

Marshall University Lewis College of Business Annual Report Guidelines (Approved Nov. 9, 2016)

1. INTRODUCTION

The purpose of the Annual Report Guidelines document is to provide the Lewis College of Business (LCOB) a framework for evaluating faculty performance. This document seeks to encourage faculty activities to align with the LCOB mission and divisional goals. The standards for faculty performance evaluations must also be consistent across disciplines and in harmony with the Faculty Qualifications Guidelines (FQG) and Promotion and Tenure Guidelines. All qualified and nonqualified faculty members are required to complete an Annual Report and Anticipated Activities section which will be used in the evaluation process. Both documents should emphasize faculty member engagement, innovation, and impact in the areas of teaching¹, research, service, and administration.

Each faculty member will earn a Component Rating (CR) related to teaching, research, service, and administration if applicable. His or her Overall Composite Rating (OCR) will be a weighted average of the CRs. Guidelines for evaluating the teaching and service components of an individual's OCR are the same for all faculty. Teaching and service guidelines are detailed in Sections 3 and 4 respectively of this document. Based on the research requirements set forth in the FQG, guidelines for evaluating the research component of an individual's OCR differ for each faculty classification. Faculty members are classified into Scholarly Academic (SA), Practice Academic (PA), Scholarly Practitioner (SP), or Instructional Practitioner (IP). Research guidelines are detailed in Section 5 of this document.

This document supersedes the LCOB Faculty Performance Model, 2005, and is subject to review at least once every three years by the Policy Development Committee.

2. EVALUATION PROCESS

The Annual Report and Planning Page require faculty members to assign percentages as weights to be used for evaluating their performance in teaching, research, service, and administration. The following range of Negotiated Weights will be used as a weighting structure in the LCOB and are within the parameters of the Marshall University Board of Governors Policy No. AA-22 for teaching, research, service, and administration:

Responsibilities	Negotiated Weight Range
Teaching and Advising	25% - 75%
Research	20% - 70%
Service	5% - 35%
Administration	0% - 50%

The weighted average of the ratings for teaching, research, service, and administration will be calculated given the percentages agreed upon in the Annual Report and Planning Page to determine an individual's OCR. College policy (LCOB Faculty Performance Evaluation Model, 2005) indicates the following OCR

¹ As referenced in Board of Governors Policy No. AA-22, the term "teaching" includes both teaching and advising activities.

ranges for exemplary, professional, needs improvement, and unacceptable categories. These ranges are used to classify the overall faculty performance, as well as the components of performance: teaching, research, service, and administration.

Performance Classification	OCR Ranges
Exemplary	3.51 - 4.0
Professional	2.51 - 3.5
Needs Improvement	1.51 – 2.5
Unacceptable	1.0 – 1.5

2.1 Reporting and Evaluation Procedure

Faculty are responsible for documenting their teaching, research, service, and administrative activities under the “self-evaluation” comment section of the Annual Report in Digital Measures. Recognizing the reporting limitations in Digital Measures, some activities will require faculty to submit additional documentation to his or her Division Head. Faculty will not receive bumps for activities that are not well documented. Each activity may be counted only once within and across teaching, research, service, and administration responsibilities.

Beginning in December and continuing until all evaluations have been completed, the Executive Committee (EC) will have a standing agenda item concerning the annual evaluation process. The EC will facilitate communication among the Division Heads before, during, and after the annual evaluation process to ensure consistency and fairness across the College.

Faculty cannot double count points accrued for one activity.

If a faculty member does not agree with the decisions of the Division Head regarding his or her evaluation score, the faculty member may appeal to the Dean of the LCOB by the end of the academic year.

