



**CONFIDENTIAL DOCUMENT**

**ANNUAL FACULTY PERFORMANCE PLAN AND EVALUATION**

Annual

New Hire

Improvement Plan

**FACULTY MEMBER INFORMATION:**

Name: \_\_\_\_\_  
(LAST, FIRST, MIDDLE)

Position Rank/Title: \_\_\_\_\_

Tenure Track (tenure/on-track/non-tenure track): \_\_\_\_\_

Starting Date in Position: \_\_\_\_\_

College/School: \_\_\_\_\_

Department: \_\_\_\_\_

Evaluation Period FROM: \_\_\_\_\_ TO: \_\_\_\_\_

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

Periodic Reviews DATE: \_\_\_\_\_ DATE: \_\_\_\_\_

\_\_\_\_\_  
Evaluator

\_\_\_\_\_  
Evaluator Title

\_\_\_\_\_  
Date

## **ANNUAL FACULTY PERFORMANCE PLAN AND EVALUATION**

### **INSTRUCTIONS**

In the space provided under each of the three evaluation areas (1) teaching/advising, (2) research/scholarship/creative works and (3) service, the faculty member should list specific and measurable objectives and work projects to be accomplished during this performance period. Potential qualifying activities are listed in Appendix III Portfolio Preparation and in the following sections below.

These objectives/work projects should be submitted for review and discussion with the departmental chair or in the case of units without chairs, with the dean at the beginning of the annual performance period. Weights for each area should be established in accordance with the guidelines set forth in the Faculty Handbook (see Section VI).

At the end of the performance period, the faculty member should document the actual results accomplished and submit the completed form to the person conducting the evaluation. In the area of teaching/advising, the documented performance results must include results from the Student Rating of Instruction in addition to any other agreed upon objectives. The evaluator (chair or dean) will meet with the faculty member to conduct the performance evaluation in each of the three areas and to determine an overall annual rating. A sample rating calculation process is contained in Attachment 1 below. A copy of the completed evaluation form should be provided to the faculty member. The faculty member has the right to submit a rebuttal. In the event that a rebuttal is submitted, the rebuttal must be included, along with the completed evaluation form.

The rating scale for each of the areas of evaluation is:

- 5 = Exceeds Expectations**
- 4 = Meets Expectations/High Level**
- 3 = Meets Expectations/Average Level**
- 2 = Partially Meets Expectations**
- 1 = Does Not Meet Expectations**

## A. Guide to Completing the Faculty Performance Plan

For additional qualifying activities in each category, see Appendix III Guide for Portfolio Preparation.

### Teaching/Advising

Teaching students is central to the mission of the University and as such, faculty must demonstrate excellence in teaching, both in preparation and delivery of content. In addition, faculty must be ever mindful of the central goals of teaching effectiveness and that is student demonstration of knowledge, skills and dispositions. Effectiveness of teaching and learning may be measured through a variety of assessment methods.

Below are a few examples for the identification of objectives for the upcoming year (*examples are not exhaustive*):

1. Course Delivery	2. Course Content	3. Advisement
<ul style="list-style-type: none"> <li>• Foster students' achievement by balancing high expectations and appropriate levels of support</li> <li>• Measure learning through assessments</li> <li>• Instructional methods promote a respectful learning environment that stimulates student learning and engagement</li> </ul>	<ul style="list-style-type: none"> <li>• Content of the course contributes to students' attainment of knowledge and skills</li> <li>• Course content is relevant and aligned with current professional practice</li> <li>• Recent course syllabus</li> <li>• Use research or scholarly and creative work to improve instruction</li> <li>• Incorporate scholarship from professional organizations in the field to improve teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Mentoring students</li> <li>• Advising students in the department</li> <li>• Advising students regarding career choices</li> <li>• Academic advisement contributes to students' professional development as appropriate for their chosen field.</li> </ul>

### Research/Scholarship and Creative Works

Faculty engagement in their respective disciplines is vital to a vibrant and strong academy. Faculty are expected to be engaged in research, scholarship and creative works in their disciplines and should be recognized for their expertise.

Below are a few examples for the identification of objectives for the upcoming year (*examples are not exhaustive*):

<ul style="list-style-type: none"> <li>• Research and/or scholarly and creative works contribute to the field</li> <li>• Research and/or scholarly and creative work will be submitted for external funding</li> <li>• Relationship and participation with professional organizations</li> <li>• Research and or scholarly and creative work will be published or presented</li> <li>• Involve students in research and/or scholarly and creative work</li> <li>• Chair or serve on thesis committees</li> <li>• Consultation with innovative practitioners in business, public sector, or non-profit organizations</li> <li>• Presentations to faculty discussing teaching innovation or early-stage intellectual contributions</li> <li>• Instructional development of new courses, curriculum, course content, software and other instructional innovations.</li> </ul>
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## Service

Service to one's discipline, department, the University and community is essential to the University's success. Each faculty is responsible for performing a broad range of services that sustain the quality and legacy of the University. Faculty are expected to engage in service to their respective disciplines, department, the University and community.

