
**W. PAGE PITT SCHOOL OF JOURNALISM
AND MASS COMMUNICATIONS**

Faculty Performance, Evaluation, Promotion, Tenure, & Compensation

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W. Page Pitt School of Journalism and Mass Communications Faculty Performance Evaluation, Promotion, Tenure

Every faculty member in the School of Journalism and Mass Communications is evaluated every year.

The purpose of evaluation is

- to assist faculty members in identifying aspects of their performance that could be strengthened (formative),
- to guide annual performance reviews (summative),
- to aid retention decisions, and
- to aid in building promotion and tenure decisions.

Evaluation is completed using

- faculty members' annual reviews,
- student ratings of courses,
- student ratings of media adviser/manager performance where applicable, and
- peer reviews.

Evaluations examine three streams of performance based on the faculty members' planning pages:

- teaching effectiveness
- scholarly and creative productivity, and
- service to the university and to the community.

The following pages offer explanation of the performance evaluation procedures, promotion and tenure guidelines, and merit compensation, provides samples of forms that are used and suggests timelines for various evaluative activities in the School of Journalism and Mass Communications. Because all SOJMC procedures augment those addressed in *The Greenbook*, it is recommended that faculty members become familiar with university policies as well as our own.

Materials generated in annual reviews and evaluations may be used to help build promotion and tenure applications, though the application may require more information than that generated in annual reviews. Faculty members are encouraged to maintain supporting documentation of all activities noted in annual reviews. There may be occasions that merit examination of documents.

See Attachment 1 for detailed descriptions of university review, evaluation and merit procedures.

Annual Review

In January, prior to the start of the spring term and no later than the fourth day of the month (or the following Monday if the fourth falls on a Saturday or a Sunday), faculty members submit their annual reviews for the preceding calendar year and their planning pages for the current calendar year.

For the **planning page** faculty outline the roles and activities for which they anticipate being evaluated in the coming year and the percentage weights they want each role to carry. The roles and weights are negotiated with the dean. Completing a planning page aids faculty members in setting up clear, specific goals for the coming year. Faculty should review periodically their planning pages to see if they are on target for their goals.

Completing the **annual report** requires detailing activities completed in the roles of administration, professional development and recognition, scholarly and creative, teaching and advising and service to the university and to the community. Faculty must reflect on the past year and evaluate their performance against goals set forth in a planning page prepared the previous January.

After reading the annual reports completed by faculty members, the dean of the school meets in conference with each faculty member for individual evaluations. The dean may concur with faculty member's self evaluation, dispute selected points and/or offer suggestions for revision. At the conclusion of the evaluation both parties are to sign the evaluation. If a faculty member and the dean disagree on any point, the faculty member may attach a response to the evaluation.

Evaluations are sent to the provost where they are reviewed and filed. Collections of evaluations could be used in promotion and tenure considerations.

Keep file copies of all annual reviews. They will be useful in assembling promotion and tenure application materials.

Annual reviews are a component in determining merit raises.

Timeline

Faculty members complete annual reports	By January 4
Interview with dean	February
Forwarded to provost	April 1

See Attachment 2 for details regarding annual review and to see an annual report form.

Student Ratings of Faculty

Students rate their courses in the School of Journalism and Mass Communications every semester. Standard forms from Institutional Research are used with 15 university-wide questions. Students may write additional comments on the forms.

Evaluations are distributed during the final weeks of classes, and someone other than the class instructor administers them. The forms are confidential and are not viewed by the evaluated faculty member until after final grades have been submitted.

Institutional Research tabulates the evaluations and returns to individual faculty members averages and frequencies for each of the questions. Faculty members may use the course ratings to determine strengths and weaknesses of classes and to adjust courses accordingly. Overall SOJMC averages are returned to faculty to permit comparisons to peers.

Faculty adviser/managers to student media have dual responsibilities as faculty members and as administrators of student media. In addition to peer and course evaluations, media adviser/managers are assessed on their performance as student media managers. The evaluations are completed by:

- student media staff members
- students enrolled in JMC 272/273, JMC 301, JMC 372/373, and JMC 470 students whose practicum are tied to student media

Keep course evaluations for promotion/tenure portfolios

Faculty members may reference course ratings in annual reviews and in promotion and tenure materials. The ratings are a component in calculating merit raises.

For promotion and tenure faculty members write summary reports of the evaluations. The dean reviews the evaluations and writes a verification of the faculty's report for inclusion in the applications. Applicants may opt to include samples of actual forms in their promotion and tenure materials.

Timeline

Student evaluations of courses
Report of results

End of each semester
Midterm of following semester

See Attachment 3 for a sample student rating form

Peer review

Two tenured faculty members review every member of the journalism and mass communications faculty each year. Review has three parts:

- classroom visitation,
- review of course syllabi, and
- interviews with faculty under review.

Reviewers schedule a day for classroom visitation with the faculty under review. Reviewers stay for the entire class period, making note of the instructor's performance. A follow-up interview is conducted to assess scholarly, creative and service contributions, and syllabi are reviewed to assess course goals and organization. After completing all three parts of the review, reviewers rate performance using rating scales of 1 to 4 (unsatisfactory to exemplary) on a standard form and include any commentary they think could be beneficial.

Copies of completed peer reviews are given to faculty members under review and to the dean. Faculty can use the evaluations to define any areas of teaching that could be improved.

Keep peer reviews. They may be helpful for promotion/tenure portfolios

Peer review results should be retained to help prepare promotion and tenure applications. At that time faculty members write summary reports of the evaluations. Applicants can opt to include samples of actual forms in their promotion and tenure materials.

Tenured faculty are reviewed with an abbreviated version of the evaluation form.

Timeline

Peer classroom visits, interviews

Before November 15

Reports returned to faculty under review

December 15

See Attachments 4 and 5 for sample peer review forms.

Retention

Decisions to retain or release probationary faculty are made by March 1 for all probationary faculty.

