/current-students/get-help/counseling-center>

***Financial Aid:** Chicago campus: Mezzanine, Wabash Building, (866) 421-0935; FAO@roosevelt.edu
Schaumburg campus: room 125, (866) 421-0935; FAO@roosevelt.edu

***Learning Commons:** Tutoring and academic support in all subjects, in person and online.

10th Floor (in the Library), Auditorium Building.

Writing Center in the Learning Commons;
(312) 341-2206; writingcenter@roosevelt.edu

Math Lab in the Learning Commons;
<https://www.roosevelt.edu/current-students/get-help/academic-assistance/math-lab>

***Library:** Find everything you need to know at <http://www.roosevelt.edu/Library.aspx> about the Auditorium Building library, the Schaumburg library and the Performing Arts library.

***Registrar:** Registration, drop/add, withdrawal, transcripts, credit evaluation, graduation.

Chicago campus: Mezzanine floor, Wabash Building, (312) 341-3535; registrar@roosevelt.edu
Schaumburg campus: room 125, (847) 619-7950; registrar@roosevelt.edu

***RUWiFi:** To access the university's wireless network, either email helpdesk@roosevelt.edu or call (312) 341-4357 for the connection key.

Appendix B: Pre-Evaluation In-Class Memorandum



PRE-EVALUATION IN-CLASS MEMORANDUM

Faculty Member Name:	
Faculty Member Title:	
Rank:	<input type="checkbox"/> Non-Tenured <input type="checkbox"/> Tenure Track <input type="checkbox"/> Tenured
Course Title and Course Number:	
Scheduled In-Class Evaluation Date:	

During this class session, I will be covering the following (<i>describe briefly</i>):

I have been working on several skills/topics/methods, etc. to which I would like you to pay particular attention and on which I would like to receive feedback (<i>describe briefly</i>):

Appendix C: In-Class Evaluation Form



IN-CLASS EVALUATION FORM

Part 1. Faculty Member Information	
Faculty Member Name:	
Faculty Member Title:	
Faculty Member Rank:	<input type="checkbox"/> Non-Tenured <input type="checkbox"/> Tenure Track <input type="checkbox"/> Tenured
Part 2. Reviewer Information	
Reviewer Name:	
Reviewer Title:	
Reviewer Rank:	<input type="checkbox"/> Non-Tenured <input type="checkbox"/> Tenure Track <input type="checkbox"/> Tenured
Part 3. Reviewed Course Information	
Course Title and Course Number:	
In-Class Evaluation Date:	
Part 4. Evaluation	
<p>Teaching Standards: Faculty Members must have six Teaching Competencies: (i) have command of their subject matter; (ii) communicate clearly, both in writing and orally; (iii) challenge their students with sufficient rigor; (iv) be sensitive to the needs of their students; (v) demonstrate a high overall level of teaching effectiveness; and (vi) be a responsible member of the Roosevelt community. Please review the <i>Faculty Success and Performance Evaluation Manual</i> for information about factors to be considered in assessing these six competencies.</p> <p>In addition to meeting these standards, you should also consider how the Faculty Member performed in the areas on which they requested feedback in the Pre-Evaluation Memorandum they submitted to you before the in-class evaluation.</p> <p>On a scale of 1 to 5, with 1 being unsatisfactory and 5 being outstanding, how would you rate the Faculty Member's teaching?: <input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1</p>	

Part 5. Reviewer's Comments *(Required)*

Reviewer Signature

Date

Part 6. Faculty Member's Comments *(Optional; Faculty Member may comment after receiving Reviewer's completed form)*

Faculty Member Signature

Date

Part 7. Faculty Member's Acknowledgment *(Required)*

I acknowledge that I have received this In-Class Evaluation Form, have reviewed it, and have had an opportunity to respond to it.

