

MEREDITH COLLEGE
DIVISION OF ACADEMIC AFFAIRS

FACULTY EVALUATION AND
MERIT PAY COMMITTEE
FINAL REPORT

JULY 17, 2004

Submitted by Dr. Marie Chamblee, Chair,
on behalf of the members
of the Faculty Evaluation and Merit Pay Committee

**FINAL REPORT
FACULTY EVALUATION AND MERIT PAY COMMITTEE**

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FACULTY EVALUATION AND MERIT PAY COMMITTEE MEMBERS

CHAIR:	DR. MARIE CHAMBLEE (02-04)	DEPARTMENT OF HEALTH, PHYSICAL EDUCATION AND DANCE/ DEPARTMENT OF HEALTH, EXERCISE AND SPORTS SCIENCE (SCHOOL OF HEALTH AND HUMAN SCIENCES)
MEMBERS:	DR. JACK HUBER (02-04)	DEPARTMENT OF PSYCHOLOGY (SCHOOL OF HUMANITIES AND SOCIAL SCIENCES)
	DR. FRAN PAGE (02-04)	DEPARTMENT OF MUSIC, THEATRE, AND COMMUNICATIONS/ DEPARTMENT OF MUSIC (SCHOOL OF THE ARTS)
	DR. BRENT PITTS (02-03) DR. VILMA CONCHA (03-04)	DEPARTMENT OF FOREIGN LANGUAGES & LITERATURES (SCHOOL OF HUMANITIES AND SOCIAL SCIENCE)
	DR. WALDA POWELL (02-03)	DEPARTMENT OF CHEMISTRY, PHYSICS AND GEOSCIENCES FACULTY AFFAIRS REPRESENTATIVE (SCHOOL OF NATURAL AND MATHEMATICAL SCIENCES)
	DR. BETH WEIR (02-04)	SCHOOL OF EDUCATION
	DR. ANNE YORK (02-04)	SCHOOL OF BUSINESS
	DR. LIZ WOLFINGER (02-04)	DEPARTMENT OF BIOLOGY AND HEALTH SCIENCES DIRECTOR OF FACULTY DEVELOPMENT (SCHOOL OF NATURAL AND MATHEMATICAL SCIENCES)
EX-OFFICIO MEMBERS:	MARISA CAMPBELL (02-03)	GRADUATE AND PROFESSIONAL STUDIES
	DR. MICHAEL FELDSTEIN (02-04)	OFFICE OF RESEARCH, PLANNING & ASSESSMENT
	DR. ROSALIND REICHARD (02-04)	VICE-PRESIDENT FOR ACADEMIC AFFAIRS

FACULTY EVALUATION AND MERIT PAY COMMITTEE CHARGE

The Committee on Faculty Evaluation and Merit Pay is charged to review the current faculty evaluation system which is outlined in sections 3.2.6 and 3.2.7.2 of the Faculty Handbook and to recommend a new system which defines the roles and expectations of faculty, determines the weight of each role component, determines the appropriate sources of information for faculty evaluation, determines how information should be gathered, and outlines how the information will be used for faculty development and for personnel decisions. The Committee should also recommend how to proceed in the development of a new course and instructor evaluation form and in the development of a merit pay system. In its review and deliberations, the Committee should consider the following:

How can we design a faculty evaluation system that involves the planned and systematic inclusion of the faculty? In what intentional ways can we link the faculty evaluation system to faculty development programs? How can we control subjectivity and assure a high level of objectivity in the faculty evaluation system? How can we design a system that is both flexible and consistent?

The committee on faculty evaluation will work during the 2002-2003 academic year and submit a report (preliminary or final) to the vice president for academic affairs.

ACTIONS AND ACCOMPLISHMENTS BY THE COMMITTEE

MEETINGS

The Faculty Evaluation and Merit Pay Committee meet biweekly (25 meetings) for 1¹/₂ - 2 hours beginning in late October 2002 through April 2004. Minutes from the meetings were made available to faculty on the Faculty Evaluation and Merit Pay Committee website.

BASIC PREMISES

The Faculty Evaluation and Merit Pay Committee were committed to gaining systematic faculty involvement throughout the process of establishing a comprehensive faculty evaluation system. Our goal was to communicate effectively with faculty by disseminating and soliciting information in effective ways.

The committee considered the following statements from *Aligning Faculty Rewards with Institutional Mission: Statements, Policies and Guidelines* by Diamond as a guide for their work. It was agreed that an effective faculty evaluation and reward system:

- 1) is aligned with an institution's Mission Statement
- 2) is sensitive to differences among the disciplines
- 3) is sensitive to differences among individuals
- 4) includes an appropriate assessment program that is perceived to be workable and fair
- 5) recognizes that most action takes place at the Department level and that specificity of documentation should occur at this level
- 6) emphasizes flexibility of priorities as essential
- 7) acknowledges that faculty emphasis will vary based on needs of the department, as well as strengths of individual faculty members; and enables faculty to be involved in a broad range of activities thereby maximizing a department's potential
- 8) must fairly support the priorities of the department/college and effectively recognize & utilize the strengths of faculty
- 9) recognizes that planning, development, and evaluation at department and individual level is required
- 10) articulates characteristics of scholarly work
- 11) acknowledges importance of both process and product
- 12) includes an appropriate assessment program that is perceived to be workable and fair
- 13) recognizes that most action takes place at the Department level and that specificity of documentation should occur at this level
- 14) emphasizes flexibility of priorities as essential

ACTIONS BY THE COMMITTEE

FACULTY ROLE MODEL

The initial action of the committee was to gather resources to inform the committee regarding the development of a comprehensive faculty evaluation system; numerous books, journal articles, and writings, as well as the faculty workload study were consulted. Throughout its deliberations, committee members sought to gather information regarding faculty evaluation systems and merit pay structures in place at peer and aspirant institutions (as identified by President Hartford), as well as other institutions of interest. (Appendix G).

The committee developed a website to share information with faculty. The website included the membership and charge of the committee, the faculty role model and relevant materials, minutes, listing of opportunities for faculty input and a comment section for faculty to provide suggestions to the committee.

An action plan was developed that guided the work of the committee. Areas of emphasis included the need to create a faculty role model, define faculty roles, define faculty role model parameters (a prioritized role model was selected), develop annual methods of evaluation, determine appropriate sources of information, recommend how the information will be used for faculty development and personnel decisions; and recommend the process for development of a merit pay system.

The committee also discussed the process for revision of the official college Course and Instructor Evaluation Form and recommended to the Vice President for Academic Affairs, Rosalind Reichard, that the task of developing the new Student Rating Form be taken on concurrently with the development of a new faculty evaluation system. The chair of Instruction committee expressed interest in taking on this task, and it was recommended that Instruction Committee design the new student rating form.

During the first year of deliberations, most of the work of the committee focused on the development of a faculty role model that both delineated and defined the critical roles of faculty at Meredith. The committee directed much of its efforts toward defining each role in a manner that would provide clear, consistent, flexible and fair professional expectations and evaluation parameters. The committee, in consultation with VPAA Reichard, also decided that it would direct its full attention to the development of a role model that would serve the needs of “full-time classroom teaching faculty”; other faculty groups should work with Dr. Reichard to revise the adopted Faculty Role Model to meet their specific situations. Additionally, following review of faculty evaluation systems at other institutions, the committee determined that it would need to adopt either a prioritized or weighted role model. The committee developed the format by which both prioritized and weighted role models could be applied. In order to determine the system that would best serve the needs of Meredith College, both types of role models were developed for review by the faculty at large. In order to assist the faculty in understanding how the role models would apply to individual faculty members, the committee developed specific examples of faculty workload descriptions and applied them to each model-prioritized and weighted.

During the second year, the committee refined the Faculty Role Model; and following extensive conversations with faculty, committee members recommended the adoption of the

prioritized role model (Appendix A1). The faculty adopted the proposed Faculty Role Model during the February 13, 2004 faculty meeting (Appendix A). The Faculty Role Model identifies the following roles as essential to meeting the mission of the college: Teaching, Advising and Mentoring, Service and Professional Involvement. In addition to refinement of the Faculty Role Model and the prioritized option, the committee developed recommended methods of annual evaluation (Appendix B), guidelines for evaluation (Appendix B1), suggestions for linking faculty evaluation and faculty development (Appendix C), and recommendations for further action to ensure effective implementation of the new role model (Appendix E).

MERIT PAY PROPOSAL

During the first year of committee deliberations, a subcommittee gathered information from other institutions regarding merit pay practices and procedures. Numerous administrators at peer, aspirant and other institutions were contacted regarding their merit pay structures. Following discussions with faculty and review of faculty suggestions, committee deliberations, and conversations with Dr. Rosalind Reichard, Vice President for Academic Affairs; the Faculty Evaluation and Merit Pay Committee developed a proposal for a merit pay structure at Meredith (Refer to Appendix D).

Key elements of the proposal include: a) Merit awards aligned directly with performance as gauged by the faculty role model, b) Allocation of merit awards over and above across-the-board salary raises for faculty who satisfactorily perform their basic responsibilities. The committee recommended that if merit pay awards are implemented, faculty performance should be rated across four levels- Unsatisfactory, Satisfactory, Meritorious and Exemplary. The Faculty Evaluation and Merit Pay Committee sent a memorandum to Dr. Rosalind Reichard on May 7, 2004 with their recommendation for a merit pay system. Additionally, on May 7th, the Committee chair sent a request via email to co-chairs of Faculty Affairs Committee to distribute a copy of the proposal to all faculty.