Members of the Graduate, Research and Personnel committee review probationary faculty peer evaluations and course evaluations, discuss strengths and needs for improvement, vote on retention or release of faculty members and forward a recommendation, including support for the decision, to the dean of the school.

The dean forwards the committee's decision to the provost with his/her recommendation of support or dissent. The dean may opt to discuss the recommendation in detail with the probationary faculty member in an effort to ameliorate problem areas.

Timeline

Annual report materials submitted	January 4
Chair's annual review completed	February 4
Dean's annual review and retention/non retention decision	February 11
Provost's annual review of probationary faculty completed	February 18
Retention/non retention letters set to probationary faculty	March 1

Promotion

Promotion through professorial ranks is a reward for performance and service to the university. To prepare for promotion faculty members must maintain an up-to-date dossier that should contain copies of annual reviews, copies of articles published, papers presented, speeches given, honors and award citations earned, committee appointments, copies of all evaluations or recommendations that become available and any other materials that present evidence of performance.

Promotion is guided first by Marshall University's *Greenbook*. The current *Greenbook* can be accessed through Marshall's Senate website, <http://www.marshall.edu/senate>, chapter III, section 5, Promotion and Tenure. See chapter III, section 5, Promotion and Tenure, Sections B, C, D and E for the requirements for each academic rank. The School of Journalism and Mass Communications policies and guidelines amplify procedures detailed in the *Greenbook*. Within the School of Journalism promotion is managed through the Graduate, Research and Personnel committee.

Each faculty member is responsible for initiating his/her application for promotion. The process starts in the fall of the academic year and continues through spring, and it involves the following steps:

- A faculty member seeking promotion addresses to the dean of the School of Journalism and Mass Communications a written statement of intent to apply for promotion. The dean forwards the statement to the chairperson of the GRP committee.
- The applicant compiles a promotion portfolio that outlines and documents accomplishments since hiring or since the last promotion was awarded, and that clearly identifies the area(s) of excellence the applicant wants reviewed. (*See Promotion/Tenure portfolio, page 12.*) Most of the data needed will be available in past annual reviews, but the portfolio may require additional documentation not needed in the annual review. Completed student ratings forms are not required, but summaries of and comments about ratings should be included and verified in writing by the dean. GRP committee members should be available to advise and assist the applicant prior to the deadline for submission of the application.
- The applicant submits the application portfolio to the dean who will forward it within 24 hours (weekends and holidays excluded) to the chairperson of the GRP committee. Committee members review the application and vote to recommend/not recommend promotion. A written response will be sent, along with the promotion application portfolio, to the dean, and a copy of the written response will be sent to the applicant.
- The dean, using information provided by the GRP committee, decides to recommend/not recommend promotion to the university provost. He/she will forward the application along with written recommendations to the university provost, and will provide a copy of the written recommendations to the applicant.
- The provost will recommend/not recommend promotion to the university president who adds his/her recommendation and forwards the application to the university Faculty Personnel Committee. Promotion letters are sent from the president's office April 30.
- If an applicant is dissatisfied with the outcome of promotion recommendations he/she may grieve the outcome following grievance procedures outlined in the *Greenbook*.

Timeline

Letter of intent to apply for promotion	First Friday in September
Application portfolio submitted to school committee	January 15
GRP committee decision	February 5
Chair's promotion recommendations	February 15
College promotion recommendations	March 10
Dean's promotion recommendations	March 25
Provost's promotion decision	April 22
Notification of promotion to applicant	April 30

See Attachments 6 and 7 for sample promotion and tenure application forms.

Tenure

Tenure is a reward for performance and service to the university. To prepare for tenure faculty members must maintain an up-to-date dossier that should contain copies of annual reviews, copies of articles published, papers presented, speeches given, honors and award citations earned, committee appointments, copies of all evaluations or recommendations that become available and any other materials that present evidence of performance.

Tenure is guided first by Marshall University's *Greenbook*. The current *Greenbook* can be accessed through Marshall's Senate website, <http://www.marshall.edu/senate>, chapter III, section 5, Promotion and Tenure. The School of Journalism and Mass Communications policies and guidelines amplify procedures detailed in the *Greenbook*. Within the School of Journalism tenure is managed through the Graduate, Research and Personnel committee.

Each probationary faculty member is responsible for initiating his/her application for tenure. Probationary faculty members apply for tenure at the beginning their sixth year of employment. If tenure is not granted by at least the end of the sixth year, a faculty member will receive a terminal contract for his/her seventh year of employment.

The tenure process starts in the fall of the academic year and continues through spring, and it involves the following steps:

- Upon initial appointment probationary faculty members will be notified in writing by the dean of the requirements of and guidelines for tenure.
- Probationary faculty will acknowledge, in writing, receipt of the notification.
- At the beginning of the sixth year of employment the dean will notify probationary faculty members who have not been awarded tenure that they must apply for tenure without which they will not be employed by the university beyond their seventh year.
- A faculty member seeking tenure addresses to the dean of the School of Journalism and Mass Communications a written statement of intent to apply for tenure, or a letter accepting no employment beyond the seventh year. The dean forwards the statement to the chairperson of the GRP committee.
- The applicant compiles a tenure portfolio that outlines and documents accomplishments since hiring, covering 5 1/2 probationary years (which would include a maximum of 4 certifications of student ratings), and that clearly identifies the area(s) of excellence the applicant wants reviewed. (*See Promotion/Tenure portfolio, page 12.*) Most of the data needed will be available in past annual reviews. GRP committee members should be available to advise and assist the applicant prior to the deadline for submission of the application.
- The applicant submits the application portfolio to the dean who will forward it within 24 hours to the chairperson of the GRP committee. Committee members review the application and vote to recommend/not recommend tenure. A written response will be sent, along with the tenure application portfolio, to the dean, and a copy of the written response will be sent to the applicant.
- The dean, using information provided by the GRP committee, decides to recommend/not recommend tenure to the university provost. He/she will forward the application along with written recommendations to the university provost, and will provide a copy of the written recommendations to the applicant.