Faculty Member Signature

Date

Appendix D: Final Evaluation Checklist



FINAL EVALUATION CHECKLIST

Faculty Member Name:	
Faculty Member Title:	
Rank:	<input type="checkbox"/> Non-Tenured <input type="checkbox"/> Tenure Track <input type="checkbox"/> Tenured

It is the Faculty Member's responsibility to ensure that all necessary materials are timely submitted to the Chair/Designee in preparation for completing the Final Faculty Annual Performance Review and Goal-Setting Agreement. The Faculty Member must ensure that the following have been timely submitted to the Chair/Designee:

- All Review Period Syllabi
- Any Pre-Evaluation Memoranda and In-Class Evaluation Forms for this Review Period.
- Completed Faculty Annual Performance Review and Goal-Setting Agreement for this Review Period
- Executed Goal-Setting Agreement for the previous Review Period

***Appendix E: Faculty Annual Performance Appraisal
and Goal-Setting Agreement***



Check one: NON-TENURE TRACK TENURE TRACK TENURED
FACULTY ANNUAL PERFORMANCE REVIEW AND GOAL-SETTING AGREEMENT

PART 1. FACULTY MEMBER'S INFORMATION <i>(Faculty Member must complete.)</i>	
Faculty Member's Full Name:	
Faculty Member's Title:	
PART 2. CHAIR/DESIGNEE'S INFORMATION <i>(Chair/Designee must complete.)</i>	
Chair/Designee's Full Name:	
Chair/Designee's Title:	
Review Period (academic year):	Date:
PART 3. PERFORMANCE STANDARDS	
<p>(Level 5) Outstanding – Faculty Member demonstrates exceptional performance, fostering a climate that sustains excellence and optimizes results in the Faculty Member's organization or department, or University-wide. This represents the highest level of performance, as evidenced by extraordinary impact on the achievement of the organization's mission and achievement of expectations at the highest level of quality possible.</p>	
<p>(Level 4) Exceeds Expectations – Faculty Member demonstrates a very high level of performance beyond that required for successful performance in Faculty Member's position and scope of responsibilities. Faculty Member is a proven, highly effective leader who builds trust and instills confidence in University leadership, peers, and Faculty Members. Faculty Member consistently exceeds established performance expectations established for the position.</p>	
<p>(Level 3) Meets Expectations – Faculty Member demonstrates the high level of performance expected and Faculty Member's actions and leadership contribute positively toward the achievement of strategic goals and meaningful results. Faculty Member is an effective, solid, and dependable leader who delivers high-quality results based on measures of quality, quantity, efficiency, and/or effectiveness within agreed upon timelines. Faculty Member meets and often exceeds challenging performance expectations established for the position.</p>	
<p>(Level 2) Below Expectations – Faculty Member's contributions to the University are acceptable in the short-term, but do not appreciably advance the University towards achievement of its goals and objectives. While Faculty Member generally meets established performance expectations, timelines, and targets, there are occasional lapses that impair operations and/or cause concern from University leadership, peers, or Faculty Members. While showing basic ability to accomplish work through others, Faculty Member may demonstrate limited ability to inspire subordinates to give their best efforts or to marshal those efforts effectively to address problems characteristic of the University and its work.</p>	
<p>(Level 1) Unsatisfactory – Faculty Member's performance is consistently unacceptable. In repeated instances, Faculty Member demonstrates performance deficiencies that detract from the University's mission, goals, and objectives. Faculty Member generally is viewed as ineffectual by University leadership, peers, or Faculty Members. Faculty Member does not meet established performance expectations/timelines/targets and fails to produce – or produces unacceptable – work products, services, or outcomes.</p>	

PART 4. EVALUATION (*Faculty Member and Chair/Designee must complete their respective sections.*)

Part 4(A). Teaching.

Percentage of Evaluation: Teaching will count as _____% (**CHAIR/DESIGNEE TO COMPLETE**) of this Final Overall Performance Rating. (*This is the percentage previously discussed with the Faculty Member.*)

Teaching Standards: Faculty Members must have six Teaching Competencies: (i) have command of their subject matter; (ii) communicate clearly, both in writing and orally; (iii) challenge their students with sufficient rigor; (iv) be sensitive to the needs of their students; (v) demonstrate a high overall level of teaching effectiveness; and (vi) be a responsible member of the Roosevelt community.