OUTLINE OF ACTIONS AND ACCOMPLISHMENTS (ACADEMIC YEARS 2002-2004)

1) DEVELOPMENT OF NEW FACULTY ROLE MODEL

- a) Adopted by Meredith Faculty on February 13, 2004 at college-wide faculty meeting.
- b) Criteria for evaluation includes: Teaching, Academic Advising and Mentoring, Service, and Professional Involvement.
- c) Purpose of role model is to create a system of evaluation that clearly defines the roles and expectations of faculty.
- d) Goal of the committee was to define each role in a manner that provides clear, consistent, flexible and fair professional expectations and evaluation parameters.
- e) Refer to Appendix A

2) CREATION OF PRIORITIZED ROLE MODEL FOR FULL-TIME TEACHING FACULTY

- a) Adopted by Meredith Faculty on February 13, 2004 at college-wide faculty meeting.
- b) Designation of role priorities is to be made by each faculty member in consultation with their department head.
- c) Goal of the prioritized role model is to provide flexibility for faculty to establish priorities related to workload and evaluation emphasis.
- d) Refer to Appendix A1

- 3) **DEVELOPMENT OF RECOMMENDED ANNUAL METHODS FOR EVALUATION AND SOURCES OF INFORMATION**
 - a) Final draft sent to faculty and to Dr. Rosalind Reichard, Vice President for Academic Affairs in July 2004.
 - b) Recommended annual methods for evaluation include faculty member's self-evaluation report, conference with department head, observation and written evaluation of faculty member's teaching by department head, written annual evaluation by department head, peer evaluation of teaching by colleague, student rating forms, and advisee evaluations.
 - c) Refer to Appendix B

- 4) **DEVELOPMENT OF RECOMMENDED GUIDELINES FOR EVALUATION**
 - a) Final draft sent to faculty and to Dr. Rosalind Reichard, Vice President for Academic Affairs in July 2004.
 - b) Recommended guidelines were developed regarding annual methods for evaluation of faculty. Two documents providing greater specificity of recommended guidelines were created including Guidelines for Observation of Teaching and Guidelines for Professional Development Plans.
 - c) Refer to Appendices B1, B1a, B1b

- 5) **RECOMMENDATIONS FOR FURTHER ACTION**
 - a) The Faculty Evaluation and Merit Pay Committee members developed recommendations to ensure the successful implementation of the new faculty evaluation system, as well as to address additional unresolved issues brought to their attention during deliberations.
 - b) Refer to Appendix E

- 6) **LINKING FACULTY EVALUATION TO FACULTY DEVELOPMENT SUPPORT**
 - a) The Faculty Evaluation and Merit Pay Committee developed recommendations linking faculty evaluation to faculty development support.
 - b) The Office of Faculty Development and College administrators in Academic Affairs should work closely with faculty to ensure their continued support related to all aspects of the Faculty Role Model.
 - c) Refer to Appendix C

- 7) **PROPOSAL FOR MERIT PAY PROCEDURES**
 - a) The Faculty Evaluation and Merit Pay Committee sent a memorandum to Dr. Rosalind Reichard on May 7, 2004 with their recommendation for a merit pay system. Additionally, on May 7th, the Committee chair sent a request via email to co-chairs of FAC to distribute a copy of the proposal to all faculty.

- b) Merit pay awards should be aligned directly with performance as gauged by the faculty role model and are intended to reward excellence in the profession, and recognize faculty who consistently contribute to the mission of the college.
- c) Ratings of performance include: Unsatisfactory, Satisfactory, Meritorious and Exemplary.
- d) All faculty whose work meets basic expectations should receive an across-the-board salary increase.

COMMUNICATION WITH FACULTY

In order to fulfill its commitment to gain systematic faculty involvement throughout the process of establishing a comprehensive faculty evaluation system, the FEMP committee has shared its progress with diverse faculty groups in varied venues.

- During the November 8th, 2002 college-wide faculty meeting, faculty members were informed of the committee charge and invited to provide input by the chair of the committee.
- In December 2002, the Faculty Evaluation and Merit Pay Committee website was created. Throughout 2002-2004, minutes from committee meetings were posted to the website. Additionally updated committee documents were posted to the website. Faculty had opportunity throughout the process to send anonymous suggestions via the website.
- During January 2003, four faculty forums were held to invite faculty input on the first draft of the faculty role model, its roles and definitions. Approximately 45 faculty attended these sessions.
- On January 20th, 2003, chair of the FEMP Committee reviewed the first draft of the role model with department heads at meeting of the Department Head Council.
- During the January 24th, 2003 college-wide faculty meeting, committee members provided an overview of the committee's progress to that point, tentative plan of action, revision plan for course and instructor evaluation form, first draft of the faculty role model, a summary of findings from forums, concepts of prioritization versus weighting, and sources of information for roles.
- Through March and April, 2003 committee members met with each academic department and the library staff to review the second draft of the faculty role model. Suggestions and recommendations from departments were shared and discussed with the full committee.
- In April 2003, Conversations with Colleagues hosted a discussion of the Student Rating Form with Instruction committee. The draft student rating form is available on the Meredith College Faculty-Staff webpage. Faculty were surveyed regarding specific questions on the draft rating form; results of the on-line survey of faculty were distributed to all faculty via email in March, 2003.
- Throughout the 2003-2004 year, seven meetings were held by the chair, subcommittee or full committee to hear suggestions and/or concerns of individual faculty members.
- During Summer 2003, the third draft of the faculty role model, prioritized and weighted role models, and examples of faculty workload application to each of

the models- were posted to the web, and emailed to department heads/deans for discussion at department meetings and/or retreats.

- A preliminary report of progress thus far and tentative action plan was submitted to the Vice President for Academic Affairs Reichard in May 2003. The document was also posted to the committee website for review by the faculty.
- During the months of September and October 2003, individual committee members met with faculty at departmental meetings to discuss the strengths, weaknesses, accuracy, and unintended consequences of the faculty role model (third draft); additionally the differences between the prioritized and weighted models of faculty roles were explained and faculty preferences were ascertained. Faculty were reminded of major changes to the role model since the previous draft.
 - Committee representatives shared written summaries of their discussions with departments with the members of the committee at large.
 - The committee, prior to developing the fourth draft of the faculty role model, discussed all suggestions and concerns brought forth by department faculty.
- On February 13th, 2004, the Faculty Evaluation and Merit Pay committee presented a proposal to adopt the new Faculty Role Model as the basis for faculty evaluation. The proposal passed with a vote of ninety-four in favor of the proposal, two against, and one abstention.
- In March 2004, drafts of the Annual Evaluation Methods and Merit Pay proposal were sent by email to faculty for review and comment. The committee discussed suggestions from faculty during March and April meetings.
- On May 7, 2004, a copy of the Merit Pay proposal sent to VPAA Reichard was emailed to the co-chairs of Faculty Affairs Committee with a request to share it with all faculty through an email distribution.
- In July 2004, the final report from the Faculty Evaluation and Merit Pay Committee was sent to the Vice President for Academic Affairs Reichard and posted to the Faculty Evaluation and Merit Pay Committee website for review by the faculty at large.

RECOMMENDATIONS FOR FURTHER ACTION

RECOMMENDATIONS FOR SUCCESSFUL IMPLEMENTATION OF FACULTY EVALUATION SYSTEM

The Faculty Evaluation and Merit Pay Committee members developed recommendations to ensure the successful implementation of the new faculty evaluation system, as well as to address additional unresolved issues brought to their attention during deliberations (Refer to Appendix E). The majority of recommendations relate to consideration of faculty working under the former and newly adopted system of evaluation, training of department heads and deans in areas of evaluation, development of a system for evaluating advising, use of the new role model as the basis for the development of role models that apply to faculty who do not qualify as “full-time teaching faculty”, and the development of policies related to use of merit pay information in tenure and promotion decisions.

RECOMMENDATIONS TO LINK FACULTY EVALUATION SYSTEM TO FACULTY DEVELOPMENT SUPPORT

The Faculty Evaluation and Merit Pay Committee members developed recommendations to link Faculty Evaluation to Faculty Development support. The committee made numerous recommendations (refer to Appendix C). The committee suggests multiple venues for discussion of the new role model, identification of faculty experts, provision of opportunities for training and support for department heads and deans in areas of evaluation, training of department heads in observation of teaching and training of colleagues in peer review of teaching, provision of opportunities for training and support for faculty related to effective practices in teaching, scholarship, and all aspects of the faculty role model. Additionally practices to enhance faculty productivity and maximize faculty time are recommended, as well as increased funding for professional development activities, development of a website to support faculty development and creation of a center for teaching and learning.

Faculty Role Model

The Faculty Role Model described below defines the expected roles of Meredith College full-time teaching faculty.

Criteria for Evaluation

Full-time teaching faculty at Meredith College are evaluated annually in accordance with the faculty role model described below. The criteria for evaluation include teaching, academic advising and mentoring, service and professional involvement. (Part-time teaching faculty are evaluated in the area of teaching.)

The criteria for evaluation are divided into three levels of priority (see Figure 1). All criteria are considered in evaluating faculty.

As reflected by the prioritized role model, teaching is central to the College's mission. With the exception of teaching, faculty roles may shift emphasis in a given year by mutual agreement of the faculty member and the department head/and or dean. The designation of role priorities for the upcoming year should be part of a faculty member's professional development plan. The priorities may be changed during the academic year by mutual agreement of the faculty member, department head and dean; this might occur if the faculty member is asked to take on significant responsibilities for the department or college, or if the faculty member takes advantage of notable professional opportunities during the year.

A faculty member is not expected to be accomplished in all indicators in order to fully meet a faculty role criterion. The list of indicators under each role is neither a set of requirements, nor an exhaustive list of expectations. However, departments may add specificity to the criteria for evaluation designated in the role model, as long those specifications do not alter the framework of the role model.

Faculty Role Model

The Meredith College faculty role model is designed to identify the varied aspects of performance expected of full-time faculty. While faculty may emphasize different aspects of their professional lives at different moments in their careers, a sustained commitment to teaching is at the heart of the College's mission. Faculty are expected to contribute to their areas of study and encouraged to support college initiatives through teaching, service, and professional activity. Demonstrated support for the goals and mission of the college is also expected of all faculty.

Teaching:

Teaching is the primary responsibility of faculty at Meredith College. In order to teach effectively faculty must create conditions and design instructional experiences that promote student learning and enhance the overall academic climate of the college. Teaching may occur within a variety of settings including classroom, seminar, laboratory, field, and/or individual consultation. Given the complexity of the teaching-learning process, the multi-faceted dimensions of "effective teaching" are difficult to capture in a brief definition or statement. A definition of teaching, however, should include the broad foundations of content expertise, curriculum development, course design, and instructional

delivery. The following statements include many, though not all, of the descriptors of effective teaching:

- Effective teachers understand central concepts, methods and tools of inquiry and structures of the disciplinary and interdisciplinary areas in which they teach; and create learning experiences that make subject matter meaningful for students.
- Effective teachers demonstrate enthusiasm for knowledge, their field of study, and teaching. They seek to motivate and inspire their students to value lifelong learning.
- Effective teachers demonstrate a commitment to standards of excellence and academic rigor. They seek to challenge their students, and to promote critical thinking and intellectual growth.
- Effective teachers use different approaches to challenge and engage diverse (all) learners. They create conditions that promote inclusion and use a variety of approaches to accommodate the varied learning styles of all students.
- Effective teachers employ pedagogical strategies that enhance student learning and performance; they also determine procedures to assess student learning and performance consistent with course content and curriculum goals.
- Effective teachers are reflective practitioners who critically examine and revise their practices as needed. They actively seek professional growth in areas of subject matter and teaching.
- Effective teachers evaluate the effectiveness of new research, ideas, theories and pedagogical approaches and as appropriate, incorporate them into their teaching.
- Effective teachers continually examine the curriculum, and develop and support curricular programs both within and across disciplines.