- The provost will recommend/not recommend tenure to the university president who adds his/her recommendation and forwards the application to the university Faculty Personnel Committee. Tenure letters are sent from the president's office April 30.
- If an applicant is dissatisfied with the outcome of tenure recommendations he/she may grieve the outcome following grievance procedures outlined in the *Greenbook*.

Timeline

Tenure requirements and guidelines	Within two weeks of initial contract
Acknowledgement	First Friday in Sept., initial year
Notification of need to apply for tenure from dean	Third Mon. in Aug. of sixth year
Letter of intent to apply for promotion	First Friday in September
Application portfolio submitted to school committee	January 15
GRP committee decision	February 5
Chair's tenure recommendations	February 15
College tenure recommendations	March 10
Dean's tenure recommendations	March 25
Provost's tenure decision	April 22
Notification of tenure to applicant	April 30

See Attachments 5 and 6 for sample promotion and tenure application forms.

Promotion/Tenure Portfolio

The final responsibility for the application, contents, accuracy, organization, rests with the applicant. Applicants, however, are encouraged to enlist aid and advice from faculty members who have experience with the promotion and tenure processes.

The portfolio should demonstrate the applicant's effectiveness in part of or in all three of the areas of:

- Teaching effectiveness
- Scholarly activities
- Service to the university and to the community.

Deciding which materials to include is generally difficult, but if activities and accomplishments have been included in annual reports, they are appropriate for promotion and tenure portfolios. Items not mentioned in an annual review may be included as long as they are appropriate. However, the School of Journalism and Mass Communications discourages the submission of documents of marginal importance and pertinence. All that are submitted should, in the judgment of the applicant, be of significance to those making recommendations about his or her qualifications and performance.

The materials presented should fill one loose-leaf binder, no more. Place large items, such as syllabi, published articles or books, tapes or other examples of performance in an expandable file. All materials should show clearly the date they were produced.

Make certain all materials are dated clearly on the front of each item.

The portfolio should include these materials:

- An application/signatures form or "cover sheet" (*copies available at the Senate website*), *See attachment 5*
- A Promotion and Tenure Summary. *See attachment 6*
- A current vita.
- A letter from the applicant to the school GRP committee in which states:
 - what the applicant is applying for and why promotion/tenure should be awarded.
 - the requirements for promotion/tenure as stated in the *Greenbook*, and as appropriate, in departmental guidelines.
 - identification of applicant's area(s) of excellence.
 - a separate statement from the dean, dated and signed, certifying that he/she has reviewed the applicant's students' evaluations, and the summaries of them are accurate.
- Documents illustrating teaching effectiveness,
 - A written statement that offers an overview of teaching effectiveness.
 - Summaries of student evaluations, certified by the dean with copies of the certification sent to the applicant. Do not include the evaluations themselves.
 - Evaluations from colleagues that describe visits to classes and their evaluations of applicant's teaching. Applications for tenure should include at least two evaluations per year. Applications for promotion should include a minimum of two evaluations per year.

- At least three sample syllabi. The samples can be three different courses or three semesters of one course. (Refer to them in the application, put them in the expandable file.)
- Documentation of related activities, such as the design of a new course, thesis direction, graduate committee membership, academic advising.
- A few selected letters of support from colleagues, professional associates and unsolicited letters from students are appropriate. **Solicited** letters from current or from former students are inappropriate.
- Documents illustrating scholarly and creative activities.
 - A written statement that offers an overview of scholarly and creative activities.
 - Evidence of published materials such a copies of publishers' and editor's letters, reviews, etc. (Put actual publications in expandable file.)
 - Evidence of presentations, such as letters accepting presentations and copies of programs.
 - Evidence of service in professional organizations.
 - Professional memberships.
 - Grant proposals.
 - Other appropriate scholarly and creative activity.
- Documents illustrating service to the university and to the community.
 - A written statement that offers an overview of scholarly and creative activities.
 - Descriptions of service activity and supporting documents.
 - Selected letters from appropriate colleagues and professional associates documenting the activity.
 - Other selected materials as appropriate.

Evaluation Criteria

As specified in the *Greenbook* evaluation of applicants for promotion and tenure include objective and qualitative studies of their performance. Specific means of evaluating the strengths and weaknesses of individual applicants are numerous and varied. It is unreasonable to expect any individual to give equal effort to all of the possible activities on which he/she is evaluated. To assist evaluation of promotion and tenure applications, applicants must define their own areas of excellence. Proportions of time dedicated to teaching and advising, scholarly and creative activities and service are reported in each annual review, and evaluation of applications will be based on those self reported criteria.

The W. Page Pitt School of Journalism and Mass Communications has no absolute definition of excellence. The school prefers to encourage the originality and creativity of faculty members in achieving it.

Excellence in teaching and advising will first examine student, peer and dean evaluations, but many other activities may be cited as well. For example;

- development of new courses or enriching established courses.
- development and management for professional seminars and workshops for practitioners that could include teaching skills and practice.
- working in professional positions with the media during summers or leave time, or with approval of the dean, part-time during a regular term. Such work should demonstrably enhance the faculty member's teaching.
- being awarded grants for course development or for their own teaching
- receiving a teaching award.
- student accomplishments.

Creative and scholarly activity can include, but is not limited to

- textbooks
- workbooks
- books
- book chapters
- journal articles
- trade publication articles
- monographs
- abstracts
- conference presentations
- conference proceedings
- professional workshops
- computer software
- videotapes, CDs and other electronic productions
- grant projects
- dissertation

Service can include, but is not limited to

- professional memberships
- accepting offices in professional organizations
- serving on committees
- Faculty Senate
- directing student activities
- applying professional skills to community and volunteer efforts

Sabbatical Leave

Any person holding faculty rank is eligible for sabbatical leave after completing at least six years of full-time employment in a faculty rank. Faculty members may request a one semester or a one year leave to engage in research, writing, or other activities calculated to contribute to professional development and his/her usefulness to the college or to the university. Work produced during a sabbatical leave can be included in promotion and tenure portfolios as evidence of teaching excellence, scholarly activity or service as appropriate. Sabbatical leaves are not granted automatically, but rather, on the merits of the request. (*See the Greenbook for details about sabbatical leaves.*)

Appeals

Promotion, tenure and sabbatical leave decisions that are unsatisfactory to individual faculty members may be grieved through the university procedure.