Teaching Competency 1 of 6: Command of Subject Matter. The following factors will be considered:

- Do you demonstrate knowledge of your discipline by communicating concepts and other information about the subject matter with precise and explicit explanations?
- Do you demonstrate competence with course content that is relevant and thorough?
- Have you increased your knowledge of the discipline and/or pedagogy, including by attending University-sponsored development or training?
- Have you created new pedagogical approaches or demonstrated other forms of innovation?
- Have you developed a new course or revised an existing course significantly?
- *College of Education ("COE") Only:* Have you demonstrated evidence of collaboration in teaching with colleagues (e.g., team teaching, guest lectures, and peer evaluation/review)?

Faculty Member Rating:

5 4 3 2 1

Chair/Designee Rating:

5 4 3 2 1

Teaching Competency 2 of 6: Clear Communication. The following factors will be considered:

- Have you reviewed and updated your syllabus within the past year?
- Do you clearly communicate your expectations of your students?
- Is your speech audible and distinct?

Faculty Member Rating:

5 4 3 2 1

Chair/Designee Rating:

5 4 3 2 1

Teaching Competency 3 of 6: Challenging Students. The following factors will be considered:

- Do you design, sequence, and present experience that induce student learning?
- Do you demonstrate evidence of attention to your students' active learning, writing, and critical thinking skills, as appropriate?
- Do you cultivate your students' curiosity and creativity, and challenge them to think and solve problems in new ways?

Faculty Member Rating:

5 4 3 2 1

Chair/Designee Rating:

5 4 3 2 1

Teaching Competency 4 of 6: Being Sensitive to Students’. The following factors will be considered:

- Do you maintain and clearly publicize regular office hours of at least three (3) hours per week at times during which students can make use office hours?
- Do you promptly, respectfully, and confidentially handle requests for accommodations?
- Do you timely grade assignments and regularly provide your students with feedback about their performance?

Faculty Member Rating:

5 4 3 2 1

Chair/Designee Rating:

5 4 3 2 1

Teaching Competency 5 of 6: Overall Teaching Effectiveness. The following factors will be considered:

- Do you use in-class time effectively and adjust the pace and difficulty of the activities to the students in the class?
- Do you use effective instructional techniques and tools, including lecture, discussion, audio/visuals, group activities, technology, or demonstrative methods?
- Do you design, develop, and implement tools and procedures to assess student learning outcomes?
- Do you make adjustments to improve student learning?
- *Chicago College of Performing Arts (“CCPA”) Only:* Have your former students entered the field (e.g., studio teaching, composition, acting, directing, coaching), either professionally or for further studies?

Faculty Member Rating:

5 4 3 2 1

Chair/Designee Rating:

5 4 3 2 1

Teaching Competency 6 of 6: Being a Responsible Community Member. The following factors will be considered:

- Do you adhere to all University, College, and Department policies and procedures, including but not limited to:
 - Using University and College templates for syllabi
 - Submitting syllabi to your Chair/designee within the first two (2) weeks of class
 - Notifying your Chair/designee promptly when you need to be absent from teaching
 - Timely completing drop/add/withdrawal/incomplete forms
 - Attending all Commencements and Convocations
 - Annually submitting an outside work form
 - Advising and mentoring students
- Do you behave and communicate respectfully and professionally with all colleagues, administrators, and students?
- Do you respond promptly to communications from colleagues, administrators, and students?
- *In the case of experiential, clinical, and student teaching:* Do you demonstrate teaching excellence and appropriate supervision of students?

Faculty Member Rating:

5 4 3 2 1

Chair/Designee Rating:

5 4 3 2 1

Faculty Member Rating & Comments on Teaching:

5 4 3 2

1

Rating x % (percentage from Part 4(A) above) = (weighted Teaching Score)

Chair/Designee Rating & Comments on Teaching:

5 4 3 2

1

Rating x % (percentage from Part 4(A) above) = (weighted Teaching Score)

Part 4(B). Service.

