

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

Meeting #5

3:30-4:30 p.m.
Monday, March 24, 2008
Brink Hall Faculty Lounge
Order of Business

I. Call to Order.

II. Minutes.

- Minutes of Meeting #4, March 17, 2008

III. Business.

- Position Description and Summary Table (final)
- Annual Evaluation (continue)
- Civility and Collegiality
- Review and discuss changes to *Faculty-Staff Handbook* (outreach/service)

Attachments:

Minutes, March 17, 2008
Revised position description and summary table
Revised annual evaluation form
Faculty-Staff Handbook proposed changes (sent previously)

University of Idaho
FACULTY AFFAIRS SUBCOMMITTEE ON POSITION DESCRIPTION/ANNUAL EVALUATION FORMS
Meeting #4, 3:30 p.m. Monday, March 17, 2008

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

Call to Order: A quorum being present, the chair called the meeting to order at 3:34 p.m. in the Brink Hall Faculty Lounge.

Minutes: Force and Morrison, having both served on committees attempting to create a set formula for defining a teaching load, recognized the minute taker for adding a touch of humor to the minutes. The minutes were then accepted as distributed.

Business: The subcommittee agreed that, since the offer letter was not part of its charge it would forgo pursuing the variances among colleges in what is or is not included in offer letters. Having made significant progress on the forms, the subcommittee began discussing the definitions of advising and mentoring and whether it was best done by the advising committee of which Fletcher is also a member. It was agreed that she would share this subcommittee's discussions with the advising committee who would be the appropriate committee to define advising and mentoring. When this subcommittee began revising the appropriate sections in the *Faculty-Staff Handbook* (FSH) it would then incorporate the advising committee's definitions. It was also agreed that in keeping with the goal of simplifying the forms, definitions would not be included in the forms.

The discussion then turned to why we had subcategories under teaching but not under scholarship in the summary table. As the discussion continued along these lines several questions were raised and points made:

- is advising considered teaching?,
- are these subcategories needed if they are well defined in policy?,
- what is the difference between professional advisors (staff) vs. faculty advisors?,
- equivalent credit – should a certain number of advisees be equal to teaching a course?;
- keep the summary table just that - a summary,
- faculty should be given credit where credit is due:
 - advising students in research groups or senior design projects involves a substantial amount of time and tends to be voluntary because the faculty member assigned to the seminar or senior design course is the one who receives credit for students registered in the course, not the faculty member who is asked and volunteers to advise a group in the course;
 - percentages vary and do not accurately reflect the number of advisees one has, nor do percentages take into account whether advisees are freshmen, juniors or seniors;
 - the assumed average advising load across campus is 12-15; however, in some departments faculty average 40+ advisees. The added time for these faculty is not accurately reflected in their position description nor their evaluation;
 - good advisors are overloaded, taken advantage of, and penalized by being assigned more advisees - a university-wide problem. This is also true of teaching loads, yet when a faculty member is doing a poor job at teaching his or her class is not reassigned to another faculty member. Administrators who are not dividing advisees equally among faculty may be the root of this problem.
- putting advising and mentoring as a subcategory under teaching creates an issue in the College of Agricultural and Life Sciences (CALs). This appears to be the only place one can put mentoring on the form and some faculty in CALs who have a research and extension appointment will be unable to list mentoring. These appointments are funded by federal, state and county funds which prohibit teaching and thus it is illegal to recognize teaching in any way. It was agreed to

follow up with CALS about the funding issue as to whether mentoring could be included under the teaching category and if not mentoring would be added under scholarship. The subcommittee then agreed that this issue would be irrelevant in the summary table if we eliminated the subcategories ending up with a total of four categories.

Fletcher indicated that these are the types of issues that should be taken up by the advising committee and felt that if advising and mentoring were clearly defined, removing the subcategories from the summary table would not be a problem. As the discussion continued it appeared best, on page one of the position description, to keep the separate percentage lines for instruction and for advising and mentoring. To address the issue of removing the subcategories from the summary table, a total for teaching on page one of the position description would suffice. One would need only to carry forward the teaching total to the summary table. Also on page one, it was agreed that “scholarship, teaching and outreach/extension” is unnecessary following the “No. of Mentees:” and that only the actual number of mentees, undergraduate and/or graduate, was needed.