Compensation

See attachment A for a detailed description of Marshall University's compensation system.

You will be asked to translate your annual review goals and percentages into an "Overall Composite Rating" to calculate the 51% of your raise that will be apportioned to merit increases. The School of Journalism faculty have determined the following source and evaluative values should be attached to appropriate roles. Activities not outlined must be negotiated with the dean.

Use the matrices on the next pages to record and calculate your OCR. (The matrices are provided in a "live" spreadsheet on the CD and on the SOJMC website.)

Administration

(range 0% - 50%)

Negotiated

Professional Development and Recognition

(range 0% - 20%)

Source weights: Peer-50%, Supervisor-50%

- Obtain advanced or multiple degrees, depending on level and relevance 1 – 4
- Certification or licensure 1 – 4
- Awards, recognition, prizes 1 – 4
- Acquire new skills 1 – 2
- Conference attendance 1 each/2 max.
- Professional membership 1
- Faculty development programs .5 each/2 max.
- Other

Media Adviser

(range 0% - 75%)

- Editor/Manager/Student Evaluations

Scholarly and Creative

(range 5% - 70%)

Source weights: Peer-50%, Supervisor-50%

- Grant +\$25,000 4
- Book 4
- Extended documentary 4
- Peer reviewed journal article 4
- Academic conference presentation 3.5
- Grant less than \$25,000 3
- Book chapter 3
- Instructors manual/website 3
- Professional article 3
- Long video 3
- Professional conference presentation 2.5
- Medium video 2
- Conduct workshops 2
- Consultant-contract or retainer 2
- Websites 1 – 3

• Magazine articles	1 – 3
• Ads/psas	1
• Book reviews	1
• Brochure	1
• One day consultation	1
• Short video	1
• Encyclopedia entry	1
• Newsletter article	1

Teaching and Advising *(range 25% - 90%)*

Source weights: Peer-50%, Student ratings-20%, Supervisor, 20%, Advising 10%

• Peer evaluation tallies	1 – 4
• Student rating average	1 – 4
• Supervisor annual review	1 – 4
• Advising	4

Service *(range 5% - 50%)*

Source weights: Peer-100%

• University service: base 3.5, +.5 for committee chairmanships	x 70%
• Other service:	rating x 30%

Note: Totals for some roles could exceed a rating of 4. For example, if a faculty member entered a score for every activity in the scholarly and creative role, the total would exceed 4. Should that occur, enter a rating 4 for that role on the OCR sheet. (Any ratings great than 4 should transfer automatically to the OCR sheet as a 4, but check to be certain). No rating can exceed the highest possible value of 4.

What you need to do for your annual report and review

- Complete the annual review narrative form.
- Complete a planning page for the upcoming year (included in the annual review package).
- Place appropriate numbers in the annual review matrix. Put your negotiated percentages in the blank at the top of the pages. Look for the columns marked “self” and rate your own performance from 1 to 4.
 - the professional development and recognition matrix, “self” column
 - the scholarly and creative matrix, “self” column
 - the service matrix, “self” column

All other parts of the matrix will be calculated after all the numbers come in.

Forward the annual report and the matrix to the dean.

Completing the matrix

Enter in the overall composite rating spreadsheet the negotiated weights, in decimals, from the planning page. The weights should total “1” or 100%.

	A	B		D	E
1	Faculty Name				
2	Department				
3					
4	Overall Composite Rating				
5					
6					
7					
8		Rating	Negotiated Wt.	Composit Wt.	
9	Administration	0	0	0	
10	Professional Dev & Rec	0	0	0	
11	Scholarly and Creative	0	0	0	
12	Teaching and Advising	0	0	0	
13	Service	0	0	0	
14			0	0	OCR

Enter your ratings in the appropriate spaces in the spreadsheets for each role. The source weights (peer, student, etc.) already have been established by the faculty. For example, if your peer ratings totaled 3.7, your student ratings totaled 3.2, your supervisor ratings totaled 3.8 and your advising rating was 4, your spreadsheet should look like this.

	A	B	C	D	E	F	G	H	I	J	K	L
1	Faculty Name											
2	Department											
3												
4	Source Matrix for	Teaching and Advising									%	
5												
6												
7	Role Activity	Peer		Student		Supervisor		Advising		Total		
8	Evaluation tallies	0.5										
9		1.850	3.7	0.000		0.000		0.000				1.850
10	Student Ratings	0.000		0.2		0		0.000				0.640
11				0.640	3.2							
12	Annual Review	0.000		0.00		0.2		0.760		3.8	0.000	0.760
13												
14	Advising *								0.1			
15		0.000		0.000		0.000			0.40		4	0.400
30												
31		0.000		0.000		0.000			0.000			0.000
												TOTAL
												3.650

The 3.65 total will be dumped automatically into the OCR sheet, multiplied by your negotiated weight and summed into the OCR. Submit your completed sheets to the dean.