Percentage of Evaluation: Service will count as % (**CHAIR/DESIGNEE TO COMPLETE**) of this Final Overall Performance Rating. (*This is the percentage previously discussed with the Faculty Member.*)

Teaching Standards: The following are examples of contributions that may count towards a Faculty Member's service obligations:

- Participation in University, College, Department/Conservatory governance (*e.g.*, committees and councils)
- Attendance at Convocations, Commencement ceremonies, music/theatre performances, and other University and/or College functions
- Service as a program director
- Assisting faculty and staff of the University and/or College in the performance of their responsibilities (*e.g.*, with productions or special projects)
- Advising or mentoring students or student organizations
- Participation in Departmental assessment and accreditation work
- Participation in faculty observation and review
- Organization of and/or active participation in work that promotes the University and/or the Department to the rest of the University, the community at large, prospective students and/or alumni (*e.g.*, participating in student recruitment activities, cultivating community partnerships, working on outreach efforts to elementary and secondary schools and to junior colleges)
- Participation in scholarly, artistic, or professional organizations of local, regional, or national scope
- Review and other assistance with grant applications and academic improvement grants

Please review the ***Faculty Success & Performance Evaluation Manual*** for additional contributions specific to the Faculty Member's College.

Faculty Member Rating & Comments on Service:

5 4 3 2

1

Rating x % (percentage from Part 4(B) above) = (weighted Service Score)

Chair/Designee Rating & Comments on Service:

5 4 3 2

1

Rating x % (percentage from Part 4(B) above) = (weighted Service Score)

Part 4(C). Scholarship.

Percentage of Evaluation: Scholarship will count as _____% (CHAIR/DESIGNEE TO COMPLETE) of this Final Overall Performance Rating. (This is the percentage previously discussed with the Faculty Member.) If the Faculty Member does not have a Scholarship obligation because of their rank, enter "0" above and do not complete the remainder of Part 4(C).

Teaching Standards: The following are examples of contributions that may count towards a Faculty Member's service obligations:

- Publication of articles in peer-reviewed journals, books by scholarly presses, a substantial monograph, co-authored articles resulting from student research, or other articles or portfolios that make a substantive contribution to the Faculty Member's scholarly or professional field.
- Scholarly work in the pedagogy of the Faculty Member's discipline or confronting the intersection of disciplines.
- Refereed creative works or exhibits.

Please review the **Faculty Success & Performance Evaluation Manual** for additional contributions specific to the Faculty Member's College.

Faculty Member Rating & Comments on Scholarship: 5 4 3 2 1

Rating x _____% (percentage from Part 4(C) above) = _____ (weighted Scholarship Score)

Chair/Designee Rating & Comments on Scholarship: 5 4 3 2 1

Rating x _____% (percentage from Part 4(C) above) = _____ (weighted Scholarship Score)

Part 5. Faculty Member's Overall Score & Self-Assessment *(for Faculty Member to Complete)*

Weighted Teaching Score (from 4(A)):	_____	
Weighted Service Score (from 4(B)):	_____	
Weighted Scholarship Score (from 4(C)):	_____	
TOTAL =	_____	(Self-Assessment Score)

Part 6. Final Overall Performance Rating *(for Chair/Designee to Complete)*

Weighted Teaching Score (from 4(A)):	_____	
Weighted Service Score (from 4(B)):	_____	
Weighted Scholarship Score (from 4(C)):	_____	
TOTAL =	_____	(FINAL OVERALL RATING)

Part 7. Chair/Designee's Final Comments *(Required)*

Chair/Designee Signature

Date

Part 8. Faculty Member's Final Comments *(Optional; Faculty Member may comment after receiving Chair/Designee's Overall Performance Rating & Final Comments)*

Faculty Member Signature

Date

Part 9. Faculty Member's Acknowledgment *(do not sign until performance review meeting)*

I acknowledge that I have received this Annual Performance Review, have reviewed it, and have had an opportunity to respond to it.

Faculty Member Signature

Date

Part 10. Goals for the _____ (fill in next year, e.g., 2018-19) Academic Year (Faculty Member must complete; Chair/Designee will comment/revise/approve)

Goal 1: Improving diversity and inclusion in my College/Department/Conservatory/Unit by:

Goal 2:

Goal 3:

Goal 4:

Goal 5:

Chair/Designee Signature

Date

Part 10. Faculty Member's Acknowledgment (do not sign until performance review meeting)

I acknowledge that I discussed my goals with my Chair/Designee and am committed to achieving these goals by my next annual performance review.

