

Department of Fashion and Interior Design

Policy on Merit Ratings

Accepted October 21, 2009

Full-time faculty are expected to participate in the activities of Teaching, Scholarly Activity, and Service. Faculty members are expected to carry out their activities in a manner consistent with the program's code of conduct/ethics. The specific percent of time devoted to these activities will be established through consultation with the Department Head and approved by the Dean. Merit evaluations are expected to be consistent with current department RTP Plan.

Establishing Weights

Each year, while operating within the parameters determined by the University and the College of Natural and Applied Sciences, FID faculty members will indicate to the Department Head the percentage of weights he or she wishes to assign to each of the categories – teaching, research, and service. Faculty members may, after consulting with the Department Head, alter their percentage weightings prior to the evaluation process. Once the evaluation process has begun, no faculty member may alter the percent weightings.

Merit Evaluation Panel

Only tenured faculty members are eligible to serve on the Merit Evaluation Committee. The FID Department will have a three person panel with at least one person being a FID member. All eligible faculty members will be given the opportunity to serve on this panel before previous members are reappointed. The term of the appointment to the Merit Evaluation Committee is one year. The Charge of this committee will be to evaluate faculty within the FID Department and provide narrative evaluations and tentative performance rankings to the department head.

Department Head Review

The department head will use the narrative ranking from the Merit Evaluation Committee, as well as, consulting with the panel members on some components in assigning ratings. The Department Head will provide the evaluated faculty member with the following:

- a. copies of the committee's narrative reviews and the committee's ratings in each of the three performance areas;
- b. the department head's narrative review and ratings if different from that of the committee;
- c. a written rationale for any differences between the committee's ratings and the department head's ratings.

The department head will forward both his/her evaluations as well as the department committee evaluations to the CNAS Dean.

Appeals

Appeals of ranking will be carried out in accordance with guidelines set forth by the University and the College.

General Guidelines

Merit plans must be consistent with tenure and promotion policies at both the University and departmental levels. Activities that are required and/or encouraged for tenure and promotion should be recognized as well in merit policies. Likewise, merit policies should not have any specific requirements that are not tied to tenure and promotion cumulative performance over an extended period of time.

The University guidelines for Awards of Excellence have generally been adopted to provide indicators of activities or accomplishments that show meritorious teaching, research and service.

Double counting of activities and outcomes is not acceptable. While it is possible to assign some items to more than one category, no specific item may be listed in more than one category. For example, mentoring a student research project should be listed under teaching, but any publications resulting from the student's work should be listed as a research outcome.

Ratings

Each faculty member will be given one of the following ratings in each of the three areas, teaching, research and scholarly activities, and service in accordance with the following definitions:

Level 5 (Exceptional) Results consistently exceed basic expectations*.

Level 4 (Commendable) Results frequently exceed basic expectations.

Level 3 (Competent) Results consistently meets basic expectations.

Level 2 (Needs Improvement) Results sometimes fail to meet expectations.

Level 1 (Unsatisfactory) Results often fail to meet expectations; includes:

- a. Deficiency in at least two basic responsibilities
- b. A serious deficiency in a fundamental responsibility such as meeting classes reliably.

*Basic expectations will be defined below for each category of Teaching, Research and Service.

Name

REVIEW FOR 2009

USING THE "SELF" COLUMN, PLACE A CHECK MARK TO INDICATE ACCOMPLISHMENTS.
LIST SPECIFIC INFORMATION ABOUT ACCOMPLISHMENT(S) IN THE BOX BELOW THE CRITERIA.
UNEXPLAINED CHECK MARKS WILL NOT COUNT.

When an activity is accomplished by multiple individuals, identify specific work done and percentage of time spent for each individual's contribution to that specific project. Overall percentage cannot exceed 100%.

Indicate when an activity is peer-reviewed.

LIST COURSES TAUGHT AND EVALUATION SCORES

Semester	Course #	Course Name	Credit Hours	Evaluation

TEACHING

BASIC EXPECTATIONS FOR TEACHING REQUIRED FOR A SCORE OF 3.

SELF COMM. D.H.

			Update knowledge through consistent research on teaching and industry trends.
			Prepare and distribute appropriate syllabi and policy statements for all assigned courses.
			Meet all assigned classes regularly and reliably
			Be available to students for required number of office hours per week.
			Treat students with respect.
			Grade and return assignments and test to students in a timely manner that allows them to use feedback to improve and progress in the course.
			Provide student evaluations for all course sections taught.
			Turn in projects, syllabi, tests, and other required media for program accreditation, assessment, or at the request of the head in a timely manner
			Respond to student evaluations by adjusting course.

TEACHING ACTIVITIES TO BE CONSIDERED FOR A MERIT RANKING OF 4 OR 5
SELF COMM. D.H.