The matrices

	A	B	C	D	E	F	G	H	I	J	K	L
1	Faculty Name											
2	Department											
3												
4	Source Matrix for		Administration							%		
5												
6												
7	Role Activity										Total	
8												
9			0.000		0.000		0.000		0.000		0.000	
10												
11			0.000		0.000		0		0.000		0.000	
12												
13			0.000		0.00		0.000		0.000		0.000	
14												
15			0.000		0.000		0.000		0.00		0.000	
16												
17			0.000		0.000		0.000		0.000		0.000	
18												
19			0.000		0.000		0.000		0.000		0.000	
20												
21			0.000		0.000		0.000		0.000		0.000	
22												
23			0.000		0.000		0.000		0.000		0.000	
24												
25			0.000		0.000		0.000		0.000		0.000	
26												
27			0.000		0.000		0.000		0.000		0.000	
28												
29			0.000		0.000		0.000		0.000		0.000	
30												
31			0.000		0.000		0.000		0.000		0.000	TOTAL 0.000

	A	B	C	D	E	F	G	H	I	J	K	L
1	Faculty Name											
2	Department											
3												
4	Source Matrix for		Professional Development and Recognition							%		
5												
6												
7	Role Activity		Self	Supervisor							Total	
8	(1-4) Obtain advance or multiple degrees, depending on level and relevance		0.5	0.5								
9			0.000	0.000		0.000		0.000		0.000	0.000	
10	(1-4) Certification or licensure		0.5	0.5								
11			0.000	0.000		0		0.000		0.000	0.000	
12	(1-4) Awards, recognition, prizes		0.5	0.5								
13			0.000	0.00		0.000		0.000		0.000	0.000	
14	(1-2) Acquire new skills		0.5	0.5								
15			0.000	0.000		0.000		0.00		0.000	0.000	
16	(1 ea./2 max.) Conf. Attendance		0.5	0.5								
17			0.000	0.000		0.000		0.000		0.000	0.000	
18	(1) Professional membership		0.5	0.5								
19			0.000	0.000		0.000		0.000		0.000	0.000	
20	(.5 ea./2 max) Faculty development programs		0.5	0.5								
21			0.000	0.000		0.000		0.000		0.000	0.000	
22	Other											
23			0.000	0.000		0.000		0.000		0.000	0.000	
24												
25			0.000	0.000		0.000		0.000		0.000	0.000	
26												
27			0.000	0.000		0.000		0.000		0.000	0.000	
28												
29			0.000	0.000		0.000		0.000		0.000	0.000	
30												
31			0.000	0.000		0.000		0.000		0.000	0.000	TOTAL 0.000

	A	B	C	D	E	F	G	H	I	J	K	L
1	Faculty Name											
2	Department											
3												
4	Source Matrix for	Scholarly and Creative								%		
5												
6												
7	Role Activity	Self	Supervisor									Total
8		0.5	0.5									
9	(4) Grant +\$25,000	0.000	0.000			0.000			0.000			0.000
10		0.5	0.5									
11	(4) Book	0.000	0.000			0			0.000			0.000
12		0.5	0.5									
13	(4) Extended Documentary	0.000	0.00			0.000			0.000			0.000
14		0.5	0.5									
15	(4) Peer Rev. Jm	0.000	0.000			0.000			0.00			0.000
16		0.5	0.5									
17	(3.5)Academic Conf. Present	0.000	0.000			0.000			0.000			0.000
18		0.5	0.5									
19	(3) Grant < \$25,000	0.000	0.000			0.000			0.000			0.000
20		0.5	0.5									
21	(3) Book chapter	0.000	0.000			0.000			0.000			0.000
22		0.5	0.5									
23	(3) Instructors Manual/website	0.000	0.000			0.000			0.000			0.000
24		0.5	0.5									
25	(3) Professional Article	0.000	0.000			0.000			0.000			0.000
26		0.5	0.5									
27	(3) Long video	0.000	0.000			0.000			0.000			0.000
28		0.5	0.5									
29	(2.5) Professional Conf. Present	0.000	0.000			0.000			0.000			0.000
30		0.5	0.5									
31	(2) Medium video	0.000	0.000			0.000			0.000			0.000
32		0.5	0.5									
33	(2) Conduct workshops	0.000	0.000			0.000			0.000			0.000
34		0.5	0.5									
35	(2) Consultantcontract or reta	0.000	0.000			0.000			0.000			0.000
36		0.5	0.5									
37	(1-3) Websites	0.000	0.000			0.000			0.000			0.000
38		0.5	0.5									
39	(1-3) Magazine articles	0.000	0.000			0.000			0.000			0.000
40		0.5	0.5									
41	(1)Ads, PSAs	0.000	0.000			0.000			0.000			0.000
42		0.5	0.5									
43	(1) Book Reviews	0.000	0.000			0.000			0.000			0.000
44		0.5	0.5									
45	(1) Brochure	0.000	0.000			0.000			0.000			0.000
46		0.5	0.5									
47	(1) One day consultation	0.000	0.000			0.000			0.000			0.000
48		0.5	0.5									
49	(1) Short video	0.000	0.000			0.000			0.000			0.000
50		0.5	0.5									
51	(1) Encyclopedia entry	0.000	0.000			0.000			0.000			0.000
52		0.5	0.5									
53	(1) Newsletter article	0.000	0.000			0.000			0.000			0.000
54		0.5	0.5									
55	Other	0.000	0.000			0.000			0.000		0.000	TOTAL 0.000

	A	B	C	D	E	F	G	H	I	J	K	L
1	Faculty Name											
2	Department											
3												
4	Source Matrix for	Media Advising									%	
5												
6												
7	Role Activity	Student		Supervisor							Total	
8	Evaluation tallies	.25		0.000		0.000		0.000			0.000	
9		0.000		0.000		0		0.000			0.000	
10	Budget Maintenance			.1875								
11		0.000		0.000		0		0.000			0.000	
12	Organizational Managmt.			.1875		0						
13		0.000		0.00		0.000		0.000			0.000	
14	Communication			.1875				0				
15		0.000		0.000		0.000		0.00			0.000	
16	Media Management			.1875								
17		0.000		0.000		0.000		0.000			0.000	
18		0.000		0.000		0.000		0.000			0.000	
19		0.000		0.000		0.000		0.000			0.000	
20		0.000		0.000		0.000		0.000			0.000	
21		0.000		0.000		0.000		0.000			0.000	
22		0.000		0.000		0.000		0.000			0.000	
23		0.000		0.000		0.000		0.000			0.000	
24		0.000		0.000		0.000		0.000			0.000	
25		0.000		0.000		0.000		0.000			0.000	
26		0.000		0.000		0.000		0.000			0.000	
27		0.000		0.000		0.000		0.000			0.000	
28		0.000		0.000		0.000		0.000			0.000	
29		0.000		0.000		0.000		0.000			0.000	
30		0.000		0.000		0.000		0.000			0.000	
31		0.000		0.000		0.000		0.000			0.000	TOTAL
32												0.000