Faculty Member Signature

Date

Appendix F: Guidelines for Faculty Workload

FIC RECOMMENDATIONS
Guidelines for Faculty Workloads
4.19.17

Adopted by Academic Affairs

I. General Principles

- a. In terms of teaching, scholarship, and service workload balancing each department/program must have the first order responsibility to ensure fairness among its faculty members. The College Dean is responsible for ensuring workload balancing and fairness across departments/programs within his/her college. The University Provost is responsible for ensuring workload balancing and fairness across colleges.
- b. Course-equivalent service or research requires approximately 100-120 hours/semester.
- c. The standard distribution of faculty job responsibilities has been 60-20-20, denoting 60% teaching, 20% scholarship or creative activity, and 20% service. For the time period that the university is under financial stress and faculty have been asked to teach an extra section, this distribution will need to be adjusted. In the course of developing annual goals, faculty and departments have the flexibility of adjusting these percentages, provided that a minimum of 10% of time is spent in each of the areas. For example, if a faculty member is teaching 7 courses, the job responsibilities may be 70-20-10.
- d. Faculty are only expected to work on average five days per week, even during the semester of a “+1 teaching load”. This means some time shifting among teaching, scholarship, and service will likely be needed. For example, a 70-20-10 load during the four-course semester would entail on average 4 days per week allocated to teaching responsibilities, and 0.5 day each for scholarship and service. During the three-course semester 3 days per week would be allocated to teaching, 1.5 days to scholarship, and 0.5 to service.
- e. The College Dean is responsible to report to the college council and the Provost annually beginning Fall 2018 about the outcomes of this workload adjustment policy until it is revoked or changed.

II. Service projects

- a. These should result in enhanced student learning, enrollment, retention and degree completion, and be directly related to one's role at the university
- b. Before the start of the relevant semester, a one page, written proposal must be submitted to and approved by the department chair or program director, with objective oversight by the College Dean. Examples of course-equivalent service include but are not limited to:
 - i. taking on the role of program/department transfer coordinator
 - ii. engaging in significant curriculum redesign, such as re-forming a course to increase student learning and success.
 - iii. taking on the role of alumni engagement coordinator, including hosting events, speaking at chapter meetings, building affinity groups, etc.
 - iv. developing a mentoring and tutoring program to accompany high Drop/Fail/Withdraw (DFW) courses that leads to greater student success and less attrition.
 - v. taking on the role of internship coordinator, including outreach to new companies, student placements, quality assurance, etc.
 - vi. participating in guided recruitment activities and/or enrollment activities.
 - vii. developing new experiential learning courses
 - viii. coordinating student learning outcomes assessment activities for a program or department.
- c. A written summary of the outcomes of this extra service project must be submitted to and approved by the department chair or program director, with oversight by the College Dean by the beginning of the following semester.
- d. These extra service projects are in addition to standard faculty service.

III. Recommendations regarding scholarship/creative activity

- a. Before the start of the relevant semester, a one page, written proposal to engage in course-equivalent scholarship must be submitted to and approved by the

department chair or program director, with oversight by the College Dean. Examples of situations where course-equivalent scholarship/creative activity might be merited include but are not limited to:

- i. The faculty member is nearing completion on a major scholarly or creative project and can demonstrate that the 100-120 hour time allotment will bring the work to fruition.
 - ii. The faculty member is organizing a major scholarly conference or other significant scholarly/creative event
 - iii. The tenure-track faculty member can demonstrate the concrete outcomes that will result from allocating an additional 100-120 hours to research or creative activity.
 - iv. The faculty member is involved in a major grant application and can demonstrate that the 100-120 hour time allotment will lead to its submission.
- b. A written summary of the outcomes of this extra scholarship must be submitted to and approved by the department chair or program director, with oversight by the Dean by the beginning of the following semester. Demonstrable outcomes of the course release will increase the likelihood that future course releases will be considered favorably.