Academic advising and mentoring:

Academic advising and mentoring may be defined as consulting with students on a group or individual basis for the purpose of providing guidance and advice concerning academic, professional, and personal growth.

Advisors are expected to:

- assist students in their consideration and clarification of educational goals,
- assist students in developing a plan of study consistent with their goals and objectives,
- provide accurate information to students,
- be knowledgeable about programs, resources, policies and procedures,
- be appropriately available to students,
- provide timely attention to academic advising matters,
- assist students in evaluation and re-evaluation of progress toward established goals and educational plans, and
- make referrals to resources within and outside of the college as appropriate.

Advising and mentoring may include but is not limited to:

- service as an academic advisor,
- sponsoring or advising student groups in academic related activities,
- mentoring students, and/or
- advising students and providing letters of recommendation regarding graduate study and/or employment.

Service:

Service is defined as work or action performed by a faculty member that contributes to the mission and welfare of the department, college or community.

Service to the department is constituted by contributions that reflect a commitment to advancing and furthering the goals and mission of the department. Evidence of such service might include but is not limited to

- leadership in committee work and/or special initiatives,
- leadership of department programs,
- leadership and/or participation in curricular review and revision,
- mentoring of faculty,
- leadership or participation in community events on behalf of the department, and/or
- leadership or participation in a service activity deemed appropriate to the mission of the department and negotiated between a faculty member and the dean and/or department head.

Service to the college is constituted by contributions to the college community that reflect a commitment to advancing and furthering the goals and mission of the college. Evidence of such service might include, but is not limited to

- leadership or membership on college committees,
- leadership or participation in college initiatives,
- leadership or service on task forces and advisory groups, both within and outside of the college where the work of the organization positively impacts Meredith's standing in the community,
- service to student organizations,
- leadership or participation in college events,
- leadership or participation in community (local to international) events on behalf of the college,
- mentoring of faculty,
- administration of departments or college-wide programs, and/or
- leadership or participation in a service activity deemed appropriate to the mission of the college and negotiated by a faculty member and the dean and/or head of department.

Professional Involvement:

Professional involvement is essential to a professor's ability to carry out the College's educational mission. Professional involvement emphasizes participation in professional activities including scholarship aimed to increase the faculty member's disciplinary, interdisciplinary or pedagogical knowledge, skills, and dispositions. The professional

educator undertakes scholarly and professional activity to maintain currency in the knowledge base of one's specialty, improve pedagogical techniques, generate or publicly display knowledge or artistic endeavor, and contribute to the profession. The professional educator sustains professional contact with colleagues and engages in continuing professional activities to upgrade and augment existing knowledge, skills and dispositions or develop new ones.

Scholarship is a creative process of inquiry and exploration that adds to the knowledge or appreciation of disciplinary or interdisciplinary understanding. Scholarship adds to our understanding by

- 1) discovering or uncovering new knowledge or insights, or by generating new theories and techniques that guide discovery, or creating other types of original works;
- 2) integrating knowledge within or across disciplines through critical evaluation, synthesis, analysis, or interpretation of research or creative work produced by others;
- 3) applying knowledge and expertise to explore or solve problems; and
- 4) developing pedagogical innovations that shape, transform and extend teaching activities and other aspects of pedagogy in new and more effective ways.

Scholarly work should

- a) result in a product, presentation, exhibition or performance that expands knowledge, skills or understanding that can be shared with others;
- b) extend beyond the limits of the institution, or
- c) develop and/or expand the expertise of the faculty member.

The following examples are illustrations of the kind of ways faculty could be involved professionally. Faculty may engage in one or more of the following scholarship activities, or take part in any number of other activities that constitute scholarship. Indications of scholarly activity may include, but are not limited to:

- Generation of new knowledge or integration of existing knowledge.
 - i.* publication of journal articles, reviews, manuals, books, audio/video productions, and creative works
 - ii.* presentations at professional conferences
 - iii.* conducting workshops for professional personnel working outside the college
- Development of creative products, such as original works or integrating creative knowledge in performances, exhibits or other expressive presentations.
- Engagement in applied research.
 - i.* including the scholarship of teaching
 - ii.* solving problems within academia or the larger community
 - a.* i.e. pre K-16 partnerships, professional development schools and other innovative partnerships

iii. development of new pedagogical applications for existing technology

- Guidance of student research projects when such guidance involves significant collaboration by the faculty member and meets the guidelines and expectations set forth by the department for scholarship.
- Development and publication of software.
- Interdisciplinary efforts to expand knowledge and apply it in new ways constitute yet another form of applied research and scholarship.
 - i.* Collaboration requires additional efforts on the part of faculty members; the tangible and intangible benefits make such efforts desirable; thus such effort should be recognized in the evaluation of scholarship.

Professional activity (other than scholarship) describes activity that involves the serious practice of disciplinary or interdisciplinary expertise. Faculty are encouraged to engage in professional activity that is discipline specific, interdisciplinary and/or related to the initiatives of the academic division. Faculty may engage in one or more of the following areas of professional activity, or participate in any number of additional activities including but not limited to:

- participation in professional organizations and activities, including conference, seminar or workshop participation;
- work on accreditation teams,
- jury of competitions/performances,
- reviewing for journal or presentations at major conferences,
- service as an officer in a professional organization,
- writing grant proposals,
- serving as consultants,
- continuing study in one's own discipline or through interdisciplinary study, and/or
- guidance of student research projects.

THE PRIORITIZED FACULTY ROLE MODEL

The prioritized faculty role model reflects the varied aspects of performance expected of full-time teaching faculty; the designated priorities serve to underscore those aspects of faculty performance that are critical to the mission of the college. As reflected by the prioritized role model, teaching is central to the College's mission. The college is committed to a "teacher-scholar" model, and all faculty are expected to be professionally involved through scholarly and other professional activity that prepares them to teach on the basis of current thought and practice. All faculty are expected to engage in a share of service required for the faculty as a body to exercise its operational and governance responsibilities in departments, schools, and the college. Advising and mentoring is a critical responsibility in our work with students.

Prioritized Role Model for Full-Time Teaching Faculty

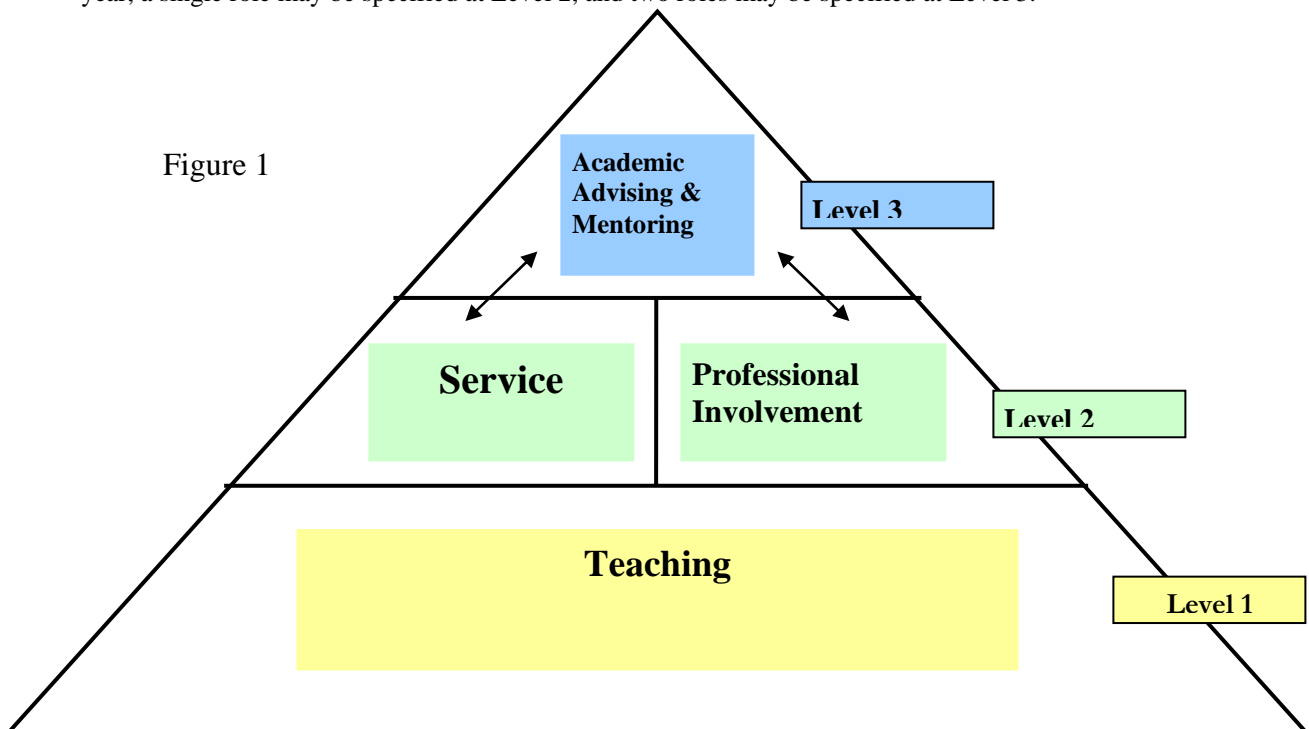
The approved role model for full-time teaching faculty (with no 'contractually designated' administrative assignments) encompasses the following areas of emphasis:

Level 1 (highest level of priority): Teaching- Because a sustained commitment to teaching is at the heart of the College's mission, effective teaching (Level 1) is always each faculty member's paramount role.

Level 2 (2nd highest level of priority): Advising & Mentoring, Service, and/or Professional Involvement
 From year to year, the specific roles selected at Levels 2 and 3 may shift within those levels by mutual agreement of the faculty member, department head/and or dean. Faculty members should generally designate two roles at Level 2; however if a faculty member has significant responsibilities in an area during the year, a single role may be specified at Level 2.

Level 3 (3rd highest level of priority): Advising & Mentoring, Service, and/or Professional Involvement
 From year to year, the specific roles selected at Levels 2 and 3 may shift within those levels by mutual agreement of the faculty member, department head/and or dean. Faculty members should generally designate only one role at Level 3; however if a faculty member has significant responsibilities in an area during the year, a single role may be specified at Level 2, and two roles may be specified at Level 3.

Figure 1



The department head in consultation with the faculty member makes teaching assignments. Teaching will always hold the highest priority, however faculty have latitude in establishing priorities related to workload and evaluation emphasis in advising & mentoring, service and professional involvement. The faculty member, in consultation with the department head and/or dean, selects the roles prioritized at Levels 2 and 3 in the role model each year. Faculty should declare their priorities annually at the time they submit their Professional Development Plan.