	A	B	C	D	E	F	G	H	I	J	K	L
1	Faculty Name											
2	Department											
3												
4	Source Matrix for	Teaching and Advising									%	
5												
6												
7	Role Activity	Peer		Student		Supervisor		Advising			Total	
8	Evaluation tallies	0.5										
9		0.000		0.000		0.000		0.000			0.000	
10	Student Ratings			0.2								
11		0.000		0.000		0		0.000			0.000	
12	Annual Review					0.2						
13		0.000		0.00		0.000		0.000			0.000	
14	Advising *							0.1				
15		0.000		0.000		0.000		0.00			0.000	
16		0.000		0.000		0.000		0.000			0.000	
17		0.000		0.000		0.000		0.000			0.000	
18		0.000		0.000		0.000		0.000			0.000	
19		0.000		0.000		0.000		0.000			0.000	
20		0.000		0.000		0.000		0.000			0.000	
21		0.000		0.000		0.000		0.000			0.000	
22		0.000		0.000		0.000		0.000			0.000	
23		0.000		0.000		0.000		0.000			0.000	
24		0.000		0.000		0.000		0.000			0.000	
25		0.000		0.000		0.000		0.000			0.000	
26		0.000		0.000		0.000		0.000			0.000	
27		0.000		0.000		0.000		0.000			0.000	
28		0.000		0.000		0.000		0.000			0.000	
29		0.000		0.000		0.000		0.000			0.000	
30		0.000		0.000		0.000		0.000			0.000	
31		0.000		0.000		0.000		0.000			0.000	TOTAL
32												0.000
33												
34	* Enter a rating of 4 if doing academic advising											
35												

	A	B	C	D	E	F	G	H	I	J	K	L
1	Faculty Name											
2	Department											
3												
4	Source Matrix for		Service							%		
5												
6												
7	Role Activity		Self								Total	
8	University service*		0.7		0.000		0.000		0.000		0.000	
9			0.000									
10	Other service		0.3		0.000		0		0.000		0.000	
11			0.000									
12												
13			0.000		0.00		0.000		0.000		0.000	
14												
15			0.000		0.000		0.000		0.00		0.000	
16												
17			0.000		0.000		0.000		0.000		0.000	
18												
19			0.000		0.000		0.000		0.000		0.000	
20												
21			0.000		0.000		0.000		0.000		0.000	
22												
23			0.000		0.000		0.000		0.000		0.000	
24												
25			0.000		0.000		0.000		0.000		0.000	
26												
27			0.000		0.000		0.000		0.000		0.000	
28												
29			0.000		0.000		0.000		0.000		0.000	
30												
31			0.000		0.000		0.000		0.000		0.000	TOTAL
32												0.000
33												
34			* Base =3.5, Add .5 for committee chairmanships									
35												

	A	B	C	D	E
1	Faculty Name				
2	Department				
3					
4	Overall Composite Rating				
5					
6					
7					
8			Rating	Negotiated Wt.	Composit Wt.
9	Administration		0	0	0
10	Professional Dev & Re		0	0	0
11	Scholarly and Creative		0	0	0
12	Media Advising		0	0	0
13	Teaching and Advising		0	0	0
14	Service		0	0	0
15				0	0
					OCR

Steps to help with the review process

Write the narrative

Before leaving for the winter holiday or immediately after returning, write your annual review narrative on the proper annual review forms. This can be a simple and thorough listing of all the activities you completed in each role (administration, professional development, scholarly and creative activity, etc.) during the year. Supporting documentation is not required for the review, but is supposed to be available if requested.

Complete your planning page.

Describe your goals and be sure to include the percentages for which you would like to have each role weighted and make certain they fall within the School parameters. If any role is not applicable to you, leave it blank or mark n/a. Make certain your weights total 100%.

Translate your review to the OCR matrix.

Enter your name and your negotiated weight from your planning page in the header of each sheet of the matrix except the last page, the “Overall Composite Rating” sheet.

Use your annual review narrative as a guide for completing the matrix. Look at the list of values the SOJMC faculty assigned to each activity on pages 16 and 17. For the activities you listed in the review find the appropriate values. For example, if you attended one faculty development program, you earn .5 points. Go to the Professional Development and Recognition sheet in the matrix, go to the “Self” column and put a .5 in the “Faculty development programs” box. If you presented at an academic conference, go to the Scholarly and Creative sheet of the matrix, find the “Self” column and put 3.5 in the box beside “Academic Conference Presentation.” Note that the values listed on pages 16 and 17 also appear in the “role” column of the matrix. It is not necessary to have a number in every cell in a column, only those for which you have a corresponding activity.

Please do not put a number in any cell that already displays a number or other content. These cells are all linked so that calculations are performed automatically.

Make certain you have completed all columns marked “Self.” Other evaluation sources—peer, student and supervisor—will be added later.

On the last page of the matrix, the Overall Composite Rating page, enter your name on the first line. All cell values will be automatically picked up from the previous pages.

Send your narrative and your matrix to the Dean by January 4, or the following Monday if the 4th falls on a Saturday or Sunday. Scores from peers, students and supervisors will be gathered added to the matrix, the Dean will conduct your review, the OCR section of the report will be completed, and a copy of the review will be returned to you.

ATTACHMENT 1

**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 may 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.

Throughout this document “unit” will mean “college/school/library.”

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 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.
 - When the roles are determined faculty members will attach a percentage at which they want the roles to be weighted in their evaluations. 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%.
 - 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 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.

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. 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. 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.

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 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 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.

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.

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 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

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 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 combination of C and D cannot exceed 25%.

ATTACHMENT 2

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.
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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. Media Advising
- 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. Media Advising	_____		_____		_____
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 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.