It was then suggested, and agreed to, that once definitions were developed and incorporated into the FSH that placing hot buttons, or links, on the forms which would be directly linked to the policy would be very helpful. It was also agreed that the first two columns on the Annual Performance Evaluation would be removed. It was noted that these references are helpful and thus it was agreed to insert them following the titles in both forms, where appropriate. Moving on and following an in-depth discussion as to the appropriateness of using the word “time” on the position description as opposed to “position,” “effort,” or “responsibility,” the subcommittee agreed on change “time” to “responsibility”. The summary table would also reflect this change.

After a short discussion as to whether goals and objectives were one and the same, should one be used over the other, or should they be separated, it was agreed that both were appropriate on the position description but that objectives was necessary on the annual evaluation. To address the fact that goals and objectives were also necessary for advancement, interdisciplinary activity, professional development, and professional service within each area, these two sentences would be combined on the position description. It was also agreed that a note would be included in the annual evaluation form under “Assigned responsibility” to instruct the faculty and administrators to review and address the goals and objectives as stated on their previous year's position description.

It was agreed that the position description should be revised or amended when plans change throughout the year, yet this rarely happens for various reasons. It was pointed out that doing so is especially important for untenured faculty. One suggestion was that perhaps it can be done when the annual evaluation is done. It was pointed out that general counsel’s standing is that legally it is important that the position description and annual evaluation are in agreement. However, it could be included in the evaluation if it were included in the narrative or as an addendum. (Thompson recalling this conversation of years past will check whether this was actually put into policy and will bring her findings back to the subcommittee.)

It was agreed that for its next meeting the subcommittee would review the clean versions of the changes agreed upon at today's meeting, begin looking at the language in the FSH and then tackle the current timeline. The subcommittee also agreed that it would then review its work making sure it is in line with the Strategic Action Plan. The subcommittee adjourned at 5:05 p.m. agreeing to meet Monday, March 24th, 2008.

Respectfully submitted,

Ann Thompson, Assistant to the Faculty Secretary

UI FACULTY POSITION DESCRIPTION FOR ANNUAL PERFORMANCE REVIEW for 20__
(REVISED 7-08)

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

TEACHING

1. Instruction (See FSH 1565 A-2, FSH 3050; Strategic Action Plan A.1.)

Semester	Subject	Course #	Section	Course Credits	Credit Responsibility	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, including in the following areas, as appropriate: advancement, interdisciplinary activity, professional development and professional service*.

Est. Instruction Percentage of Responsibility: Spring: _____ Fall: _____ Summer: _____

2. Advising and Mentoring Students (See FSH 1565 A-5; Strategic Action Plan A.1-4)

No. of Advisees: Undergraduate (Approx): Major _____ Minor _____ Certificates _____
 Grad (as Major Professor): Masters Non-Thesis _____ Masters Thesis _____ Doctoral _____
 No. of Mentees: Undergraduate _____ Graduate _____

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, including in the following areas, as appropriate: advancement, interdisciplinary activity, professional development and professional service*.

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

TOTAL *Est. Teaching Percentage of Responsibility:* Spring: _____ Fall: _____ Summer: _____
 (carry forward to summary table)

SCHOLARSHIP AND CREATIVE ACTIVITIES (See FSH 1565 A-4 & A-10; Strategic Action Plan A.2.)
[Including Teaching/Learning (FSH 1565 A-3-a), Artistic Creativity (FSH 1565 A-3-b), Discovery (FSH 1565 A-3-c),
Integration (FSH 1565 A-3-d), and Application and Engagement Activities (FSH 1565 A-3-e)]

a.) Provide a statement of your goals and objectives for scholarship and creative activities, including the following areas, as appropriate: advancement, interdisciplinary activity, professional development and professional service*.