			Receive a significant award in teaching from a university entity or community or professional organization.
			Prepare a proposal or teach in a university-approved international venue for a semester.
			Develop for the first time or significantly update an international or national study away program for credit.
			Implement for the first time an international or national study away program for credit.
			Develop a course using an alternative delivery method (e.g., online or televised).
			Develop and teach a new course that is approved by department and university entities.
			Significantly update or redesign an existing course to meet current industry criteria or standards.
			Use a new instructional technology (e.g., Blackboard, web notes, etc.) for the first time.
			Write, edit, or compile a laboratory manual or set of supplemental course materials printed and distributed locally or in-house.
			Write, edit, or compile a laboratory manual or set of supplemental course materials printed and distributed through an outside publisher
			Receive or complete the activity for a teaching grant from the university or through Sponsored Research as PI or Co-PI.
			Be a guest speaker in a high school, college class, or college, community, or professional organization meeting.
			Participate in a discipline- and teaching-related professional development activity.
			Conduct a peer review of teaching for a colleague and submit an appropriate report.
			Mentor faculty in teaching-related activities (document).
			Obtain and/or maintain Master Advisor certification
			Attendance at teaching workshops.
			Other (Include brief description in Annual Report – 200 words maximum – including a brief discussion of why you feel this activity should qualify as satisfaction of teaching criteria.)

			Teaching Rating. In the "Self" column, list what you believe your rating should be based on what you have done during this evaluation period. Explain your rationale for your self-rating.

RESEARCH AND SCHOLARLY PRODUCTIVITY

BASIC EXPECTATIONS FOR RESEARCH AND SCHOLARLY PRODUCTIVITY REQUIRED FOR A SCORE OF 3.

SELF COMM. D.H.

			Update knowledge through consistent research on teaching and industry trends.

RESEARCH ACTIVITIES TO BE CONSIDERED FOR A MERIT RANKING OF 4 OR 5

SELF COMM. D.H.

			Submit writings and/or creative projects for juried review.
			Maintain a plan for consistent and productive scholarly efforts. This plan should be in writing and reviewed/adjusted annually
			Publish a discipline-related peer-reviewed book by an appropriate publisher.
			Complete a successful peer-reviewed prospectus with a contract for a book in a discipline-related area by an appropriate publisher.
			Show significant progress toward completion of a peer-reviewed book manuscript for which you have a contract with an appropriate publisher.
			Publish a full-length discipline-related peer-reviewed article in a refereed journal or other acceptable venue.
			Publish a peer-reviewed abstract in a refereed journal or other acceptable venue. Publication in a "proceedings" for which credit has been taken for the corresponding presentation does NOT count
			Publish in a non-refereed magazine or journal with national or international scope. (This is an article BY you not ABOUT you.)
			Submission of a proposal for an internal or external grant as a PI or Co-PI.
			Receive an internal or external grant as a PI or Co-PI.
			Secure gifts-in-kind for the department with paperwork filed in the Development Office.
			Receive a scholarship or fellowship from a university entity or professional organization
			Submit a proposal for a sabbatical or complete a sabbatical.

			Invited presenter at a discipline-related professional meeting.
			Invited poster presentation at discipline-related professional meeting.
			Invited presenter for significant industry conference, other universities, or seminar.
			Attend a discipline-related professional conference at the state, national, or international level.
			Participate in professional development related to grants and/or creative/scholarly activity.
			Receive a peer-reviewed award for an outstanding creative product.
			Mentor students or faculty in a creative/scholarly-related activity that results in an award.
			Mentor a faculty member on a dissertation or research related activity.
			Other (Include brief description in Annual Report – 200 words maximum– including a brief discussion of why you feel this activity should qualify as satisfaction of research criteria.)
			Scholarly Productivity Rating. In the “Self” column, list what you believe your rating should be based on what you have done during this evaluation period

SERVICE

BASIC EXPECTATIONS FOR SERVICE REQUIRED FOR A SCORE OF 3.

SELF COMM. D.H.

			Take part in department meetings unless class schedules preclude participation.
			Contribute to department activities, such as reports, student activities, advisory board meetings, and program review.
			Make a positive contribution to collegiality.
			Participate on department committee(s). Leadership will be considered for merit evaluation.

SERVICE ACTIVITIES TO BE CONSIDERED FOR A MERIT RANKING OF 4 OR 5

SELF COMM. D.H.

			Provide leadership for a department committee.
			Serve as an active advisor or co-advisor for a student organization.
			Actively participate on college committees.

			Provide leadership on a college committee.
			Participate in recruitment or retention activities for the college.
			Actively participate on a university committee.
			Provide leadership for a university committee.
			Participate in recruitment or retention activities for the university.
			Serve on a University Peer-Review Committee.
			Provide leadership in a discipline-related professional or community organization.
			Organize or co-host a professional or community organization meeting, conference, show, or jury. This is OTHER than those related to classes.
			Give a discipline-related presentation to an on-campus or local audience.
			Serve as a juror or judge for a regional or statewide activity related to the discipline.
			Serve as a member of a site-visit team for the accreditation of an academic program at another institution.
			Complete a review of a discipline-related text or journal article or a text prospectus at the request of publisher.
			Receive an award for service from a university entity or a community organization.
			Maintain membership in a discipline-related professional or community organization.
			Obtain licensing status in an appropriate professional area.
			Other (include brief description in Annual Report – 200 – words maximum including a brief discussion of why you feel this activity should qualify as a service activity.
			Service Rating. In the “Self” column, list what you believe your rating should be based on what you have done during this evaluation period.

I certify that all information in this document is true.

Signature _____