Prioritized Role Model for Full-time teaching faculty with “contractually designated” administrative assignment

The approved role model for full- time teaching faculty with “contractually designated” administrative assignments encompasses the following areas of emphasis:

Level 1 (highest level of priority): Teaching

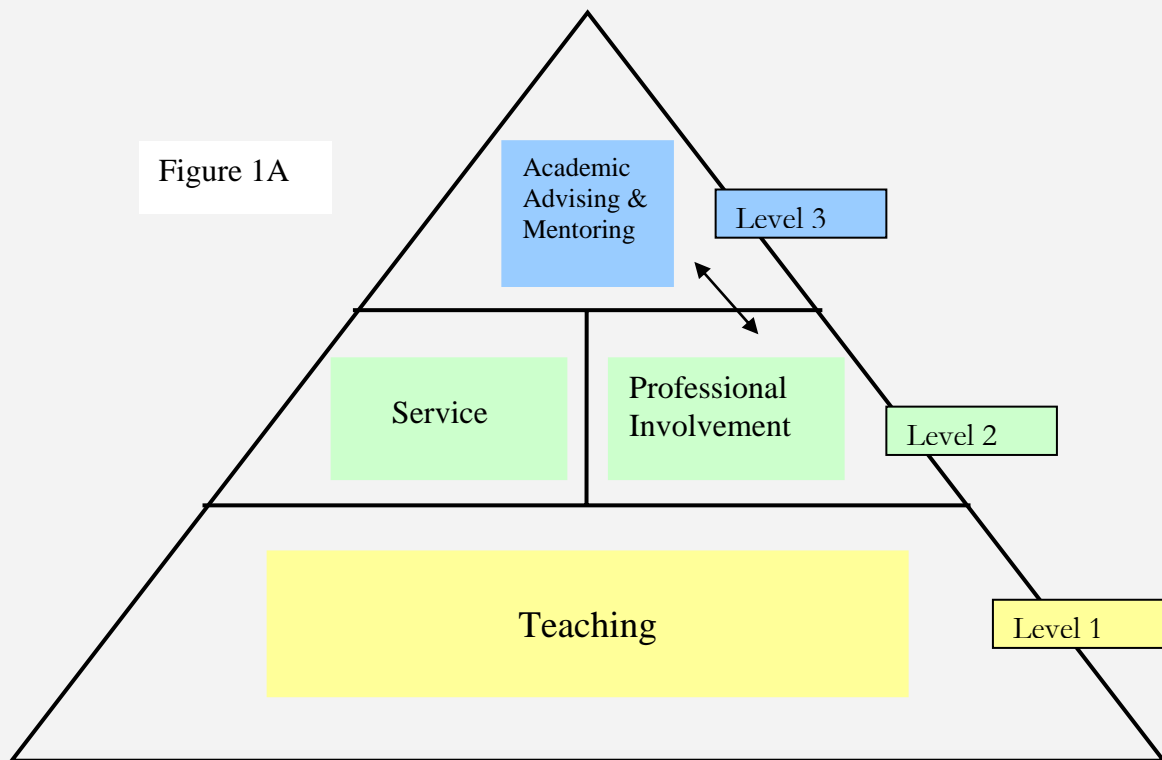
Because a sustained commitment to teaching is at the heart of the College’s mission, effective teaching (Level 1) is always each faculty member’s paramount role.

Level 2 (2nd highest level of priority): Service, additionally Advising & Mentoring or Professional Involvement

Due to the responsibilities required of faculty with “contractually designated” administrative assignments, Service should be placed at level 2 priority. Faculty may place one of the remaining two roles at level 2 or place both at level 3. The designation of priorities for each role should be determined by mutual agreement of the faculty member, dean/or Vice President for Academic Affairs.

Level 3 (3rd highest level of priority): Advising & Mentoring and/or Professional Involvement

Roles not designated at levels 1 or 2 should be placed at level 3. From year to year, the specific roles (other than service) selected at Levels 2 and 3 may shift within those levels by mutual agreement of the faculty member, and dean/or Vice President for Academic Affairs.



Annual Evaluation Methods (revised 6/12/04)

Effective evaluation requires a commitment to mutual trust, respect for differences, dedication to quality, continuous development, and collection of evidence from multiple sources of information.

Each faculty member's performance should be evaluated annually as follows:

- 1) Annual self- evaluation report. This report should include:
 - a. the faculty member's account of responsibilities, activities and accomplishments during the academic year guided by the criteria for evaluation. Reflection (or self-evaluation) concerning each criterion should be included. (Discussion of the criteria for evaluation in the order presented in the role model is recommended).
 - b. professional development plan focusing on the upcoming academic year and long range goals for the next 2-5 years; a prioritization of the criteria for evaluation should be included as part of the professional development plan
 - c. current curriculum vitae
- 2) Evaluation Conference by Department Head. Department heads should hold an evaluation conference with faculty who are completing their first, second and third years; as well as candidates for third year review, promotion, or tenure. Regular evaluation conferences with all faculty are encouraged. Mid-year reviews are highly recommended for first year faculty members, particularly if the faculty member is experiencing difficulty in accomplishing his/her goals. Whenever performance issues arise with any faculty member, department heads are encouraged to discuss these matters with faculty in a timely manner.
- 3) Department head's written evaluation. The department head should submit a written evaluation for each faculty member annually based on the criteria for evaluation in the faculty role model. The Dean of each academic school should submit a written evaluation for each department head based on the criteria for evaluation. When a faculty member signs the written annual evaluation from the department head, the signature indicates that he/she has read the evaluation. Faculty members may submit to their Department Head, Dean and/or Vice President for Academic Affairs a written response to the annual evaluation.
- 4) Student rating forms (ratings of instructors). The frequency of distribution of the SRF for purpose of course and instructor evaluation should follow the minimum guidelines set forth in the faculty handbook. Student rating forms may be distributed with greater frequency when an individual faculty member, department, or those involved in the personnel evaluation process deem it useful or necessary. Summaries of the data sheets will be kept in permanent personnel files. Department heads should store all student rating forms collected for faculty. For pre-tenure faculty, department heads should keep all of the evaluations until the tenure decision is made. Course evaluations for

tenured faculty members or faculty who are not in a tenurable line should be kept for five years. Student evaluations are retained in the departments until the faculty attains tenure or a multi-year contract and for five years after that. Student rating forms moved from storage should be returned to the faculty member.

- 5) Evaluations by advisees (undeclared, majors). Evaluations by advisees should be included, as part of the annual evaluation process for faculty, once a comprehensive system for evaluation of advising has been developed at the college. Systematic evaluation of advising will require the development of valid assessment processes and instruments.
- 6) Department head's written evaluation of teaching through formal observation. Faculty should be observed and evaluated by their department head at least once annually during their first six years or pre-tenure (whichever occurs first). All faculty should be observed at least once every three years. All new faculty should be observed during their first semester.
+Refer to Observation of Teaching Guidelines for recommended practices.
- 7) Peer Evaluation of Teaching by Colleague in or outside department. A peer reviewer should evaluate faculty at least once bi-annually in their first six years or pre-tenure (whichever occurs first). All faculty should be observed at least once every three years. The purpose of peer evaluation is formative, to assist a faculty member toward attaining excellence in teaching. A record that peer evaluation has occurred should be part of the faculty member's file; however the results of the evaluation are confidential and to be shared with the faculty member only. The faculty member may select the peer reviewer from inside or outside the department in consultation with the department head. Required peer reviews may not be used as part of tenure/promotion materials.
+Refer to Peer Observation of Teaching Guidelines for recommended practices.

Sources of Information (revised 6/12/04)

Numerous sources of information can be used in supporting the criteria for evaluation. The following lists include potential sources of information (the lists are neither prescriptive nor exhaustive).

Potential Sources of Information for Teaching criterion:

- a) Classroom observation
- b) Peer review record
- c) Syllabi
- d) Annual self-evaluation report
- e) Grade-distribution report
- f) Course materials and support resources
- g) Student rating forms
- h) Professional development plan

Potential Sources of Information for Advising and Mentoring criterion:

- a) Annual self-evaluation report.
- b) Evaluations by advisees
- c) Professional development plan

Potential Sources of Information for Service criterion:

- a) Annual self-evaluation report
- b) Committee membership/leadership.
- c) Department and/or program leadership
- d) Community input should be sought where possible and appropriate
- e) Professional development plan

Potential Sources of Information for Professional Involvement criterion:

- a) Annual self-evaluation report
- b) CV (updated annually)
- c) Professional development plan

Guidelines for Evaluation (revised 6/12/04)

A) Guidelines for Annual Self- Evaluation Report.

1. Self-Evaluation with regards to faculty role model criteria
 - (a) Description of teaching responsibilities, activities, and accomplishments. Self-evaluation and reflections by instructor regarding all aspects of teaching (should include strong points and challenges, as well as any actions taken or revisions planned based on student, supervisor, peer or self evaluations).
 - (b) Description of activities related to advising and mentoring. Self-evaluation and reflections by faculty member regarding progress toward or fulfillment of advising/mentoring responsibilities.
 - (c) Description of service responsibilities, activities, and accomplishments. Self-evaluation and reflections by faculty member regarding progress toward or fulfillment of service responsibilities.
 - (d) Summary of professional involvement. Self-evaluation and reflections of professional involvement with supporting documentation as appropriate. Faculty should include any professional reviews that may be part of the normal processes of the faculty members' professional involvement.
2. Professional Development Plan that articulates current and future goals in all areas of the faculty role model, and presents strategies for accomplishment of these goals. A prioritization of the criteria for evaluation should be included as part of the professional development plan.
+Refer to Professional Development Plan guidelines for more specific information.
3. Current Curriculum Vitae

B) Recommended Practice for Evaluation Conference by Department Head

The evaluation conference should include discussion regarding the faculty member's progress toward accomplishment of goals and objectives for the year based on the faculty role model. Additionally, the conference should include discussion of the faculty member's professional development plan, including the intended prioritization of criteria for evaluation for the upcoming year.

C) Guidelines for Annual Written Evaluation by Department Head

The department head's annual written evaluation for each faculty member is to be based on the criteria for evaluation. Department heads should evaluate all aspects of a faculty member's performance based on the criteria for evaluation expressed in the faculty role model, and in accordance with a faculty member's designated priorities for the year. The evaluation should also include an examination of the faculty member's professional development plan as relates to all aspects of the

faculty role model. As faculty expand their work beyond department lines, department heads are encouraged to seek additional input as appropriate (ie. faculty who are directors of college-wide programs, teach interdisciplinary courses, etc.). The Vice President for Academic Affairs provides department heads with the format for written annual evaluations.

