

GUIDELINES

FACULTY ACTIVITIES AND APPRAISAL REPORT

GORDON FORD COLLEGE OF BUSINESS

Revised 11/30/2018 to make consistent with existing FAAR Form

NOTE: Additional Revisions are being developed by the Appraisal Guidelines Revision Committee. If you have suggestions for improvement, please contact Michelle Trawick or one of the members of the review committee:

Steve Wells – Accounting

Brian Goff – Economics

Chris Brown – Finance

Thad Crews – Information Systems

LeAnne Coder – Management

Joanna Melancon – Marketing

Michelle Trawick – Associate Dean

1. TEACHING EFFECTIVENESS GUIDELINES

Note: In many of the items listed below, the provision of adequate data/ information is a joint endeavor between faculty and administrators. Further, caution should be used in drawing conclusions using the numerical values from the S.I.T.E. instrument and that faculty members have an opportunity to respond to negative student comments.

Items That Can Be Considered for Teaching Effectiveness: Superior

- Positive external assessments (for example, results from alumnae, employer, or graduate school surveys, letters from students).
- Positive assessments from exit interviews of seniors (majors).
- Receipt of honor awards for teaching.
- Mentors students and is accessible to them outside of the classroom environment.
- Positive student perceptions as reflected in the S.I.T.E. process.
- Regularly updates discipline knowledge (keeps current) and course materials (case studies, problems, syllabus items).
- Develops new courses or pedagogy.
- Publications or presentations in/at programs/conferences/workshops to improve pedagogy.
- Positive feedback from students concerning the faculty member's contributions to their internship or directed study experiences. A common form for the students to complete is probably needed here.
- Demonstrates effective use of instructional technology to improve student learning.
- Positive items from the "Exceeds Expectations" designation can be considered here. That is, items can be viewed cumulatively.

Items That Can Be Considered for Teaching Effectiveness: Exceeds Expectations

- Nominations for awards in teaching-includes recognition by students at honors ceremonies.
- Supervises internships or directed studies (student assessments of results are lower than those rated "superior").
- Utilizes available technology in classes (where appropriate).
- Attends conferences/workshops designed to improve pedagogy.
- Positive student perceptions as reflected in the S.I.T.E. process.
- Regularly updates course materials (case studies, problems, syllabus items).
- Teaching an existing course for the first time.
- Teaching courses at one of our international institutions (where we have established an exchange program) with positive outcomes.
- Positive items (1-5) from the "Satisfactory" designation can be considered here. That is, items can be viewed cumulatively.

Items That Should Be Considered for Teaching Effectiveness: Satisfactory

- Minimal complaints or grade appeals from students.
- Syllabus, case studies, problems, and other course materials are clear and current.
- Regularly meets classes as assigned.
- At least neutral student perceptions as reflected in the S.I.T.E. process.
- Returns graded materials to students in a reasonable time frame.

Items That Will Lead to Teaching Effectiveness: Needs Improvement

- Largely negative student assessments and comments-written or conveyed to the chair by the students.
- Occasional delays in returning graded course materials to the students.
- Arbitrary cancellation or missing of assigned classes.
- Incomplete or unclear course material (syllabus, case studies, problems, grading policy, etc.).
- Neutral student perceptions as reflected in the S.I.T.E. process.
- Ineffective use of available technology.

Items That Will Lead to Teaching Effectiveness: Unsatisfactory

- Largely negative student assessments or comments-written or conveyed to the chair by students.
- Continuous delays in returning graded course items to the students.
- Frequent cancellation or missing of assigned classes.
- Incomplete, unclear, or failure to provide course related materials (syllabus, case studies, problems, grading policy, etc.)
- Negative student perceptions as reflected in the S.I.T.E. process.
- Refusal to use available technology (when appropriate and necessary).
- Negative external assessments (for example, results from surveys-alums, employers, or graduate school surveys, accrediting bodies).
- Failure of faculty member to make appropriate response to prior constructive criticisms.