Below are a few examples for the identification of objectives for the upcoming year (*examples are not exhaustive*):

- Service that contributes to needs of the institution (advisor to student organizations, etc.)
- Service that contributes to the faculty member's profession
- Committee work at the departmental or the University level
- Serving on boards or advisory councils
- Working with community groups to develop solutions to problems
- Service that contributes to work with colleagues to ensure their success
- Service that contributes to needs identified in the community, state, nation or the world
- Participation in institutional governance, including Faculty Senate Committees
- Working with the local community as a volunteer

Faculty Member Name: \_\_\_\_\_

**EVALUTION AREA: TEACHING / ADVISING**

Weight: \_\_\_\_\_

Rating: \_\_\_\_\_

**Objectives:**

**Results/Outcome (*Include results of Student Rating of Instruction*):**

Faculty Member Name: \_\_\_\_\_

**EVALUTION AREA: RESEARCH/SCHOLARSHIP/CREATIVE WORKS**

Weight: \_\_\_\_\_

Rating: \_\_\_\_\_

**Objectives:**

**Results/Outcome (*Include results of Student Rating of Instruction*):**

Faculty Member Name: \_\_\_\_\_

**EVALUATION AREA: SERVICE**

Weight: \_\_\_\_\_

Rating: \_\_\_\_\_

**Objectives:**

**Results/Outcome (*Include results of Student Rating of Instruction*):**

Faculty Member Name: \_\_\_\_\_

**B. Evaluator's Summary and Overall Evaluation**

Using the results from the three areas of evaluation previously noted, use this section to summarize and document the faculty member's overall evaluation results.

Performance Period/Academic Year: \_\_\_\_\_

Performance Area	Weight (%)	Rating
1. Teaching/Advising		
2. Research/Scholarship		
3. Service		
<b>TOTAL</b>		

**COMMENTS:**

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

**OVERALL RATING:** *(Please refer to Attachment 1 below for guidance on rounding)*

- 5 = Exceeds Expectations**
- 4 = Meets Expectations/High Level**
- 3 = Meets Expectations/Average Level**
- 2 = Partially Meets Expectations**
- 1 = Does Not Meet Expectations**

\_\_\_\_\_  
**Evaluator Name**

\_\_\_\_\_  
**Evaluator Signature**

\_\_\_\_\_  
**Date**

Faculty Member Name: \_\_\_\_\_

### C. Faculty Member's Comments

Use this section for faculty member to make any comments or observations about this evaluation.

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The faculty member's signature indicates receipt and discussion of the evaluation but does not necessarily mean that the faculty member agrees with the evaluation. If the faculty does not agree, he/she should submit a rebuttal and in the end has the right to refuse to sign.

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

\_\_\_\_\_  
Date

Reviewing Dean's Comments/Recommendation, if any:

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\_\_\_\_\_  
Dean's Name

\_\_\_\_\_  
Dean's Signature

\_\_\_\_\_  
Date

## ATTACHMENT 1: CALCULATION OF PERFORMANCE RATINGS

Calculation of the overall performance rating is to be carried out using the standard method for calculating weighted averages. Each area of service has a weight, expressed as a percent effort, and a rating. For each area of service, convert the percent weight to a decimal (i.e. 35%/0.35) and multiply the rating by this decimal. The result is the weighted contribution that each area of service makes to the overall rating. To determine the overall rating, simply add the contributions from the three areas of service. An example calculation is shown in Table 1 below.

In the example, the faculty member chose to be considered on the basis of 45% effort in Teaching, 35% effort in Research, and 20% effort in Service. The ratings for the example calculation are: Teaching = 4; Research = 3; and Service = 5.

**Table 1.**  
**SAMPLE CALCULATION OF OVERALL PERFORMANCE RATING**

Area of Evaluation	Weight (0-100%)	Decimal (0.00 - 1.00)	Evaluator's Rating (1 - 5)	Weighted Contribution
<i>Teaching</i>	<b>45%</b>	<b>0.45</b>	<b>4</b>	<b>1.80</b>
<i>Research</i>	<b>35%</b>	<b>0.35</b>	<b>3</b>	<b>1.05</b>
<i>Service</i>	<b>20%</b>	<b>0.20</b>	<b>5</b>	<b>1.00</b>
<b>TOTAL</b>	<b>100%</b>	<b>1.00</b>	<b>-</b>	<b>3.85</b>

The faculty member's overall performance rating is determined to be 3.85. The rounding conventions are shown in Table 2 below.

**Table 2.**  
**ROUNDING CONVENTIONS TO BE USED FOR PERFORMANCE RATING**

Calculated Rating	Overall Rating Given
<b>4.50-5.0</b>	<b>5</b>
<b>3.5-4.49</b>	<b>4</b>
<b>2.50-3.49</b>	<b>3</b>
<b>1.50-2.49</b>	<b>2</b>
<b>1.00-1.49</b>	<b>1</b>

Thus, the example faculty member would receive an **Overall Performance Rating of 4.**