D) Recommended Practice for Observation of Teaching

Prior to the formal teaching observation, the department head should schedule an appointment with the faculty member to discuss areas of focus for the evaluation. Following the pre-observation meeting, the department head should observe the instructor teaching a class. The department head should schedule a follow-up meeting with the faculty member to discuss the suggestions and comments from the observation and provide the faculty member with a written evaluation of the observation.

+Refer to the Observation of Teaching Guidelines for recommended practices.

E) Recommended Practice for Peer Evaluation of Teaching. A colleague inside or outside the department may perform peer evaluation. Prior to the observation, the peer reviewer should schedule an appointment with the faculty member to discuss the desired areas of focus for the evaluation. The peer reviewer should observe the instructor teaching a class, and provide the instructor with observations and suggestions for improvement.

+Refer to Peer Observation of Teaching Guidelines for recommended practices.

F) Recommended Practice for Peer Review of Professional Involvement. Faculty are encouraged to seek peer review of the quality of their scholarship and professional activity as appropriate, either from a peer at Meredith College or a peer in the faculty member's discipline from another institution. The purpose of this review is formative, to gain suggestions to strengthen the individual's work.

Observation of Teaching Guidelines revised 5/12/04

The purpose of teaching observations is to provide both formative and summative feedback to faculty regarding their teaching. The main purpose of teaching observations is formative in nature, to assist faculty to identify strengths and weaknesses of teaching. While we often reflect on our own teaching, an observer can provide a new perspective and may readily observe points that can help us strengthen our teaching. When summative judgments are made about teaching quality, observations can contribute one source of information to the assessment process.

Pre-Observation Meeting

In order for observation to be most effective, it is essential to have consultations prior to the observation so that the observer gains some background on the class and so that the teacher being observed has some input into the observation process. A pre-observation meeting is highly recommended to discuss:

- time, location, and length of the observation—this should be arranged so as to minimize any potential impact on student learning and to ensure the selection of an appropriate class session
- observation focus —should be defined with significant input from the observed
 - any specific focus, such as class management, questioning techniques, facilitation of class discussion
 - potential difficulties or areas of concern (provides an opportunity for the instructor to identify specific areas to be observed)
 - any particular concerns the observer might have
- history and dynamics of the learning group – i.e. year, degree mix, any significant issues
- context of the class within the course progression and program as a whole; its fit within the structure
- aims and objectives of the specific session
- learning outcomes (what students are intended to learn)
- any observation instruments to be used
- ground rules for confidentiality and feedback

Prior to the actual observation, the faculty member to be observed may want to identify:

- aims or broad purposes of the teaching session
- objectives of the specific session - in terms of knowledge, skills and dispositions you might expect the students to gain
- observation focus —identify specific aspects of the teaching session that you would like the observer to comment on it particular

Informing Students

It is recommended that students be advised if an observer intends to attend the class. You may want to inform students that a supervisor or colleague will:

- be attending the class
- be there to help you with your teaching
- play no part in the class proceedings

Class Observation

The observer should

- take care to minimize intrusion
- focus upon teaching and learning processes
- continuously check the interaction between teacher/s and students
- be mainly concerned with gathering evidence for later interpretation
- provide constructive criticism that is descriptive and specific, note points needing clarification
- develop their own instrument for recording information that will include both descriptive and evaluative comment
- accept that different styles of teaching are valid

The observer may want to consider some of the following questions during the observation:

- Structure and Goals
 - Are the goals for the lesson made explicit?
 - Does the lesson connect with previous learning?
 - Is there an opportunity for reflection at the conclusion of the lesson?
 - If appropriate, are safety considerations appropriately emphasized, practiced and demonstrated?
 - Is the course directly related to the larger program? If so, in what way?
 - Does the professor provide review at the conclusion of the lesson?
- Teaching behaviors
 - Does the delivery match the content?
 - Is the instructor's delivery comfortable, effective, and engaged?
- Instructor/Student Interactions
 - Are students actively involved in the learning process? Are comprehension questions asked? If so, are they challenging?
 - Are students provided opportunities to ask questions?
 - Is there an appropriate student/instructor rapport?
 - Are class management issues dealt with appropriately? Are studentship behaviors responded to appropriately?
 - Is there an environment of fairness and respect in the class?
- Content Knowledge and Instruction
 - Does the professor review prior to starting new material or connect new material to previous learning?
 - Is the approach used optimal to teach the content? Does the instructor use varied methods to challenge and engage learners?
 - Is the content current, accurate, relevant? Do examples clarify the content?
 - Does the instructor present material in a clear and interesting way?
 - Does the main topic remain the focus of the lesson? Is there logical, sequential, content development?
 - Is the lesson pace appropriate to the content?
 - Is technology an integral component of the class? If so, is it effective?

Post Observation Meeting

The final part of the observation process is to reflect on the observation and to identify strengths and areas for improvement that the faculty member will be encouraged to consider. The faculty member should be provided with both oral and written feedback.

Provision of Feedback

- Discuss the session as soon after the observation as possible, preferably immediately. Adhere to the agreed upon ground rules in the pre-observation meeting.
- Best practices related to providing feedback suggest that
 - the instructor is given the first opportunity to reflect on the observed teaching session. The observer may want to pose possible reflection questions:
 - Did the class session proceed as you had intended?
 - What aspects of the class went particularly well? What were the strong points of the class?
 - What would you do differently?
 - the observer reviews general observations, and identifies
 - strengths of the instructor and successes of the class session
 - areas for improvement and difficulties of the class session
 - the instructor reflects on and responds to the comments of the observer
 - the instructor and observer jointly agree on suggested areas of development and actions that may be taken to improve teaching
 - both instructor and observer jointly agree to review progress at a mutually convenient time
- Provide written feedback in a timely manner. The faculty member should receive a written report of the observation by an agreed upon deadline.

Effectiveness of Feedback

In order for feedback to be effective, it is critical that

- the observer
 - listens carefully to the instructor's account
 - discusses strengths first
 - is sensitive in identifying areas for improvement
 - is constructive in suggesting courses of action
- the instructor (observed)
 - listens carefully and openly
 - responds positively to opportunities for reflection
 - responds constructively to suggestions for improvement
- both share responsibility for
 - maintaining the confidentiality of the process

Peer Observation of Teaching Guidelines

Peer observation provides an opportunity for colleagues to share their teaching practices. The focus of peer observation is formative- to find ways to strengthen an instructor's teaching. In order for an open exchange of ideas to occur, the observed must be able to choose the peer observer. The peer observer may be a colleague in one's own or another department.

The observations of teaching guidelines described earlier are equally applicable to peer observation. Any outcomes of the observation, whether oral or written, must remain confidential between the peer participants, unless both agree to make some or all of the outcomes public. A form indicating that peer observation has occurred should be sent to the department head following such an observation. The date, class observed, instructor and peer reviewer should be indicated on the form.

Professional Development Plan Guidelines revised 4/4/04

The professional development plan should provide a framework for faculty in their development as professionals in the areas of teaching, advising and mentoring, service and professional involvement. The goal of the professional development plan requires that it should be a fluid and flexible document. The plan should be developed and revised through thoughtful reflection and evaluation. The main purpose of the professional development plan is to enable faculty to articulate their short-term goals for the upcoming year/s (1-2 years) and long-range goals for the next 2-5 years. The plan should include at least a three-year window. The professional development plan should be reviewed and revised annually in consultation with your department head, and every three years in consultation with your school dean and/or the Vice President for Academic Affairs.

A professional development plan will be most effective when:

- it is reviewed and revised annually by the faculty member
- it is consistent with department, school, and college goals and objectives
- structure and framework of the plan is useful to the individual
- format is determined by the faculty member
 - variety of formatting is essential to ensure the professional development plan meets the individual needs of the faculty member; the faculty member may choose to use
 - outline or bullet style
 - paragraph style
 - objectives/strategies/ or outcomes style
- length of the plan is reasonable (1 –3 pages) depending on format selected

The professional development plan should include:

1. Prioritization of faculty role areas for the upcoming year.
2. Short-term goals and objectives for the next one to two years.
 - a. Goals and strategies for achieving them should be specific.
3. Long term goals and objectives for next two to five years
 - a. Goals and strategies may be less specific in nature.

Refer to Appendix A for an outline that includes examples of goals and strategies in the areas reflected by the faculty role model.

Refer to Appendix B for an outline that includes questions about each role area that might guide you in developing your professional development plan.

Appendix A

Examples of goals and strategies for a professional development plan

These examples are not meant to be comprehensive, but rather should help generate ideas.

1. Prioritization of faculty role areas for the upcoming year.

Example 1.	Example 2.
Level 1- Teaching	Level 1- Teaching
Level 2- Service and Professional Involvement	Level 2- Service and Academic Advising & Mentoring
Level 3 - Academic Advising & Mentoring	Level 3 - Professional Involvement

2. Short-term goals and objectives for the next one to two years:

Teaching-

- Example 1. Implement a case study approach for learning management strategies in my XXX 300 course. I plan to obtain feedback from students at various points during the semester regarding its effectiveness.
- Example 2. Make students aware of the opportunities to apply their knowledge in practical settings. I intend to research applications of concepts in related careers, bring in guest speakers, and provide practical clinical and laboratory experiences that relate to concepts reviewed in class.
- Example 3. Improve my ability to facilitate guided discussions of current issues in my XXX 230 class. I intend to observe classes taught by professors who do this well. I also plan to research current issues and develop questions and reflection experiences to enhance class discussions.
- Example 4. Integrate use of technology in Folk and Square Dance. I intend to utilize Blackboard utilities to provide students with music online so that they can practice dances learned in class. Additionally, I plan to download dance formations and call images so that students can use the animated moves and become more familiar with how to perform them.

Advising and Mentoring-

- Example 1. Provide information and support to students for planning beyond graduation by informing students about potential certification, job, and post-graduate education opportunities. I plan to review online resources of relevant professional organizations, collect information concerning graduate programs at national meetings, and talk with our career services staff.
- Example 2. Provide support and resources for individuals interested in undergraduate research by developing guidance for both the initial development of a problem and follow through to data collection. I intend to attend a conference session on undergraduate research, talk with the director of undergraduate research at Meredith and participate in training offered at Meredith.
- Example 3. Become an advisor to transfer students in my department. Become knowledgeable of scheduling issues for student majors entering in their junior year. Also, increase my knowledge of general education requirements and issues facing juniors. I plan to discuss scheduling issues with an informed senior faculty advisor in my department, and to attend general education training sessions sponsored by the college.

