

2007-2008
Faculty Affairs Subcommittee on Position Description/Annual Evaluation Forms
Agenda

Meeting #3

3:30-4:30 p.m.
Monday, March 3, 2008
Brink Hall Faculty Lounge
Order of Business

I. Call to Order.

II. Minutes.

- Minutes of Meeting #2, February 25, 2008

III. Business.

- Review and discuss revised simplified summary table form
- Review and discussed revised position description (pages 1&2) and annual evaluation
- Review and discuss changes to *Faculty-Staff Handbook* (outreach/service)

Attachments:

Minutes, February 25, 2008
Revised Summary Table of Position Description
Position Description (pages 1&2)
Revised evaluation form
Faculty-Staff Handbook proposed changes (sent previously)

University of Idaho
FACULTY AFFAIRS SUBCOMMITTEE ON POSITION DESCRIPTION/ANNUAL EVALUATION FORMS
Meeting #2, Monday, February 25, 2008

Present: Crawford, Dakins, Fletcher, Force, Hollenhorst, Houle, Morrison (chair), Murphy, Prather (by telephone), and Thompson; **Absent:** Stauffer (Boise)

Call to Order: The meeting was called to order at 3:30 p.m. in the Brink Hall Faculty Lounge. Minutes of the committee's previous meeting were accepted as distributed.

Business: The committee began discussion on the Summary Table as prepared by Steve Hollenhorst. The main focus was on trimming the current nine categories to three but in the end compromising on five. Recognizing the complexity of boiling the current form down, discussions ranged from 3-15 categories, how to handle percentages, definitions for interdisciplinary activity, professional service, university service, advancement, administration, professional development and their proper fit in the form. Issues discussed are bulleted below:

- Position description should lay out what people are going to do for the coming year.
- Offer letter states there are three areas of responsibility: teaching, research and service. However, the current 9 categories do not directly fit with the offer letter.
- Where do advancement, interdisciplinary, professional service and professional development fit in? It was agreed that a narrative would be included under each of the categories where each of these could be addressed when applicable.
- Service appears to be a catchall phrase within the FSH that describes extramural university service, outreach and engagement, and extension, resulting in conflation. Service as is used across the country isn't considered outreach. University service is intramural not outreach. Internal vs. external service varies whether you're out there working outside the university in some sort of outreach fashion, serving on faculty council or other committee service. Recruitment is seen in some disciplines as external service, but it really is outreach.
- External service is much more acceptable for those working towards promotion and tenure but internal service gets people in trouble. It is a disservice to expect non-tenured faculty to serve on committees and department heads need to step in whenever possible -- there must be limitations. It is troubling and the process is broken if faculty are doing what they are asked, including service, and not getting credit. It was pointed out that currently there is a problem with volunteers for standing committees and the current discussion sounds like a change in culture from faculty governance. Is this truly the direction we want to go?
- A clear understanding/awareness of what outreach was varies across campus as well as at other institutions. Is outreach considered as service such as that given by our committee, or is it extramural engagement such as reviewing promotion packets as an external reviewer or work as an associate editor, or being on an NSF panel as co-editor. Or, are these considered professional service that some believe falls within university service satisfying their service commitment? Most have no idea what outreach is, yet it is what makes us different as a land grant institute whose charge is to assist the people of Idaho and its communities.
- Where does professional service such as associate editor work fit in? Journal reviewer/editor is not deemed as extramural if it is in the faculty's area of focus. Some consider editor-in-chief as prestigious for the university and that it is their contribution to their profession thus falls under scholarship. When looking at criteria for advancement you have to demonstrate a national or international reputation, professional service/activities demonstrate meeting this criteria. It was agreed that these can be addressed in the narrative.