Planning Page

School of Journalism and Mass Communications

Year _____

Faculty member _____ Rank _____ Department _____

Annual Plan negotiations

Role	College/School/Library parameters	Faculty negotiated weights
A. Administration	0% - 50%	_____
B. Professional Development & Recognition	0% - 20%	_____
C. Scholarly and Creative	5% - 70%	_____
D. Media Advising	0% - 75%	_____
E. Teaching and Advising	25% - 90%	_____
F. Service	5% - 50%	_____
University (70% of service total)		_____
Other (30% of service total)		_____

(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. Media Advising

E. Teaching and Advising

F. Service
University

Professional

Community

Improvement Plan

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

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

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, 2009	Annual Report materials submitted by faculty to department chairs no later than January 4, 2009 Covering activities January 2008 to December 2008, new system Planning pages for January 2009 to December 2009
February 4, 2009	Promotion and tenure portfolios due to department committees
February 4, 2009	Annual Reviews for January 1, 2008 to December 31, 2008 completed by chairs.
February 5, 2009	Promotion and tenure decisions made by department committees No materials may be added to promotion and tenure portfolios after February 5.
February 11, 2009	Deans' retention/non retention recommendations and annual reviews of probationary faculty due in provost's office
February 16, 2009	Chairs' promotion and tenure recommendations due in deans' offices
February 18, 2009	Provost completes annual review for probationary faculty
February 27, 2009	President's retention/nonretention decisions
March 10, 2009	College promotion and tenure committee recommendations due in deans' offices
March 25, 2009	Dean's promotion and tenure recommendations due in provost's office
April 1, 2009	Annual reviews for all faculty due in provost's office
April 22, 2009	Provost sends promotion and tenure recommendations to president
April 30, 2009	Promotion/tenure letters from president's office

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

ATTACHMENT 3 – Course rating forms

ID Number										Special Codes									
										A	B	C	D	E	F	G	H	I	J
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SUPPLEMENTAL ITEMS - If your instructor provided additional items, respond to them in this area.

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WRITE-IN AREAS - Use the write-in areas below to respond to specific questions or for your comments.

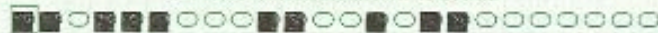
Write-in Area 1

Write-in Area 2

Write-in Area 3

Mark Refill® forms by KCS Pearson EWA-250073-1; EG4321 ED06 Printed in U.S.A.

PLEASE DO NOT WRITE IN THIS AREA



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**W. Page Pitt School of Journalism and Mass Communications
Student Media Adviser/Manager Evaluation**

Adviser/Manager _____

Date _____

_____ student media staff _____ class

Please complete your evaluation based on your experience with the student media. Rate the professor on a scale of 1 to 4. Record N/A on dimensions you can not evaluate.

Rating Scale: 4=exemplary
3=professional
2=needs improvement
1=unacceptable

- _____ The medium publishes/broadcasts regularly.
- _____ Faculty adviser/manager is readily available for questions and guidance.
- _____ Faculty adviser/manager enables students to assume responsibility for media operations.
- _____ Equipment is maintained, repaired, upgraded and replaced in a timely manner.
- _____ Faculty adviser/manager listens to student input and considers student opinions in decision making.
- _____ Faculty adviser/manager maintains budget, finances, records, payroll and purchases according to university requirements.
- _____ Faculty adviser/manager is knowledgeable of legal requirements of the medium.
- _____ Faculty adviser/manager is knowledgeable of the ethical standards of the medium.
- _____ Faculty adviser/manager meets regularly throughout the semester with student leadership.
- _____ Describe your overall experience in student media.

What are the adviser/manager's strengths?

What areas of advising/managing could be improved?

Comments:

ATTACHMENT 5 — Peer evaluation forms

**W. Page Pitt School of Journalism and Mass Communications
Peer Evaluation for Tenured Faculty**

Instructor _____ Class _____
Evaluator _____ Date _____

Please complete your peer evaluation through a classroom visit, review of course syllabi, review of current vita, and an interview with the instructor. Evaluations should consider instructor's teaching and advising, scholarly and creative activities, and service to the university and to the community. Rate the instructor on each item using a scale of one to five.

Rating Scale: 4=exemplary
3=professional
2=needs improvement
1=unacceptable

Classroom visitation:

- _____ Adequately prepared, organized
- _____ Class time well used
- _____ Provided relevant examples to increase student understanding
- _____ Encouraged critical thinking
- _____ Encouraged student comments, questions, participation

Service and research:

- _____ Keeps current in field
- _____ Participation in service to the University
- _____ Participation in service to the College
- _____ Participation in service to the School
- _____ Participation in service to the community
- _____ Maintains research activities appropriate to job description
- _____ Maintains relationships with professional organizations
- _____ Creative work relevant to journalism and mass communications

Comments: _____

Do you believe your visit was at a time when you were able to fairly judge the nature and tenor of the teaching/learning process?

_____ Yes _____ No _____ Not sure

Evaluator's signature _____ **Date** _____

W. Page Pitt School of Journalism and Mass Communications
Peer Evaluation for Non-tenured Faculty

Instructor _____

Class _____

Evaluator _____

Date _____

Please complete your peer evaluation through a classroom visit, review of course syllabi, review of current vita, and an interview with the instructor. Evaluations should consider instructor's teaching and advising, scholarly and creative activities, and service to the university and to the community. Rate the instructor on each item using a scale of one to five.

Rating Scale: 4=exemplary
 3=professional
 2=needs improvement
 1=unacceptable

Classroom visitation:

- _____ Mastery of subject matter
- _____ Ability to share knowledge, to make the subject clear
- _____ Adequately prepared, organized
- _____ Class time was well used
- _____ Showed interest and enthusiasm for material
- _____ Provided relevant examples to increase student understanding
- _____ Encouraged student questions, comments, participation
- _____ Encouraged critical thinking and analysis
- _____ Attitudes of students in the class toward the instructor

Do you believe your visit was at a time when you were able to fairly judge the nature and tenor of the teaching/learning process

_____ Yes

_____ No

_____ Not sure

Interview and vita review

The following should be completed after an interview of the applicant by the committee member(s) assigned to conduct the peer evaluation. Responses should be based on activities since the last evaluation period.