Short-term goals and objectives for the next one to two years (continued)

Service-

- Example 1. Collaborate with department faculty to revise and implement appropriate changes in the XXX curriculum to ensure appropriate progression of clinical, laboratory, and research skills, alignment of course curriculum with national guidelines, and alignment with new NC beginning teacher standards where appropriate. I will study the national and NC guidelines.
- Example 2. Collaborate with faculty across the college who want to begin working with undergraduate research, and to encourage and guide faculty to work with students to submit and participation in the undergraduate research conference at Meredith. To mentor a faculty member who is taking on undergraduate research students for the first time. I will read a book related to mentoring faculty and attend training sessions held at the college.
- Example 3. To mentor a new faculty member in my department. To assist my colleague in understanding department and college expectations, culture and procedures. To provide support and answer questions as needed. I will read a book on effective mentoring and discuss it with a colleague. I will review the faculty handbook.
- Example 4. To serve as chair of the service learning committee and work with committee members and others across the campus to enhance the quality of service learning opportunities incorporated across the college curriculum. I will discuss committee chair responsibilities with other faculty who have served as effective committee chairs. I will attend workshops on service learning.

Professional Involvement-

- Example 1. Present a session at the ABCD regional conference on the “The Impact of Achievement Motivation on Performance of Women in College Astrology Courses.”
- Example 2. Submit a manuscript for publication in the Journal of Applied Physiology on the “Effects of caffeine on physiological factors during prolonged exercise”.
- Example 3. To attend the AACE conference on Active and Collaborative Learning and to implement strategies and ideas from the conference to my XXX class.
- Example 4. To work with colleagues at ABC University and XYZ College to develop the first five chapters of a book dealing with Creative Strategies to Teach Literature. To implement a timeline for completion of the book within the next 18 months.

3. Long term goals and objectives for next two to five years:

Teaching-

- Example 1. To integrate an ethics thread in the senior seminar course.
- Example 2. To enhance the academic challenge of my courses by promoting more opportunities for critical thinking through class assignments in my courses.
- Example 3. To enhance content relevance in senior level courses by strengthening research components including methodologies and design.

Long term goals and objectives for next two to five years (continued):

Advising-

- Example 1. To improve my student advising skills by becoming more familiar with college support resources including web advisor.
- Example 2. To increase my knowledge of internship/practicum opportunities in order to more effectively mentor students' professional development.

Service-

- Example 1. To assist my department with curriculum review and revision.
- Example 2. To take a leadership role in coordinating assessment efforts within my department.
- Example 3. To expand my understanding of effective faculty development and provide leadership in this area through committee service.

Professional Involvement-

- Example 1. To present a workshop to NC teachers on strategies to promote best practices in the teaching of science.
- Example 2. To obtain training and serve on an evaluation team for program accreditation at another institution.
- Example 3. To write a grant to support the development of a partnership with a local school.
- Example 4. To submit an article for publication related to *energy efficient environmental design*.

Appendix B

Questions to guide you in development of a professional development plan

These questions are not meant to be comprehensive, but rather should help generate ideas.

Teaching

- A. You may want to consider some of the following questions in developing your plan:
1. Are there specific aspects of my teaching I would like to strengthen?
 - a. consider such areas as content expertise, curriculum development, course design, and/or instructional delivery.
 2. Are there knowledge, skills or dispositions I would like to gain to enhance my teaching?
 3. Are there new strategies or approaches I would like to incorporate in my class/es?
 4. Are there new theories I should explore to enhance my course/s?
 5. Are there any courses I would like to revise or restructure?
 6. Are there additional resources I would like to develop to support my teaching?
 7. How can I develop learning experiences that will increase students' taking responsibility for their own learning?
- B. What strategies can I develop to accomplish my goals and objectives as a teacher?

Advising and Mentoring

- A. You may want to consider some of the following questions in developing your plan:
1. Do I need to increase my understanding of general education requirements; majors in the department, across the college; or college wide programs?
 2. Are there professional qualities of students that I can encourage in my advisees?
 3. Do I need to increase my understanding of college policies and procedures related to students?
 4. Am I knowledgeable of campus support services?
 5. Are there issues related to graduate school or career direction that I need to learn?
 6. Are there knowledge, skills or dispositions I would like to gain to enhance my work with students in advising and mentoring?
 - a. Can I increase my knowledge and skills in dealing with students from diverse backgrounds?
- B. What strategies can I develop to accomplish my goals and objectives as an academic advisor?

Service

- A. You may want to consider some of the following questions in developing your plan:
1. Are there curricular programs in the department or across the college that I can help to develop, revise, enhance?
 2. Are there department or college committees where I can provide effective leadership or service?
 3. Are there initiatives in the department or college where I can provide effective leadership or contributions?
 4. Would I like to mentor junior faculty within the department or college?
 5. Are there department /college programs, events, activities or areas where I can make significant contributions?
 6. Are there ways that I can contribute to fulfillment of department or college goals and objectives?
- B. What strategies can I develop to accomplish my goals and objectives to serve the college and department?

Professional Involvement (Scholarship and Professional Activity)

- A. You may want to consider some of the following questions in developing your plan:
1. In what ways would I like to enhance my disciplinary, interdisciplinary or pedagogical knowledge, skills, and dispositions.
 2. In what ways can I share my disciplinary, interdisciplinary or pedagogical knowledge, skills, and dispositions with professionals in the field?
 3. In what ways can I contribute to the body of disciplinary, interdisciplinary or pedagogical knowledge, skills, and dispositions?
 - a. Can I contribute new knowledge or insights to my field or other disciplines?
 - b. Are there ways in which I can integrating knowledge within or across disciplines through critical evaluation, synthesis, analysis, or interpretation of research or creative work produced by others.
 - c. Am I interested in applying knowledge and expertise to explore or solve problems in the field? or transforming and extending teaching activities and other aspects of pedagogy in new and more effective ways?
 4. Are there professional conferences, workshops or other resources that I can take advantage of to enhance my professional development?
 5. Are there significant ways that I can contribute to the profession through my guidance of and contributions to student research projects?
- B. What strategies can I develop to accomplish my goals and objectives toward scholarship and professional activity?

Suggestions for Linking Faculty Evaluation System to Faculty Development Support

1. Use varied venues to discuss all components of the faculty role model, including but not limited to:
 - a. Faculty meetings
 - b. Faculty planning week
 - c. Conversations with colleagues
 - d. Workshops
2. Feature examples of good teaching
 - a. Recruit “good teachers” to model effective teaching strategies
 - b. Identify faculty who successfully model specific teaching/learning methodologies and/or strategies- allow others to visit those faculty “who do this well”. Prearranged visits by interested faculty are encouraged.
3. Provide faculty development support to department heads in the use of best practices for evaluation of faculty.
4. Train peer reviewers. Develop a culture of peer observation- formal and informal.
5. Offer workshops on effective practices in teaching.
6. Through campus discussions, identify appropriate types of scholarship. Consider activities that are more integrative, and applied. Encourage scholarship of Teaching and Learning, as well as discipline based scholarship.
7. Seek ways to enhance faculty productivity and maximize faculty time.
 - a. Seek to create course schedules that provide faculty with blocks of time necessary for scholarly/creative work as feasible in departments and schools.
 - b. Seek to reduce the number of preparations for faculty as feasible.
 - c. Change college policy of daily office hours. Recommend that full-time faculty maintain four regularly scheduled office hours each week, as well as allow students to schedule meetings outside of office hours by appointment.
 - d. Committee chairs, where feasible, should seek to schedule meetings for longer blocks of time and less frequently. The nature of committees should be taken into account when faculty assignments are made.
8. Significantly increase the funding for professional development. The committee recommends that the College set as a goal to incrementally increase the number of professional development reassigned time awards for faculty from 8 to 16 per year. Expand uses of professional development funds to support development in all aspects of the faculty role model.

9. Encourage support for faculty from “Professional Development Funds” available through Deans to enhance participation in and presentations at state, regional, national, and international conferences.
10. Use website (perhaps faculty development) to:
 - a. Identify “faculty experts”
 - b. Provide examples of PDP plans, curriculum vitas, etc.
 - c. Provide sample assessment instruments
 - d. Provide links to extensive support resources
11. Creation of Center for Teaching and Learning

Memo

To: Dr. Rosalind Reichard
From: Faculty Evaluation and Merit Pay Committee
CC: Meredith Faculty
Date: 5/7/2004
Re: Recommendation for Development of a Merit Pay system

Although all members of the Faculty Evaluation and Merit Pay Committee do not endorse the adoption of a merit pay system, in accordance with the charge given to our committee we have developed merit pay guidelines. If the college adopts merit pay, we unanimously recommend the following system. This structure is intended to reward excellence in the profession, and recognize faculty who consistently contribute to the mission of the college. Awards should be aligned directly with performance as gauged by the faculty role model adopted in the February 13, 2004 faculty meeting.

Performance Considerations

All faculty are expected to meet the basic criteria outlined in the faculty role model. Evaluation must be in accordance with the approved professional development plan created by each faculty member. Based on the annual evaluation criteria, Department heads in consultation with Deans should designate each full-time faculty member's performance as

- Unsatisfactory – when performance fails to adequately meet basic standards
- Satisfactory – when performance meets basic standards
- Meritorious – when performance meets basic standards and results in effective teaching, advising/mentoring, service, and professional involvement
- Exemplary – when performance results in effective teaching, advising/mentoring, service, and professional involvement and is outstanding in at least one dimension of the faculty role

All faculty whose work is rated as satisfactory and above should receive an across-the-board salary increase. We recommend that this amount be a minimum of 1/3 of the salary pool. We also recommend that merit pay only be awarded when the salary pool is greater than 2%.

The usual process for merit pay performance evaluations should involve recommendations from Department Heads, in consultation with School Deans. Recommendations are forwarded to the Vice President for Academic Affairs who makes final decisions regarding the award for merit; faculty will be notified regarding the status of final recommendations.

The committee acknowledges the challenges faced in the implementation of a fair and equitable merit pay system. We respectfully recommend that merit pay be awarded only in addition to across-the-board raises that avoid a decline in real income for faculty. Additionally, we remind those implementing the merit pay plan to consider a faculty member's performance across time, as well as annually.

**APPENDIX E: RECOMMENDATIONS FOR FUTURE ACTION TO ENHANCE
IMPLEMENTATION**

Recommendations for Further Action

The Faculty Evaluation and Merit Pay Committee makes the following recommendations in order to ensure the successful implementation of the new faculty evaluation system and to address additional unresolved issues.

