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F. Annual Reports, Annual Reviews, and Third Year Reviews (Revised and Approved 03/30/09)

Annual Reports:

Each full-time faculty member submits an Annual report in mid-December, describing his or her accomplishments during the previous calendar year and following the outline found on the Chair's website. (<http://users.ipfw.edu/aasandh/Annual%20Reports/2007-08%20annual%20report%20template.pdf>). Materials submitted with the report (copies of research, course syllabi, etc.) are returned to the faculty member. The report itself is kept on file and used chiefly for the Department's own annual report and occasionally for faculty reviews. The format of the report reflects the institutional strategic plan.

Annual Reviews:

Faculty annual reviews will consist of a three paragraph narrative highlighting research/creative work, teaching, and service (see **Performance Evaluation Procedure** section below). **Faculty on twelve-hour teaching appointments will provide a narrative highlighting the effectiveness of their teaching and service performance (consult the recommendations on page 16-18 for evaluating teaching and service effectiveness) .**

Tenured faculty are encouraged to submit student evaluations for the year to assist the chair in the annual review process. Tenure track faculty and continuing lecturers should refer to the new *Enchiridion* wording regarding submission of additional documentation. Annual reviews form the basis for the Chair's subsequent review and deliberation on merit pay.

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PERFORMANCE EVALUATION PROCEDURES

The primary principle guiding the performance evaluation of faculty will be the quality of work produced rather than the quantity. There is no substitute for sound professional judgment in the evaluative process. Half point increments will be used to offer qualitative rankings based on subtle differences between the whole numbers (e.g. essays accepted but not yet published, submitted but not yet accepted; teaching in which a faculty member shows a level of performance that moves one between whole number assessments). Performance evaluations for tenured and tenure-track faculty will be based on a rating scale as follows:

WEIGHTING OF FACTORS

Tenure-track Faculty:

50% -- Research

40%--Teaching

10%--Service

Tenured Faculty with **Research Appointments:**

40% -- Research
40% -- Teaching
20% -- Service

**Tenured Faculty with Teaching Appointments:
70% -- Teaching
30% -- Service**

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H. Teaching

Staff Assignment Policy (Approved: 02/17/78)

The policies for assigning and maintaining teaching loads in the department follow the policy stipulated in Senate Document SD10-14 and are elaborated below:

- I. Teaching Load (for Summer Teaching, see appendix D)
 - A. The normal teaching load for full-time faculty is twenty-four (24) hours an academic year.
 - B. The normal teaching load is eighteen (18) hours an academic year for full-time faculty members who
 1. Both hold a Ph.D. (or have a record of published research) and are currently engaged in research, or
 2. are newly appointed and engaged in completing a Ph.D. thesis during their first year of service.
 - C. Following reception of tenure and promotion (or at least five years after the award of tenure), faculty may choose either to retain their one-course release for the purposes of maintaining a research program or convert their appointment to a twelve (12)-hour teaching load.**

Faculty choosing to teach 12 hours in lieu of the one-course research release need to notify the chair before the next semester's schedule is finalized. Faculty may initiate discussions with the department chair regarding the adjustments, but adjustments approved shall not be implemented until this can be done without serious inconvenience to the department. Faculty wishing to return to a research appointment will need to present to the chair a research agenda commensurate with the resumption of the one-course release before the next semester's schedule is finalized.

- A. In consultation with the chair, tenured faculty who fail to demonstrate in their annual reviews a committed research agenda (e.g. conference presentations, publications, acquisition of research grants) over an extended period (i.e. a three-year cycle) will become candidates for reassignment to a**

twelve-hour teaching appointment.