- Proper location of advising/mentoring, does it go under teaching and/or is it included under scholarship. Although some would consider graduate advising under scholarship others truly consider it as teaching. Some may push that advising is so important it needs its own category but where does it fit in the P&T process? Similar to university service one gets no bonus points and it could hinder one's progress. It was agreed that these could be addressed under the narrative.
- Are we to follow the Boyer definition of scholarship discussed earlier at the University of Idaho?
- Lack of credit is given to faculty for administration such as for administering programs, grants, supervising employees, etc. The position description and its percentages (faculty vs. administration) should accurately reflect what one is doing and their evaluation at all levels should reflect the same. Narratives, training, and letters should emphasize the expectations of the faculty member so that accurate credit is given. We need to be honest otherwise we are playing a game by hiding under research. Voting committees (faculty, department and university) all need to recognize that when a position description states 50% faculty appointment, that they are evaluated **only** on the expected 50%. This form can help the process work correctly, the more explicit the form the more helpful and an additional category for Administration was agreed to be added. For most it may be zero but others it provides them with some recourse.
- How is credit given for a true interdisciplinary course where all are actively participating, not merely teaching a portion of the course? What about research projects with several collaborators across campus or the country. A few proposed definitions for interdisciplinary activity were distributed and discussed for the committee's consideration. It was agreed that interdisciplinary activities should be described in the narrative.
- The entire review process should be a continuous one. Administrators should use the past year's position description to prepare the annual evaluation. The key is to talk about goals set, what was accomplished, what wasn't and why, what still needs to be done, what will change next year, and set new goals. The following year the previous year's evaluation and the position description should be compared to prepare the current year's evaluation -- all three are connected as you progress through to promotion and tenure.
- University service and advising are what we would like to see happen to make the university function; but, they do not help towards getting tenured and/or promoted. The reality is that a far bigger emphasis is on research than anyone's teaching. Is that the direction that the provost wants to be heading? A clearer picture is needed in creating a collective flow in the P&T process and if it doesn't we have a problem. It was agreed that once we are further along with our discussions we can bring the Provost back for discussion.

It was agreed a new draft would be prepared for discussion at its next meeting and would include the final five: Teaching, Scholarship and Creative Activities, Outreach and Extension Activities, University Services and Administration that would include a narrative across each category to address advancement, interdisciplinary activity, professional development, and professional service, if any. We can then begin to look at the language in the FSH.

Adjournment: The committee adjourned at 5:00 p.m. agreeing to meet Monday, March 3rd, 2008.

Respectfully submitted,

Ann Thompson, Assistant to the Faculty Secretary

Summary Table from Faculty Position Description.

Summary of Percentage Time Allocations by Responsibility Area for Period				
Area	Planned Percentage Allocation			
	Spring	Fall	Summer*	Annual
Teaching				
a. Direct Course Instruction				
b. Advising and Mentoring (grad and undergrad)				
(Total Teaching)				
Scholarship and Creative Activities				
Outreach & Extension Activities				
University Service				
Administration				
Total (All must equal 100%)				

*Summer column should only be completed by faculty members who have a twelve month, fiscal year appointment.

UI FACULTY POSITION DESCRIPTION FOR ANNUAL PERFORMANCE REVIEW for 20__
(REVISED 7-07)

Date: _____ **Department:** _____
Name: _____ **Title/Rank:** _____
Appointment: Academic Year Fiscal Year **Other:** _____
Tenure Status: Nontenured Tenured **Year Tenured:** _____

TEACHING

1. Planned Coursework:

Semester	Subject	Course #	Section	Credits	Percent Responsibility (100% unless team taught)	Course Title
Spring						
Fall						
Summer						

a.) Describe Additional Instructional Responsibilities (course redesign, introduction of new delivery methods, involvement in course, program, and university level assessment of student learning outcomes, etc.):

b.) Provide a statement of your goals and objectives for teaching.

c.) Describe plans in the areas of advancement, interdisciplinary activity, professional development and professional service with respect to teaching.