- 1) A number of concerns have been raised by the Meredith community about implementation of the faculty role model, particularly with respect to tenure and promotion issues. The Faculty Evaluation and Merit Pay Committee believes that addressing the concerns is outside the purview of their original charge but makes the following recommendation:
 - ❑ Candidates being considered for tenure and promotion who have worked under the faculty role model adopted prior to fall 2004 should be given due consideration of that fact by the members of the Tenure and Promotion Committee. The faculty handbook should be revised to reflect the newly adopted faculty role model as the foundation for the criteria for tenure and promotion, as well as the criteria for annual evaluation.
 - ❑ The College should develop guidelines that articulate broad performance expectations for each faculty rank.
- 2) In order to ensure the implementation of a quality faculty evaluation system, the committee recommends that department heads and deans are provided initial and ongoing training in effective evaluation, and in the development of successful strategies to provide faculty with constructive feedback and support.
- 3) A comprehensive system for evaluating advising must be developed including the construction of valid processes and instruments.
- 4) The Faculty Evaluation and Merit Pay Committee determined that they would focus on the development of a role model that applied specifically to full-time teaching faculty. The college will need to determine a process by which an evaluation system will be developed for those faculty who are not considered “full time teaching faculty”. We recommend that the new role model be used as the basis for the development of role models that apply to such faculty (i.e. library faculty).
- 5) The evaluation process for adjunct teaching faculty should be clearly articulated.
- 6) The Faculty Evaluation and Merit Pay Committee recommends that the Tenure and Promotions committee not be granted access to information related to merit pay recommendations. Therefore merit recommendations should be expressed in a document separate from the annual written evaluation by department heads. Due to the expected variance in application of merit recommendations and awards across schools, the possible influence of merit pay recommendations and awards on tenure and promotion decisions is of concern to the committee.

APPENDIX F: REFERENCES AND RESOURCES

BOOKS

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www.podnetwork.ofg/developmentdefinitions.htm (What is Faculty Development?)

APPENDIX G: HIGHER EDUCATION INSTITUTIONS

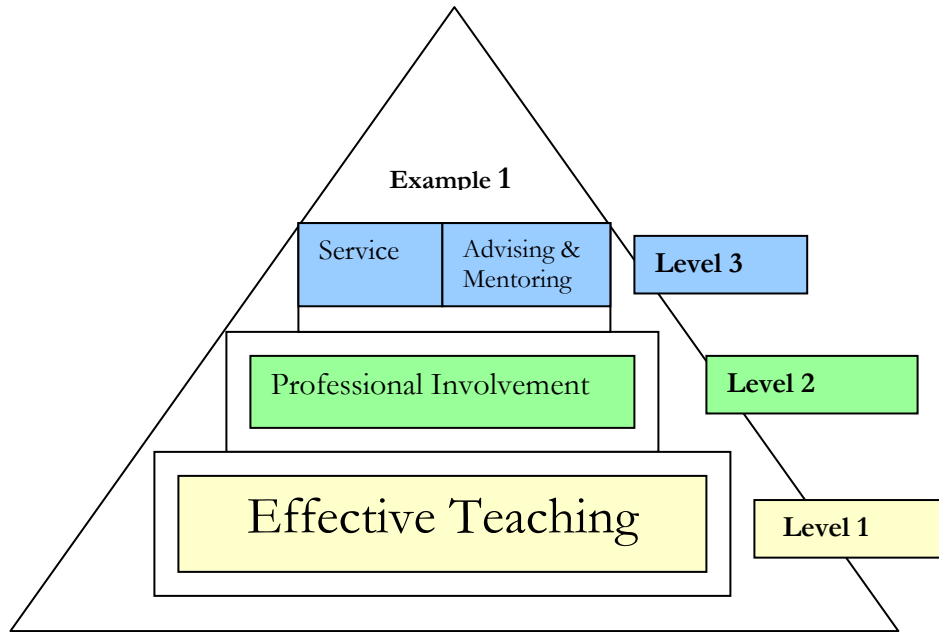
PEER INSTITUTIONS		
Alverno College	Goucher College	Mount St. Mary's College
Barnard College	Hollins University	Simmons College
College of Charleston	Hood College	Spelman College
Converse College	Lewis & Clark College	Trinity University
Elon College	Mary Baldwin College	University of Puget Sound
Furman University	Millsaps College	

ASPIRANT INSTITUTIONS	
Bryn Mawr College	Smith College
Mount Holyoke College	Vassar College
Sarah Lawrence College	Wellesley College

OTHER INSTITUTIONS	
College of Notre Dame	Towson University
Mars Hill College	Villanova University
Peace College	Wartburg College
Prairie View- A & M University	Wingate College
SUNY-Brockport	Western New England College

(REVISED 5/5/03)

**EXAMPLE 1. PRIORITIES L1: TEACHING, L2: PROFESSIONAL INVOLVEMENT,
L3: SERVICE AND ADVISING & MENTORING**



Level 1: Effective Teaching

Dr. Learned is a faculty member teaching 21 credit hours or the equivalent. S/he is a seasoned teacher and plans to devote a significant portion of his/her effort to professional involvement this year. The teaching load of this faculty member will be 21 hours and consist of two different preparations each semester. The courses consist of a foundational course and an upper level course in the same subject area. *Dr. Learned* prepares for and teaches courses, effectively carries out associated course duties, and reads literature and material appropriate to the course. *Dr. Learned* has regularly demonstrated effective teaching as evidenced by appropriate assessment instruments. A specific focus of this year's teaching is to provide students with exposure to current research in the field.

Level 2: Professional Involvement

Dr. Learned has elected to assign the flexible portion of his/her workload to this category. *Dr. Learned* will work in conjunction with two other faculty members to develop a Professional Development School model with faculty in a local elementary school. This work is a continuation of a pilot study begun in the spring previous to the academic year and will be modeled after the work undertaken. During that study eight meetings with school faculty were convened across the semester and best practices in language arts and mathematics were discussed, modeled and evaluated as appropriate. Student interns were welcomed into the school for observations of classroom teachers and these observations were videotaped and utilized during campus instruction. During this process information through surveys, videotape and reflection journals by all parties was collected as the basis for a journal article by the Meredith faculty. *Dr. Learned* will participate in the organization of a conference in the spring of the year and will also present a paper at the conference on the work undertaken in the Professional Development Schools model.

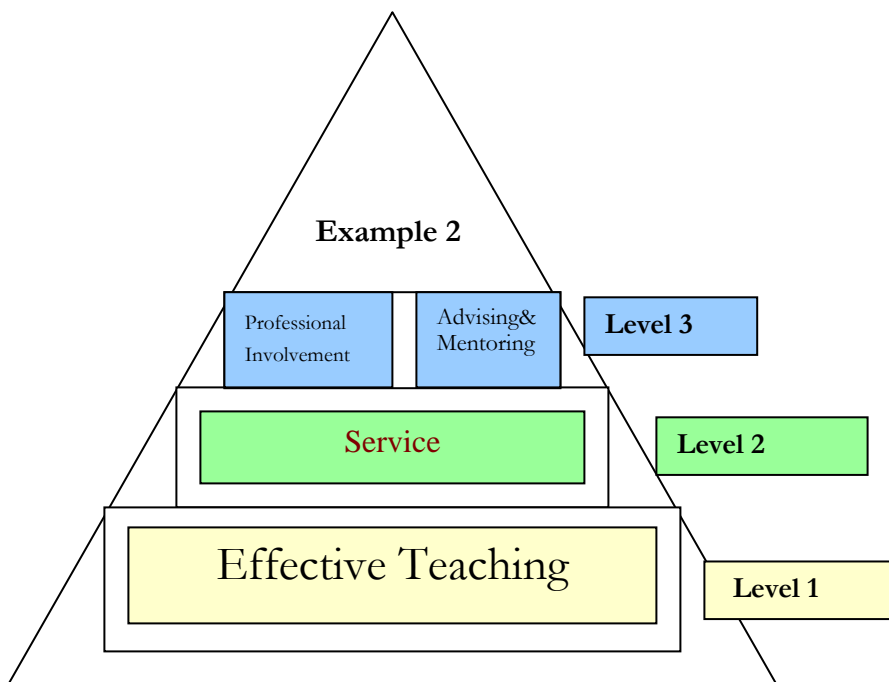
Level 3: Advising & Mentoring and Service

Dr. Learned advises a freshmen advising group, as well as a group of eight sophomores. S/he also advises eight graduate students.

Dr. Learned has several defined departmental assignments and plans to complete tasks relating to accreditation demands as negotiated with the Dean of the school.

- *Dr. Learned* will serve on Curriculum committee.
- *Dr. Learned* assists in the planning of partner public school events and plans to serve as a judge in two grants programs.
- *Dr. Learned* continues the development of departmental website.
- *Dr. Learned* plans to attend all regularly scheduled meetings of the department, and faculty meetings.

EXAMPLE 2. PRIORITIES L1: TEACHING, L2: SERVICE, L3: PROFESSIONAL INVOLVEMENT AND ADVISING & MENTORING



Level 1: Teaching

In *Dr. Serve's* 7 courses for the year, she will have 3 preps in one semester and 2 preps in the other semester. S/he has taught all of these courses in previous semesters. Dr. Serve will update/revise a couple of her courses by including research projects where the students will do some statistical analysis on data with the goal that at least some of these projects will be included in the Day of Celebration research papers. (Dr. Serve will need to spend significant amounts of time reviewing statistical procedures).

Level 2: Service

Dr. Serve represents her department on Academic Council and chairs the Instruction Committee. Within her department, she chairs a committee that is examining the curriculum to ensure that it meets the new standards set by the department's outside accrediting body. Major curriculum changes are envisioned and it is up to *Dr. Serve* to write the report to the accrediting agency and to shepherd the curriculum changes through the proper channels at Meredith. *Dr. Serve* represents the department at numerous admission events, s/he will also be expected to attend and assist with planning two department functions during the upcoming year.