Est. Percentage of Responsibility: Spring: _____ Fall: _____ Summer: _____
(carry forward to summary table)

OUTREACH AND EXTENSION ACTIVITIES (See FSH 1565 A-3-e & A-7, Strategic Action Plan A.3.)

a.) Provide a statement of your goals and objectives for outreach and extension activities, including in the following areas, as appropriate: advancement, interdisciplinary activity, professional development and professional service*.

Est. Percentage of Responsibility: Spring: _____ Fall: _____ Summer: _____
(carry forward to summary table)

ORGANIZATIONAL LEADERSHIP

1. University Service (See FSH 1565 A-6; Strategic Action Plan D.)

a.) Provide a statement of your goals and objectives for university service, including in the following areas, as appropriate: advancement, interdisciplinary activity, professional development and professional service*.

Est. University Service Percentage of Responsibility: Spring: _____ Fall: _____ Summer: _____

2. Administration (See FSH 1565 A-8 & A-9; Strategic Action Plan A-4 & B.)

a.) Provide a statement of your goals and objectives for administration, including in the following areas, as appropriate: advancement, interdisciplinary activity, professional development and professional service*.

Est. Administration Percentage of Responsibility: Spring: _____ Fall: _____ Summer: _____

TOTAL Organizational Leadership Percentage of Responsibility: Spring: _____ Fall: _____ Summer: _____
(carry forward to summary table)

* advancement (FSH ?; Strategic Action Plan C), interdisciplinary activity (?), professional development (FSH ?; Strategic Action Plan E) and professional service (FSH 1565 A-6; Strategic Action Plan D).

Percentage of Responsibility Summary

Percentage of Responsibility Summary				
Area	Planned Percentage Allocation			
	Spring	Fall	Summer*	Annual
Teaching				
Scholarship and Creative Activities				
Outreach & Extension Activities				
Organizational Leadership				
Total (All must equal 100%)				

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

(FSH 3320)

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

Name: _____

Date: _____

Department(s): _____

Evaluator(s): _____

Faculty and administrator(s) are to:

1. review and address the objectives as stated on the previous year's position description; and
2. include under each area any accomplishments in the following areas, as appropriate: advancement (FSH ?; Strategic Action Plan C); interdisciplinary activity (?); professional development (FSH ?; Strategic Action Plan E); professional service (FSH 1565 A-6; Strategic Action Plan D)

Assigned Responsibilities	Position Description Percentage	Numeric Score *	Weighting (optional)	COMMENTS INCLUDING ACCOMPLISHMENTS and IMPACTS WHEN APPLICABLE (Use back if necessary)
TEACHING** 1. Direct Course Instruction. (FSH 1565 A-2, FSH 3050; Strategic Action Plan A.1.) 2. Advising and Mentoring Students. (FSH 1565 A-5; Strategic Action Plan A.1-4)				
TOTAL TEACHING				
SCHOLARSHIP and CREATIVE ACTIVITIES (FSH 1565 A-4 & A-10; Strategic Action Plan A.2.) Teaching and learning ** (FSH 1565 A-3-a; Strategic Action Plan A.2.) Artistic creativity (FSH 1565 A-3-b; Strategic Action Plan A.2.) Discovery (FSH 1565 A-3-c; Strategic Action Plan A.2.) Integration (FSH 1565 A-3-d; Strategic Action Plan A.2.) Application/Engagement (FSH 1565 A-3-e; Strategic Action Plan A.2.)				
OUTREACH and EXTENSION (FSH 1565 A-3-e & A-7, Strategic Action Plan A.3.)				
ORGANIZATIONAL LEADERSHIP 1. University Service (FSH 1565 A-6; Strategic Action Plan D.) 2. Administration: (FSH 1565 A-8 & A-9; Strategic Action Plan A-4 & B.)				
TOTAL ORGANIZATIONAL LEADERSHIP				

** The Scholarship of Teaching and Learning is differentiated from Teaching by the requirement that it must be communicated and validated.

(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

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

To the committee: We need to address some issues that arose with regard to the weighted scores above. Also I added the below to be sure that a narrative is required, not just expected. **Expected** to do so but you really don't have to and I believe the intent is that they **must** provide a narrative.

Narrative Evaluation: A narrative 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. **If the narrative is not attached the form will be returned.**

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)