Est. Teaching Percentage of Time: Spring: _____ Fall: _____ Summer: _____

2. Advising and Mentoring Students.

No. of Advisees: Undergraduate (Approx): Major _____ Minor _____ Certificates _____
 Grad (as Major Professor): Masters Non-Thesis _____ Masters Thesis _____ Doctoral _____
 No. of Mentors: Undergraduate In: Scholarship _____ Teaching _____ Outreach/Extension _____
 Graduate In: Scholarship _____ Teaching _____ Outreach/Extension _____

a.) Other Service to Students (organization/program advisers, masters/doctoral committees as opposed to major professor, etc.):

b.) Provide a statement of your goals and objectives for advising and mentoring.

c.) Describe plans in the areas of advancement, interdisciplinary activity, professional development and professional service with respect to advising and mentoring of students.

Est. Advising and Mentoring Percentage of Time: Spring: _____ Fall: _____ Summer: _____

SCHOLARSHIP AND CREATIVE ACTIVITIES (Including Teaching/Learning, Artistic Creativity, Discovery, Integration, and Application and Engagement Activities)

a.) Provide a statement of your goals and objectives for scholarship and creative activities.

b.) Describe plans in the areas of advancement, interdisciplinary activity, professional development and professional service with respect to scholarship and creative activities.

Est. Percentage of Time: *Spring:* _____ *Fall:* _____ *Summer:* _____

OUTREACH AND EXTENSION ACTIVITIES (define?)

a.) Provide a statement of your goals and objectives for scholarship and creative activities.

b.) Describe plans in the areas of advancement, interdisciplinary activity, professional development and professional service with respect to scholarship and creative activities.

Est. Percentage of Time: *Spring:* _____ *Fall:* _____ *Summer:* _____

UNIVERSITY SERVICE (define?)

a.) Provide a statement of your goals and objectives for university service.

b.) Describe plans in the areas of advancement, interdisciplinary activity, professional development and professional service with respect to university service.

Est. Percentage of Time: *Spring:* _____ *Fall:* _____ *Summer:* _____

ADMINISTRATION (define?)

a.) Provide a statement of your goals and objectives for administration.

b.) Describe plans in the areas of advancement, interdisciplinary activity, professional development and professional service with respect to administration.

Est. Percentage of Time: *Spring:* _____ *Fall:* _____ *Summer:* _____

(FSH 3320)

ANNUAL PERFORMANCE EVALUATION FORM 1: EVALUATION OF FACULTY
(INCLUDES DISCLOSURE OF CONFLICTS FSH 6240)
(Confidential)

Name: _____

Date: _____

Department (s): _____

Evaluator(s): _____

Strategic Action Plan reference numbers	Faculty-Staff Handbook reference documents	Assigned Responsibilities	Position Description Percentage	Numeric Score *	Weighting (optional)	COMMENTS INCLUDING ACCOMPLISHMENTS and IMPACTS WHEN APPLICABLE (Use back if necessary)
A.1.	1565 A-2 & FSH 3050 Pos. Des. 1.	TEACHING** a. Direct Course Instruction. (Course design, and delivery; involvement in course, program, and university level assessment activities; peer course evaluation processes; workshops and training programs for students; boundary crossing efforts – interdisciplinary, inter-college, with student or academic affairs; developing teaching grants or contracts, etc.) b. Advising and Mentoring Students. (Number and types of undergraduate advisees; number and types of graduate students guided to completion; undergraduate and graduate students mentored in a variety of activities; student club/organization advisor; etc.)				
A.1-4.	1565 A-5					
A.2.	1565 A-4 & A-10 1565 A-3-a 1565 A-3-b 1565 A-3-c 1565 A-3-d 1565 A-3-e	SCHOLARSHIP and CREATIVE ACTIVITIES (Performances; exhibits; written contributions; media/electronic contributions; technologies and patents; scholarly events participated in; boundary crossing efforts - interdisciplinary, inter-college, with student or academic affairs; scholarly presentations, etc.) Teaching and learning ** Artistic creativity Discovery Integration Application/Engagement				
A.3.	1565 A-3-e & A-7	OUTREACH and EXTENSION (Program design, evaluation, and delivery; engagement materials; engagement activities, one-to-one engagement contacts, interdisciplinary engagement efforts, developing outreach grants or contracts, etc.)				