Level 3: Professional Involvement and Advising & Mentoring

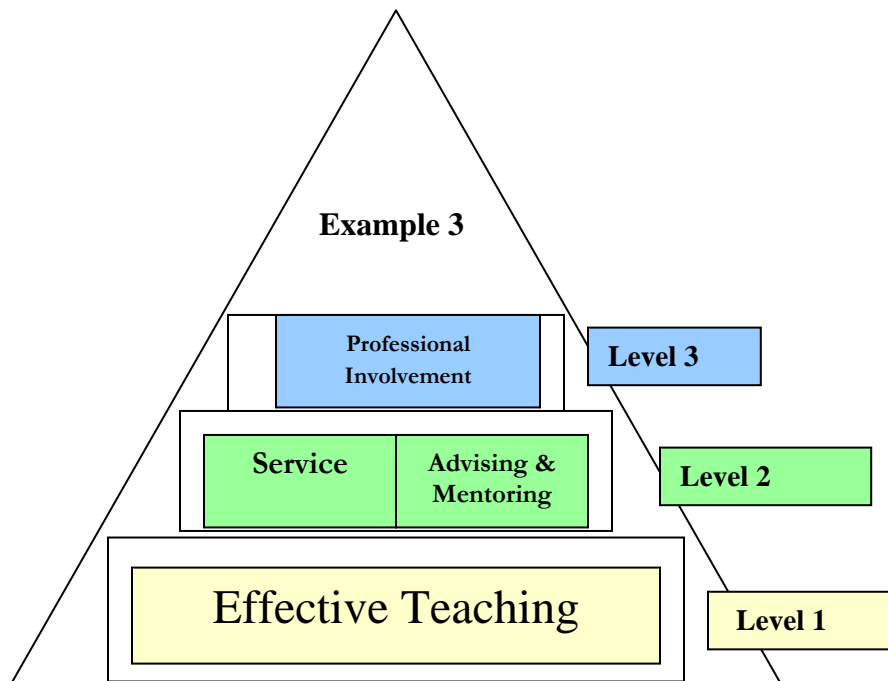
Professional Involvement

Dr. Serve will chair a session at a conference that relates to teaching methods in her field. She helped to select the papers to be presented and matched up discussants with presenters. She will review an article for a refereed journal in her field.

Advising & Mentoring

Dr. Serve has a load of 24 major advisees. She is readily available to her students during the pre-registration periods. Her department has an honors club and she assisted with the induction ceremony.

EXAMPLE 3. PRIORITIES L1: TEACHING, L2: SERVICE AND ADVISING & MENTORING, L3: PROFESSIONAL INVOLVEMENT



Level 1: Teaching

Dr. Educate has taught for many years and plans to teach 21 credit hours during the academic year. His/her teaching is well established- s/he serves as a role model in his department. In addition to the 21 hours, he is currently teaching an upper-level independent study course. *Dr. Educate* is an effective teacher as evidenced by appropriate evaluation tools. *Dr. Educate* is highly prepared for teaching courses, effectively carries out associated course duties, and reads literature and material appropriate to his courses. *Dr. Educate* works regularly with students outside of class.

In response to students' suggestions from last year, *Dr. Educate* has decided to incorporate more collaborative learning interactions in all of his classes. He will try this pedagogical approach to enhance student learning while challenging and engaging more diverse learning styles.

Level 2: Service and Advising & Mentoring

Department service:

Dr. Educate

- advises students regarding departmental placement decisions
- serves as mentor for a new faculty member in the department
- is active in departmental programs, accepts leadership roles when asked, and completes tasks with thoroughness

College Service:

Dr. Educate

- attends many college functions and sponsored programs
- has been asked to serve on Academic Advising Advisory Committee
- serves on the Honor Council

participates in College/divisional/departmental recruitment programs such as open days and Experience Meredith
serves as Class advisor- attends Class meetings and chooses to be present at many of the campus events involving the class. Class advisor duties include meeting with class officers once a week, and being present at off-campus class events e.g., fundraisers and service projects

Advising & Mentoring

Dr. Educate has 35 student advisees who range from majors to freshmen and sophomores who are undeclared. The department has changed the curriculum recently; due to the significant changes in the programs advising will require more extensive attention.

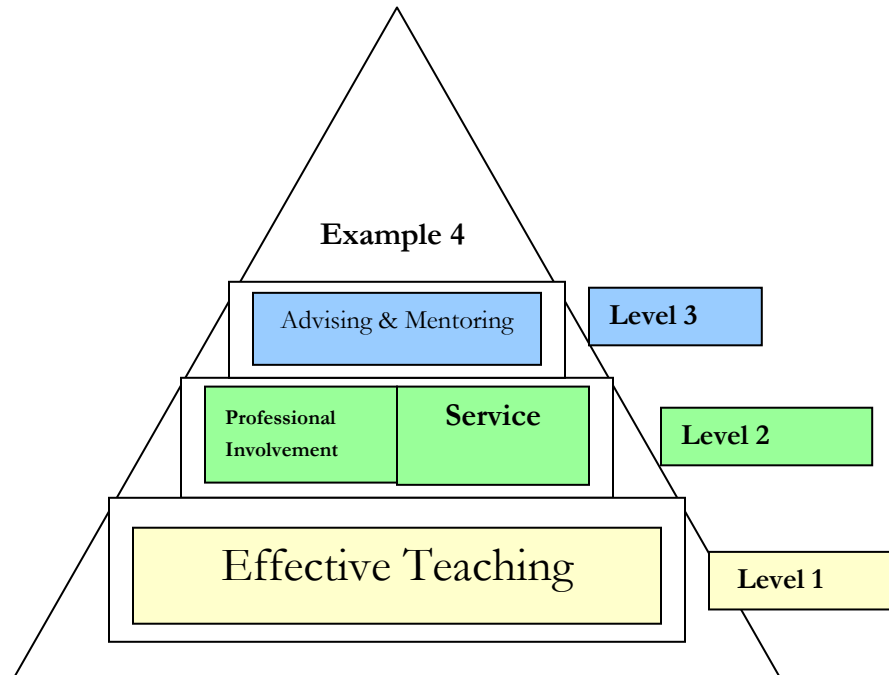
Dr. Educate assists students with schedules, keeps regular and prearranged office hours, and helps students clarify career and professional goals.

Dr. Educate mentors two honors students, guiding them on research and thesis ideas, as well as career opportunities. He also mentors two undergraduate research students.

Level 3: Professional Involvement

Dr. Educate attends the state-level Professional meetings in his/her discipline. *Dr. Educate* plans to attend one of the state-level meeting workshops. S/he also plans to collaborate with at least one student whose work will be presented at a Research Conference. *Dr. Educate* is in the process of collaborating with a colleague to present a session at a local workshop next year.

EXAMPLE 4. PRIORITIES L1: TEACHING, L2: SERVICE AND PROFESSIONAL INVOLVEMENT, L3: ADVISING & MENTORING



Level 1: Teaching

Dr. Discovery is teaching 8 courses for the year (the equivalent of a 21 hour teaching load). S/he will have 2 different preps first semester and 3 during second semester. These are new course preparations for *Dr. Discovery*, who is new faculty member at Meredith. S/he taught one of the lab courses as a TA in graduate school. The primary focus of *Dr. Discovery's* teaching will be to develop effective content matter progressions and create learning experiences that make subject matter meaningful for students. *Dr. Discovery* also plans to determine procedures to assess student learning and performance consistent with course content and curriculum goals. *Dr. Discovery* will attempt to integrate his/her course goals with established program goals.

Level 2: Service and Professional Involvement

Service

Dr. Discovery is serving on a committee within the department related to reviewing the curriculum for accreditation. *Dr. Discovery* also represents the department at various admissions functions and is assisting the faculty liaison to the student majors' association. *Dr. Discovery* will attend and/ or assist with various department sponsored functions. *Dr. Discovery* regularly attends department and faculty meetings.

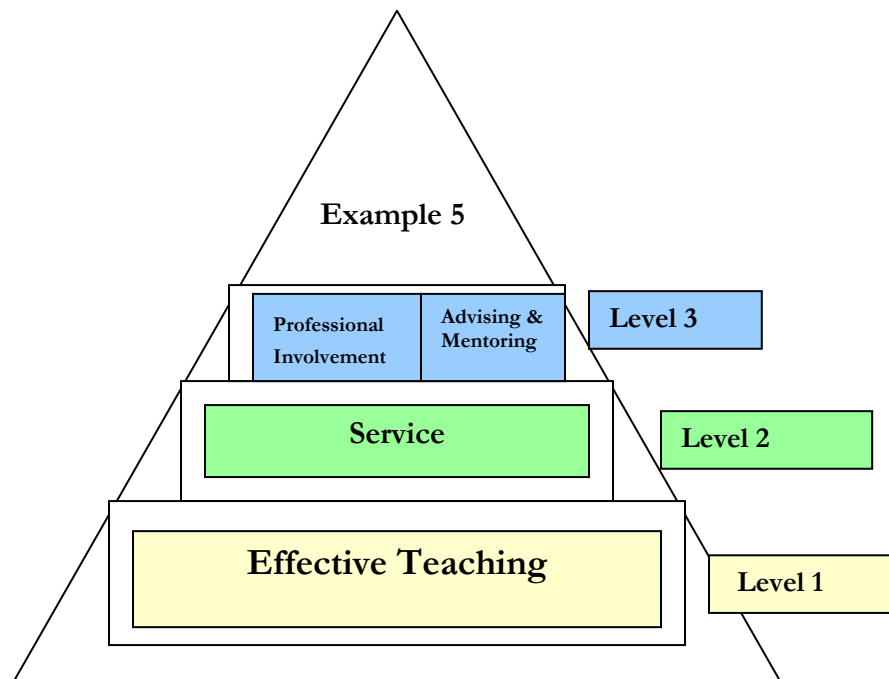
Professional Involvement

Dr. Discovery will give a poster presentation at a conference that relates to an extension of the research for the dissertation. *Dr. Discovery* is working toward co-authoring a journal article from the same research that will be submitted for review within the next year. *Dr. Discovery* will attend a regional conference, as well as a Meredith sponsored technology workshop, and several Conversations with Colleagues.

Level 3: Advising and Mentoring

Dr. Discovery has no advisees this year. However, *Dr. Discovery* is sitting in during some of the "advising touchpoints" with undeclared advisees of his/her faculty mentor. *Dr. Discovery* is also attending training sessions related to the new general education curriculum, as well as learning the requirements for majors within the department.

EXAMPLE 5. PRIORITIES L1: TEACHING, L2: SERVICE, L3: PROFESSIONAL INVOLVEMENT AND ADVISING & MENTORING



Dr. Head is an experienced faculty member who will be teaching 15 credit hours involving five different courses. One course will be at the introductory level for honors students, one will be a sophomore level course in research methods, and three courses will be advanced junior/senior level courses for majors. Four of the courses will involve primary source material that the professor will need to read for almost every class. For one class, s/he will prepare a course-pack during the summer.

- *Dr. Head* will need to account for the myriad of duties associated with being a department chair such as recruiting, budget-making, dealing with personnel, etc.
- *Dr. Head* will spend significant amounts of time on problems that arise involving the department.
- *Dr. Head* will also mentor faculty members in his department.
- *Dr. Head* will serve on the honors committee.
- *Dr. Head* will also serve on a major committee formed by the VPAA

Dr. Head has 25 advisees. S/he, moreover, has a great many advising sessions with others concerning graduate school, personal and professional growth, and advising while signing forms for independent research, course transfer and so forth.

Dr. Head will be the guest editor of a journal in his field. S/he will, in addition, present a half-day workshop at a professional workshop in the fall. S/he is in the process of writing journal articles from data gathered from several experiments for publication. *Dr. Head* will also advise senior thesis students.