Conditions That Can Lead to Teaching Effectiveness: Not Relevant

In general this option would be used when the faculty member had been assigned other duties in lieu of teaching. These include: Sabbatical leave, Grant work-release time, Administrative assignment, Sick leave, Parental leave, Leave of absence without pay.

2. RESEARCH AND CREATIVE ACTIVITY GUIDELINES

- It is understood that activity in this (research & creative activity) category will be considered over a rolling three-year time frame consisting of the current evaluation year and the two previous evaluation years.
- Please consult the most current college tenure and promotion document for a list of activities that fulfill the research and creative activity category.
- To maintain a teaching load of less than 12 hours per semester, consult the current Gordon Ford College Teaching Load Policy.
- Grants and grant proposals that have scholarly merit and result in contributions to the field will be considered for scholarly activity.

To obtain the rating of Superior—An individual could be expected to have:

Two or more refereed journal articles accepted in the current evaluation year.

To obtain the rating of Exceeds Expectations—An individual could be expected to have:

One referred journal article accepted in the current evaluation year **OR** at least one refereed journal article in the last evaluation year with at least two additional research activities in the current evaluation year.

To obtain the rating of Satisfactory--Meets Expectations—An individual could be expected to have:

At least one refereed journal article accepted within the previous two evaluation years and at least two other research activities in the current evaluation year.

To obtain the rating of Needs Improvement—An individual could be expected to have:

No noted activity in the current evaluation year but evidence of research in progress. Faculty member has had countable activities in the two evaluation years prior to the current evaluation year.

To obtain a rating of Unsatisfactory—An individual could be expected to have:

No noted activity in the current evaluation year, no countable activities in the prior two evaluation years, and no evidence of works in progress for the current evaluation year.

To obtain a rating of Not Relevant - An individual could be expected to have:

- Other assigned duties (i.e. significant additional administrative duties, overload teaching assignments, other activities that have received prior administrative approval).
- Parental leave.
- Sick leave.
- Leave of absence without pay.

3. UNIVERSITY, PROFESSIONAL, & PUBLIC SERVICE

Rationale—

- Professional service is defined as those activities that bear some relationship to the faculty member's assigned duties but have a broader focus and benefit basis than their respective departments, colleges, and the university.
- In all cases, the classification of professional development and service activities should be supported by an assessment of personal resources expended by the faculty member, impact of the activity on the faculty member and relevant stakeholders; and how closely the activity relates to the faculty member's assigned/anticipated duties.
- Each faculty member is expected to explain the nature and extent of their professional activities.

Items to be considered for a rating of Superior—Would be expected to have 3 of the 11 items listed below.

- Served on three or more major committees (any level).
- Chaired one or more major committees (any level).
- Served as a student organization advisor - with superior, measurable outcomes.
- Organized one or more special projects (i.e. Simulation Competition, Global Automotive Conference, etc.).
- Distinguished speaker at a national or international conference.
- Served as a Discussant at a national or international conference.
- Mentored junior faculty for research and publications.
- Served as a Program Chair of a national or international conference.
- Served as a Local Arrangements Facilitator or Chair of a national or international conference.
- Organized a national or international conference.
- Other significant service activity.

Items to be considered for a rating of Exceeds Expectations —Would be expected to have 3 of the 13 items listed below.

- Served on two major committees (any level).
- Served as an officer of an organization.
- Served as a student organization advisor with positive, measurable outcomes.
- Assisted in special projects (i.e. Simulation Competition, Global Automotive Conference, etc.).
- Chaired one or more sessions at a national or international conference.
- Invited speaker at a state or regional conference.
- Served on appropriate corporate or advisory boards.
- Consulted in your field of expertise.
- Served as a reviewer at a national conference.
- Chaired one or more sessions at a state or regional conference.
- Mentored junior faculty to improve teaching or research.
- Assisted other faculty to improve their teaching or research.
- Served as an officer in a professional organization.