3. TEACHING AND ADVISING

Faculty teaching performance evaluations will encourage and reward engagement, innovation, and impact. The teaching CR results from a combination of student evaluations and the division head evaluation. The adoption of voluntary, online student evaluations has increased concerns about the reliability of student evaluations. To compensate, individuals may choose within their Annual Report and Planning Page to increase the weight of the Division Head’s score. Teaching effectiveness will be determined by student evaluations and division head evaluations using the following weights:

- 1) Student evaluations (30% - 70%)
- 2) Division head evaluation (30% - 70%)

An individual cannot receive “exemplary” or “professional” in teaching without completing all assigned teaching-related duties such as:

- Completion of all necessary Assurance of Learning duties required for the course;
- Completion of course syllabi in accordance with MU Board of Governors Policy No. 14 (2014);

- Submission of course syllabi to MUBERT in accordance with Board of Governors' and Academic Affairs' current standards;
- Maintenance of office hours;
- Submission of final grades and required midterm grades by due dates;
- Holding regular class periods.

If a faculty member does not perform the necessary teaching-related duties, then he or she will be rated as “needs improvement” or “unacceptable” in teaching as determined by the Division Head in consultation with the Dean.

3.1 Student Evaluations

The student evaluation portion of the score for teaching will be based on the overall composite rescaled means (all students, all questions) of the University administered online student evaluations for courses taught during the Spring and Fall semesters. The student evaluation score will be the weighted average of the overall composite rescaled mean of the two semesters. Weights will be determined by the total number of responses during the fall and spring semesters. For example, if a faculty member has 40 responses in the fall semester and 100 responses in the spring, then the fall semester would get a weight of 40/140 and the spring semester would get a weight of 100/140 when calculating the student portion of the annual teaching CR score. Internships and independent studies are not included in the calculation process described above.

The EC and the Dean encourage the faculty to dedicate a portion of class time to allow students to complete the online course evaluation on an electronic device.

3.2 Division Head Evaluation

If a faculty member performs the necessary teaching related duties referenced in the second paragraph of Section 3, the Division Head portion of the score for teaching will have the student evaluation score as a minimum. The Division Head will evaluate faculty teaching performance for factors/activities that foster engagement, demonstrate innovation, and provide meaningful impact. These factors/activities are categorized into Directed Student Learning or Research, Non-credit Instruction Taught, Faculty Self-development and Recognition, Course Development/Revision and Implementation, and Extensive Professional/Career Advising. A faculty member may earn up to 0.5 teaching CR points from the activities related to those five categories. An exception to that policy is when a faculty teaches a newly developed course or revives a course that has not been taught for the past five years. In this case, a faculty member may earn up to 0.7 teaching CR points. If requesting additional CR points for teaching, faculty are also responsible for classifying their teaching activities within the five categories.

Examples of the five categories of activities are as follows (* indicates activities where a faculty can obtain 0.2 teaching CR points, while the remainder of the factors will have a maximum of 0.1 teaching CR points):

a. Directed Student Learning or Research

For example:

- Teaching a university designated special course such as Writing Across the Curriculum, Critical Thinking, Service Learning, Multi-Cultural, and International (0.10 points per course)

- Teaching a course utilizing a project that requires extensive engagement with students and/or the business community
- Hosting guest speakers, arranging field trips, or similar activities (maximum 0.10 CR points per year)
- Including students in scholarly activities or supervised research (maximum 0.10 CR points per year)
- Serving on Honors or Yeager projects or providing H-option courses (maximum 0.10 CR points per year)
- Supervising student competition*
- Teaching live cases (excluding Service Learning courses)*
- Supervising independent studies*

b. Non-credit Instruction Taught

For example:

- Teaching workshops
- Presenting as a guest lecturer
- Presenting in seminars, workshops, boot camps, etc.
- Teaching certifications courses*

c. Faculty Self-development and Recognition

For example:

- Teaching awards and recognition within the College
- Completion of Continuing Education (CE), Continuing Professional Education (CPE), Continuing Legal Education (CLE), etc. A fifty-minute session will be considered one CE, CPE, or CLE hour. Five such hours will result in a 0.10 CR point increase
- Certification or training such as that sponsored by the Center for Teaching and Learning*
- Teaching awards and recognition outside the College or a finalist in these awards*
- Attending teaching boot camp outlined in LCOB Faculty Mentoring Program (2015)*

d. Course Development/Revision and Implementation

For example:

- Extensive structural revision of courses
- Development or adoption of new or innovative teaching strategies or instructional technology
- New course preparation
- First time incorporation of case studies, simulations, active learning into a course (maximum 0.10 CR points per year)
- First time development and implementation of e-courses* (maximum 0.20 CR points per year)
- First time development and implementation of multicultural, international, writing intensive, service learning, first year seminar, or critical thinking courses* (maximum 0.20 CR points per year)
- First time development and implementation of new courses*

e. Extensive Professional/Career Advising

For example:

- Extensive student professional/career advising activities in excess of 15 hours per semester above and beyond regular office hours (faculty must maintain a record of such activities in the form of calendar with dates and times of advising, documented contact with students that have graduated, etc.)

The Division Head will calculate the weighted average of the student and division head evaluation scores using the percentages determined by the faculty member in his or her Annual Report and Planning Page referenced in the first paragraph of Section 3.

The maximum CR awarded for teaching is 4.0.

4. SERVICE

A faculty member's service contributions demonstrate alignment with the LCOB mission, provide meaningful impact, and benefit the University community. As such, faculty will be evaluated based on their service performance. Service performance scores will be determined by significant and substantial university, professional or community service activities as determined by the Division Head.

Examples of university or college service activities that are significant and substantial include but are not limited to:

- College level committee work
- Serving on a search committee
- College liaison
- Recruitment and retention
- Faculty Senate
- University level committee
- Graduate Council
- University or college task forces

A total of 4 or more service activities are required for "exemplary" in service with at least 2 service activities to the University or the College. "Exemplary" performance in service will result in at least 3.51 CR for service.

A total of 3 service activities are required for "professional" in service with at least 2 service activities to the University or the College. "Professional" performance in service will result in at least 2.51 CR for service.

A total of 2 service activities are required for "needs improvement" in service and will result in at least 1.51 CR for service.

Fewer than 2 service activities will result in "unacceptable" in service and the faculty member will receive at least 1.0 CR for service.

Factors to be used in increasing service CR include:

- completion of other duties requested by a Division Head or Dean (0.1 CR points per significant duty)
- evidence of impact of service activities (0.1 CR points)

- service awards and recognition at college or university level (0.1 CR points for college and 0.2 CR points for university level)
- service activities above the minimum requirement for the individual’s current classification (0.2 CR points per activity)
- serving as a chair, secretary or other leadership position (0.2 CR points per position)
- serving as an advisor for a student organization (0.2 CR points per position)

The Division Head may award a maximum of one extra service activity for faculty members who perform extraordinarily demanding service activities. By the first Friday in December, the Executive Committee will identify and provide Division Heads a list of service activities that are considered extraordinarily demanding.

The maximum CR awarded for service is 4.0.

5. RESEARCH

The FQG encourages and rewards research and engagement that demonstrate alignment with the LCOB mission. As such, an individual’s research CR shall be evaluated on a rolling five-year window based on the point system for academic and professional engagement consistent with the FQG. Also consistent with the FQG, the required points used to determine an individual’s Performance Classification for research will be reduced by two for administrators.

5.1 CR Evaluation of Scholarly Academics (SA)

For classification (Exemplary through Unacceptable) of Scholarly Academics, engagement points must come solely from academic engagement. For a list of validating activities, see Section 4.3 of the FQG. The following point structure is used for Performance Classification:

Table 5.1

Performance Classification	Academic Engagement Points	Minimum Points from JPs ²	Minimum Validating Activities	Minimum Component Rating (CR)
Exemplary	10 or more	8*	2	3.51
Professional	6 – 9	4	2	2.51
Needs Improvement	3 – 5	2		1.51
Unacceptable	Fewer than 3			1.00

* For exemplary, at least one journal publication must come from Tier I, II, or III.

- An individual with 10 or more points from academic engagement within the last 5 calendar years, with a minimum of 8 points from journal publications and a minimum of 2 validating activities, is "exemplary" in research and will receive a minimum 3.51 CR for research.
- An individual with 6 - 9 points from academic engagement within the last 5 calendar years, with a minimum of 4 points from journal publications and a minimum of 2 validating activities, is "professional" in research and will receive a minimum 2.51 CR for research.