- _____ Interest in and mastery of subject matter in courses taught
- _____ Interest in new developments in fields related to courses taught
- _____ Leadership and initiative as a teacher
- _____ Handling of student advising assignments

Participation in:

- _____ Supervision of student projects, independent studies, etc.
- _____ Workshops and seminars
- _____ Outside-the-classroom activities such as helping develop internships, helping students find employment
- _____ Student pre-professional organizations (AAF, NABJ, NBS, PRSSA, SJP)
- _____ Maintains relationships with professionals
- _____ Active in appropriate professional organizations
- _____ Engages actively in research and/or developmental studies related to appropriate field in journalism
- _____ Writes and publishes for scholarly journals or leading professional journals covering appropriate field in journalism
- _____ Participates in scholarly and or professional bodies as a leader or presenter of papers, studies, innovative materials
- _____ Recognized for knowledge by being called upon to serve as a consultant, workshop leader, speaker, etc.
- _____ Incorporates recent scholarship, state-of-the-art knowledge into courses taught
- _____ Engages in creative activities related to journalism (writing for newspapers, magazines, broadcast media, writing books)
- _____ Participates in the activities of the School of Journalism and Mass Communications that are designed to promote its reputation, recruitment, professional contacts, etc.
- _____ Participates in assigned committee activities in the School of Journalism and Mass Communications.
- _____ Participates in university committee efforts

_____ Attends campus-based programs that re relevant to knowledge or advancement (professional renewal)

_____ Serves on compensated or pro bono basis to aid governments, educational, business, or civic organizations, or public. (Such service could include applied research, consultation, technical assistance, special forms of instruction, clinical research and performance)

_____ Has served or is currently serving in a leadership position in educational, business or civic organizations

_____ Has received grants/honors/awards/recognition for professionally-related community activities

_____ Has received grants/honors/awards/recognition for research or creative activities

Conclusions

After completing the classroom visit, the course syllabi review, the vita review and the interview, please offer observations regarding instructor’s strengths and areas that could be improved. Suggestions for improvement in particular will be relayed to the instructor evaluated.

What were the instructor’s strengths? _____

What areas are suggested for improvement? _____

Recommendations

After consideration of instructor's classroom performance, out-of-class student assistance, scholarly and creative activities and service to the university and to the community I recommend the following:

(Check as appropriate)

_____ No action required

_____ Promote

_____ Grant tenure

_____ Retain

_____ Do not promote

_____ Do not grant tenure

_____ Do not retain

I recommend this action with the following qualifiers: (Complete only as needed)

Signature of evaluator: _____

ATTACHMENT 6 — Promotion and tenure application

APPLICATION FOR PROMOTION AND/OR TENURE

NAME _____ REQUESTED RANK (and/or TENURE) _____

DEPT. _____ DATE OF LAST PROMOTION _____

UNIVERSITY ADDRESS _____

PRESENT RANK _____ DATE OF EMPLOYMENT AT MARSHALL _____

ACKNOWLEDGMENT OF COMPLETED FILE, INCLUDING LETTERS OF RECOMMENDATION OR NON-RECOMMENDATION FROM DEPARTMENT CHAIRPERSON AND COMMITTEE; NO MATERIAL MAY BE ADDED OR DELETED HEREAFTER:

CHAIRPERSON OF DEPARTMENT _____ (SIGNATURE) _____ (DATE)

CHAIRPERSON OF DEPT. COMMITTEE _____ (SIGNATURE) _____ (DATE)

APPLICANT _____ (SIGNATURE) _____ (DATE)
(Applicant to sign last)

DATE OF DELIVERY TO DEAN'S OFFICE AND INITIALS OF PERSON RESPONSIBLE FOR DELIVERY:

DEPARTMENT COMMITTEE:

Recommends _____ Priority within rank _____ Does not recommend _____

CHAIRPERSON:

Recommends _____ Priority within rank _____ Does not recommend _____

COLLEGE COMMITTEE:

Recommends _____ Priority within rank _____ Does not recommend _____

DEAN:

Recommends _____ Priority within rank _____ Does not recommend _____ Dis _____

PROVOST & SENIOR VICE PRESIDENT FOR ACADEMIC AFFAIRS:

Recommends _____ Priority within rank _____ Does not recommend _____

THE PRESIDENT OF MARSHALL UNIVERSITY, AS CHIEF ADMINISTRATOR AND EXECUTIVE OFFICER, HAVING CONSULTED WITH THE APPROPRIATE ACADEMIC UNITS:

GRANTS PROMOTION _____ GRANTS TENURE _____

DOES NOT GRANT PROMOTION _____ DOES NOT GRANT TENURE _____

NOTE: AT ALL LEVELS, EVERY APPLICANT RECOMMENDED FOR PROMOTION WILL BE GIVEN A PRIORITY NUMBER AMONG ALL OTHER APPLICANTS RECOMMENDED FOR THE SAME RANK. THE COMPLETE APPLICATION, ACCOMPANIED BY SUPPORTING DATA, WILL BE FORWARDED THROUGH EACH LEVEL UNTIL IT REACHES THE PRESIDENT. IT IS THE RESPONSIBILITY OF THE PRESIDENT TO NOTIFY THE APPLICANT FOR PROMOTION AND/OR TENURE OF THE FINAL DECISION. AT THE END OF THE PROCESS, ALL ACCOMPANYING SUPPORTING DATA WILL BE RETURNED TO THE APPLICANT. GRIEVANCE PROCEDURE WILL FOLLOW GUIDELINES IN THE GREENBOOK AND POLICY BULLETIN 36; NO GRIEVANCE MAY BE FILED PRIOR TO THE PRESIDENT'S DECISION.