Items to be Considered for the rating of Satisfactory--Meets Expectations—Would be expected to have 2 of the 6 items listed below.

- Served on two or more committees (any level).
- Served as a student organization advisor.
- Involved in special projects (i.e. Simulation Competition, Global Automotive Conference, etc.)
- Served as a reviewer for a state or regional conference.
- Helped to organize a regional or state conference.
- Helped to organize a symposium at a regional or state conference.

Items to be Considered for the rating of Marginal—Would be expected to have 1 of the items listed below.

- Only one committee assignment with limited responsibilities.
- One of the items listed under satisfactory – Meets Expectations.

Items to be considered for the rating of Unsatisfactory

- No activities listed.

Items to result in rating of Not Relevant—

- Parental leave.
- Sick leave.
- Leave of absence without pay.

4. RELATIONSHIPS WITH STUDENTS

Rationale—

Faculty members are expected to maintain an effective, professional relationship with prospective, current, and former students. In order for students to learn and excel in their programs, faculty in the GFCB are expected to create a healthy learning environment, built on mutual respect between students and faculty. Ratings for this item are based on objective evidence rather than rumors and unsubstantiated accusations. A negative assessment should be based on a pattern of events, not one isolated incident, unless that incident is especially egregious.

Exceeds Expectations—

The faculty member demonstrates extraordinary efforts to engage students in or outside of the classroom learning environment. The faculty member puts student needs in first priority, recognizes & challenges outstanding students, serves as a mentor to students, and offers assistance to students.

Satisfactory—

The faculty member maintains an effective, professional relationship with students. Students are treated with respect and dignity. The faculty member maintains office hours and honors appointments. An absence of any adverse information or reports suggesting the faculty member has a less than an effective, working relationship with students.

Needs Improvement—

Information or reports suggesting that the faculty member has a less than effective, professional relationship with students. A faculty member's relationship with students is strained and compromises the students' ability or motivation to learn and succeed. A plan for improvement will be developed, filed and monitored for faculty who receive this rating.

Unsatisfactory—

Information or reports that confirms that the faculty member's relationship with students is less than professional. No improvement has been made after prior notification of concerns, or isolated, especially egregious behavior. The faculty member's relationship with students is strained and has compromised the student's ability or motivation to learn and succeed.

5. RELATIONSHIP WITH COLLEAGUES

Rationale—

Faculty members are expected to maintain an effective, professional, working relationship with their colleagues. The mission of the GFCB can only be achieved if faculty treat their colleagues with respect and collegiality and put the interests of their department, the Ford College, and the university ahead of their own self interests. Ratings for this criteria will be based on objective evidence, rather than rumor and unsubstantiated accusations. A negative assessment should be based on a pattern of events, not one isolated incident, unless that incident is especially egregious.

Exceeds Expectations—

A faculty member voluntarily assists in achieving departmental, college, and university goals.

A faculty member consistently demonstrates extraordinary efforts to volunteer and assist colleagues in fulfilling the departmental, college, and university mission. For example, they are willing to substitute for a colleague in instruction or service assignments.

Satisfactory—

A faculty member actively participates in the affairs of the department, college, and university and is willing to accept responsibilities on their behalf.

Needs Improvement—

Information or reports that demonstrate that a faculty member has a less than effective, professional, working relationship with colleagues. A faculty member's relationship with colleagues is strained which compromises the faculty member's ability or motivation to work with colleagues and actively participate in the affairs of the department, college, and university. A plan for improving relationships with colleagues will be developed, filed, and monitored for faculty who receive this rating.

Unsatisfactory—

Information or reports that confirm that the faculty member *continues* to have a strained, or less than effective, professional, working relationship with colleagues. No improvement has been made after prior notification of concerns, or isolated, especially egregious behavior. The faculty member's relationship with colleagues is taunt and has compromised the faculty member's ability or motivation to work with colleagues and actively participate in the affairs of the department, college, and university.