² The term JPs indicates Journal Publications consistent with the FQG.

- An individual with 3 to 5 points from academic engagement within the last 5 calendar years, with a minimum of 2 points from journal publications is "in need of improvement" in research and will receive a minimum 1.51 CR for research.
- An individual with fewer than 3 points from academic engagement within the last 5 calendar years is "unacceptable" in research and will receive a minimum 1.0 CR for research.
- Faculty members who earned their doctoral degree within the last five years or have received ABD status within the last three years are considered at least "professional" in research and will receive at least a 2.51 CR for research. Additional CR points must come from academic engagement activities above the minimum required to be "professional" in Table 5.1. Such faculty members will only be classified as "exemplary" in research when the criteria for "exemplary" in Table 5.1 are met.

Factors increasing research CR in each Performance Classification include:

- For each additional academic engagement point above the minimum requirement for the individual's current Performance Classification, the research CR will increase by 0.20 points.
- For each additional non-point accruing validating activity above the minimum requirement, the research CR will increase by 0.10 points.
- For attending the research boot camp outlined in LCOB Faculty Mentoring Guidelines, the research CR will increase by 0.10 points.

An individual may not receive a CR higher than the maximum score for his or her current Performance Classification. For example, an individual with five academic engagement points from JPs and five conference presentations will earn a research CR of 3.50.

The maximum CR awarded for research is 4.0.

5.2 CR Evaluation of Practice Academics (PA)

For Practice Academics, engagement points may come from either academic engagement or professional engagement. The following point structure is used:

Table 5.2

Performance Classification	Academic / Professional Engagement Points	Minimum Points from JPs ³	Minimum Professional Engagement Points	Minimum Component Rating (CR)
Exemplary	10 or more	4	6*	3.51
Professional	6 – 9	2	3**	2.51
Needs Improvement	3 – 5		3**	1.51
Unacceptable	Fewer than 3			1.00

* Four of the required professional engagement points must come from "substantive and sustained practice or consulting activities" as detailed in the FQG.

** Two of the required professional engagement points must come from "substantive and sustained practice or consulting activities" as detailed in the FQG.

³ The term JPs indicates Journal Publications consistent with the FQG.

- An individual with 10 or more points from academic or professional engagement within the last 5 calendar years, consisting of a minimum of 4 points from journal publications and a minimum of 6 points from professional engagement of which a minimum of 4 points must come from “substantive and sustained practice or consulting activities” is "exemplary" in research and will receive a minimum 3.51 CR for research.
- An individual with 6 - 9 points from academic or professional engagement within the last 5 calendar years, with a minimum of 2 from journal publications and a minimum of 3 from professional engagement of which a minimum of 2 must come from “substantive and sustained practice or consulting activities,” is "professional" in research and will receive a minimum of 2.51 CR for research.
- An individual with 3 to 5 points from academic or professional engagement within the last 5 calendar years, with a minimum of 3 points from professional engagement, with 2 of the 3 professional engagement points coming from “substantive and sustained practice or consulting activities,” is "in need of improvement" in research and will receive a minimum 1.51 CR for research.
- An individual with fewer than 3 points from academic engagement within the last 5 calendar years is "unacceptable" in research and will receive a minimum 1.0 CR for research.
- PAs within three years of hire will be considered “professional” in research if they have a minimum of 6 academic or professional engagement points from “substantive and sustained practice or consulting activities” and will receive a minimum 2.51 CR for research.

An individual may not receive a CR higher than the maximum score for his or her Performance Classification.

Factors used in increasing research CR in each Performance Classification include:

- Each academic / professional engagement point above the minimum requirement for the individual’s current Performance Classification will increase the research CR by 0.20 points.
- All other validating activities above the minimum requirement will increase the research CR by 0.10 points.
- Attending the research boot camp outlined in LCOB Faculty Mentoring Guidelines will increase the research CR by 0.10 points.

The maximum CR awarded for research is 4.0.