D.	1565 A-6	UNIVERSITY SERVICE (university and college governance – committees, task forces; participation in signature academic events; etc.)				
A-4, B.	1565 A-8 & A-9	ADMINISTRATION (Management of personnel and unit resources; implementation of university administrative processes and procedures; mentoring of faculty for promotion and tenure; leadership in implementing the strategic plan; communication with faculty, staff and administrators; management to foster excellence in teaching, scholarship, outreach/engagement and extension; efforts to engage constituents, etc.)				

[Note to Committee: What do we do with the items below? It seems like they should be part of and references in each of the above.]

D.	1565 A-6	EXTRAMURAL SERVICE (Scholarly review activities and judging; leadership in professional, scientific or arts and humanities organizations; free services rendered to external organizations; etc.)				
C	No Direct Reference	ADVANCEMENT (Participation in identifying, soliciting, and/or obtaining contributions for university campaigns; developing program proposals, etc.)				
E	No Direct Reference	PROFESSIONAL DEVELOPMENT (Participation in opportunities for self-improvement of capacities necessary to enhance or remain competitive in areas such as teaching, advising, technology, research techniques, human resource management, administrative procedures, interdisciplinary skills, etc.)				
A-4.	No Direct Reference	OTHER				
		INTERDISCIPLINARY ACTIVITY (not on current form)				

** The Scholarship of Teaching and Learning is defined in Section 1565 A-3-a of the *FSH* and is differentiated from Teaching by the requirement that it must be communicated and validated (*FSH* 1565 A-3).

(Continued on next page)

***Scoring Key**

- 5 = Exceptional performance
- 4 = Above expectations
- 3 = Meets expectations
- 2 = Below expectations
- 1 = Unacceptable performance

Evaluation Score

May reflect a weighting—not necessarily a mathematical average—of the numerical scores by the appropriate position description percentages. The weighted, department and college scores may extend one decimal place.

Department Chair Score

College Dean Score

Department Average

College Average

Scoring Example:		
Position Description %	Numeric Score	Weighting
Teaching 85%	4	.85X4 = 3.40
Scholarship 15%	1	.15X1 = 0.15

Narrative evaluation on progress toward promotion and/or tenure is to be completed by all appropriate evaluators (Unit, Center, and/or Interdisciplinary Administrators). Each evaluator is expected to include a signed narrative using separate pages and attach to this form.

FSH 6240 Required Disclosure of Conflicts

You must complete this disclosure annually with your performance evaluation. If you have a conflict to disclose then you also will need to complete Form FSH 6240A. Likewise, if there is any change in your circumstance that may give rise to potential conflicts or eliminate potential conflicts previously disclosed, then you will need to complete Form FSH 6240A within 30 days of the change. University of Idaho FSH Policy 6240 Conflicts of Interest or Commitment is available at <http://www.webs.uidaho.edu/fsh/6240.html>. If you have any questions about the form or about specific potential or actual conflicts of interest, please contact your unit administrator or the Chair of the university's Ethical Guidance and Oversight Committee. **Disclose outside employment for compensation of more than 20 hours/week by completing FORM 6240 B – Disclosure of Outside Employment or Consulting for Compensation.**

- I have reviewed FSH 6240 and **DO NOT** have any conflicts of interest, conflicts of commitment or apparent conflicts to report. Please sign and date below.
- I have reviewed FSH 6240 and **DO** have conflicts of interest, conflicts of commitment or apparent conflicts to report. Please, sign below, and fill out form FSH 6240A. Submit completed FSH 6240A to your unit administrator along with separate pages describing a plan to manage each conflict or apparent conflict.

Your signature below certifies that you have reviewed FSH 6240 regarding disclosure of conflicts, and that the information that you provide regarding disclosure of any conflict is accurate to the best of your knowledge as of the date of this document, and you commit to providing an update if a material change occurs in the information you have provided.

Unit Administrator Signature

Interdisciplinary/Center Administrator (when appropriate)

Interdisciplinary/Center Administrator (when appropriate)

Faculty Signature

- Agree
 - Disagree (summarize reasons below)
- _____
Dean Signature