5.3 CR Evaluation of Scholarly Practitioners (SP)

For Scholarly Practitioners, engagement points may come from either academic engagement or professional engagement. For a list of validating activities, see Section 4.3 of the FQG. The following point structure is used:

Table 5.3

Performance Classification	Academic / Professional Engagement Points	Minimum Points from JPs ⁴	Minimum Validating Activities	Minimum Component Rating (CR)
Exemplary	8 or more	4	2	3.51

⁴ The term JPs indicates Journal Publications consistent with the FQG.

Professional	6 – 7	2	2	2.51
Needs Improvement	3 – 5			1.51
Unacceptable	Fewer than 3			1.00

- An individual with 8 or more points from academic or professional engagement within the last 5 calendar years, with a minimum of 4 points from journal publications and a minimum of 2 validating activities, is "exemplary" in research and will receive a minimum 3.51 CR for research.
- An individual with 6 - 7 points from academic or professional engagement within the last 5 calendar years, with a minimum of 2 points from journal publications and a minimum of 2 validating activities, is "professional" in research and will receive a minimum 2.51 CR for research.
- An individual with 3 to 5 points from academic or professional engagement within the last 5 calendar years is "in need of improvement" in research and will receive a minimum 1.51 CR for research.
- An individual with fewer than 3 points from academic or professional engagement within the last 5 calendar years is "unacceptable" in research and will receive a minimum 1.0 CR for research.

An individual may not receive a CR higher than the maximum score for his or her Performance Classification.

Factors used in increasing research CR in each Performance Classification include:

- For each additional academic engagement point above the minimum requirement for the individual’s current Performance Classification, the research CR will increase by 0.20 points.
- For each additional non-point accruing validating activity above the minimum requirement, the research CR will increase by 0.10 points.
- For attending the research boot camp outlined in LCOB Faculty Mentoring Guidelines, the research CR will increase by 0.10 points.

The maximum CR awarded for research is 4.0.

5.4 CR Evaluation of Instructional Practitioners (IP)

For Instructional Practitioners, engagement points may come from either academic engagement or professional engagement. The following point structure is used:

Table 5.4

Performance Classification	Academic / Professional Engagement Points	Minimum Professional Engagement Points*	Minimum Component Rating (CR)
Exemplary	8 or more	3	3.51
Professional	6 – 7	1	2.51
Needs Improvement	3 – 5	1	1.51
Unacceptable	Fewer than 3		1.00

*One required professional engagement point must come from “substantive and sustained practice or consulting activities” as detailed in the FQG.

- An individual with 8 or more points from academic or professional engagement within the last 5 calendar years, with a minimum of 3 points from professional engagement, with 1 of the 3 professional engagement points coming from “substantive and sustained practice or consulting activities” is "exemplary" in research and will receive a minimum 3.51 CR for research.
- An individual with 6 - 7 points from academic or professional engagement within the last 5 calendar years, with a minimum of 1 professional engagement point coming from “substantive and sustained practice or consulting activities,” is "professional" in research and will receive a minimum 2.51 CR for research.
- An individual with 3 to 5 points from academic or professional engagement within the last 5 calendar years, with a minimum of 1 professional engagement point coming from “substantive and sustained practice or consulting activities,” is "in need of improvement" in research and will receive a minimum 1.51 CR for research.
- An individual with fewer than 3 points from academic engagement within the last 5 calendar years is "unacceptable" in research and will receive a minimum 1.0 CR for research.

An individual may not receive a CR higher than the maximum score for his or her Performance Classification.

Factors used in increasing research CR in each Performance Classification include:

- For each additional academic / professional engagement point above the minimum requirement for the individual’s current Performance Classification, the research CR will increase by 0.20 points.
- For each additional non-point accruing validating activity above the minimum requirement, the research CR will increase by 0.10 points.
- For attending the research boot camp outlined in LCOB Faculty Mentoring Guidelines, the research CR will increase by 0.10 points.

The maximum CR awarded for research is 4.0.

6. ADMINISTRATION

Performance of administrative activities will be assessed in accordance with the duties outlined in the administrator’s service contract under Board of Governors AA-22. The administrative CR for anyone carrying a university designated administrative position will be evaluated by the Dean in consultation with the appropriate Division Head.