This annual process is designed to support faculty planning, growth and assessment. At the beginning of each academic year faculty will articulate and prioritize goals for teaching, scholarship, and service. Work plans are intended to be developed in collaboration with department chairs.* This provides an opportunity for faculty to integrate individual professional development plans with the needs of the department and the university mission as well as to identify resources that support accomplishing these goals. Faculty will determine the evidence that will be used to assess achievement of annual goals and will reflect on accomplishments and needed revisions on an annual basis.

Purpose of the Work Plan

- Workload /differentiation of load
- To create an opportunity for “conscious planning” by developing annual goals for teaching, scholarship and service.
- To promote conversation between the Chair and the faculty member
  - to identify resources required for achieving professional goals,
  - to consider how individual professional goals align with the needs of the department and the mission of the university,
  - to plan a sustainable work load.
- To evaluate the outcome of professional goals on a yearly basis by determining evidence of success or progress toward goals.
- To promote reflection regarding accomplishments and needed revisions of professional goals.
- To enhance individual and institutional accountability.

* Chairs will develop work plans in collaboration with the College Dean.

Description of Work Plan and Evaluation Process

All continuing faculty: In the spring of each year, all faculty will return to the work plan that they wrote the prior year and reflect and do a self-evaluation. At the same time you will complete a draft work plan for the following year. Faculty will then schedule a meeting with their chair sometime in April or May. A further description is below.

Year-end self-evaluation and Chair Review
Return to your work plan and reflect on your goals for the year. Explain how you met your goals or how you made progress towards your goals. Provide a short self-reflection on your year. Feel free to discuss items that were not part of your original work plan, but became major elements of your work. After preparing your self-evaluation, send it to your Chair and set the date for your annual work plan review and goal setting meeting with your Chair. The completed work plan for the current year with the Chair’s evaluation and recommendation for salary increase is due to the Dean from the Chair by May 31st.

The Work Plan for next year
For each area – teaching, scholarship, and service as applicable based on your appointment type – provide a description of your major goals/initiatives for the next academic year and what you hope to accomplish. Provide a means for self-reflection/self-evaluation. How will you know if you were successful in meeting your goals? What evidence of success will you use? Next year’s work plan should be discussed and completed with your chair during the annual review meeting in April or May. This work plan does not get forwarded to the Dean, but is to be used as a guideline and tool during next year.

Final Chair evaluation: In April/May following review of the faculty member’s work plan and a meeting with the faculty member, the Chair will prepare a final evaluation based on the work plan, the faculty member’s self evaluation, student course evaluations, any classroom observations that may have taken place, and any additional pertinent information. The Chair will use this information to provide an assessment, make recommendations for future goals, and to make a final recommendation for salary increase.
Please review the Basic expectations for Faculty from the Faculty Handbook - Section 2.4
https://www.plymouth.edu/office/vpaa/faculty/resources/  A short outline is provided below.

A full-time faculty member’s primary work responsibility is to PSU as a member of the faculty. The work of a faculty member is complex and dynamic and varies from week to week through the academic year. For tenure-track faculty, approximately 60 percent of time is devoted to teaching or librarianship and 40 percent to advising, scholarship, and service as articulated in the work plan and agreed upon between the faculty member and Chair. Clinical faculty devote 60 percent to teaching and 40 percent to advising, clinical practice, and service. Contract faculty typically devote 60 percent of their time to teaching and 40 percent to advising and service. The allocation of time for full-time Research Faculty varies by appointment.

Expectations of All Faculty

All faculty members are expected to be effective teachers and adhere to the basic course responsibilities, including following all academic policies. Effective teaching and basic course responsibilities are described below.

Effective teaching* is demonstrated by a teacher that
• engages in scholarly teaching,
• uses effective instructional design,
• utilizes appropriate instructional delivery,
• employs instructional assessment,
• mentors and supports students.

*See Faculty Handbook Appendix for further definitions.

Meet all basic course responsibilities https://www.plymouth.edu/office/vpaa/files/2015/04/Faculty-Handbook.pdf

Teaching Faculty members have the following specific responsibilities in connection with their teaching:

• Remain current in the subject matter
• Develop course activities and assignments, and update them regularly, to meet the course goals and objectives
• Convey goals/objectives, course requirements, grading criteria at the outset of the course through the course syllabus.
• Ensure exams and assignments are graded and returned to students as soon as possible and in a reasonable time period to be informative to the students about progress in the course.
• Instruct all courses as scheduled for the full allotted time
• Require student attendance only during the regularly scheduled course time.
• Adhere to the credit-hour policy:
  o “For each credit hour [undergraduate and graduate], there will be a minimum of one hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester hour of credit, or the equivalent amount of work over a different amount of time
• Inform Department Chair/Director (in advance when possible) of any absences and make arrangements for appropriate teaching substitution.
• Publicize and hold at least one office hour/week for each 3–4 credit course taught
• Provide formative and summative feedback to students in a timely manner.
• Submit grades on time as set out by the Registrar and within the University’s Fair Grading Policy.
• Post syllabus to Moodle and provide updated electronic copy of syllabus to department administrative assistant at the start of every semester.

Expectations of Full-time Faculty for Mentoring and Supporting Students

• Mentoring Students- All faculty members are expected to mentor and support student development. Specifically, faculty shall
• Advising- Faculty members who are assigned advisees are expected to be available to students; to know the curriculum and provide effective and accurate advising assisting students with academic progress and time to degree; and develop communication with students that is consistent, frequent, and confidential.

More detailed information regarding expectations for scholarship and service are available in the faculty handbook section 2.4 and the evaluation process section 2.5.  https://www.plymouth.edu/office/vpaa/files/2015/04/Faculty-Handbook.pdf
Where applicable, please include the ways your teaching, scholarship, and service will support the development of strategic clusters over the next academic year.

**Teaching/Librarianship:** A normal fulltime teaching load is 12 credits/semester. What is your assigned teaching load for the next academic year (e.g. how many credits of teaching/term):

Describe major initiatives related to teaching and advising which may include plans for professional development. | How will you self-assess? What evidence will you use to reflect on your accomplishments? (Complete during planning process) At year end, return to this section and comment on success or progress toward goal

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**Faculty member reflection:** (this is a place where you can discuss things that you accomplished that were not on your original work plan)

**Chair comments:** (Chair may provide comments here during initial meeting. At year end, Chair should provide summative evaluation of faculty in terms of work plan as well as overall teaching assessment)
**Scholarship:** Please describe any “credit re-allocation” you have to devote to scholarship if applicable? (i.e. a 3-4 teaching load means you have re-allocated 3 credits for additional scholarship. Your work plan should reflect this load shift)

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<td>How will you self-assess? What evidence will you use to reflect on your accomplishments? (Complete during planning process) At year end, return to this section and comment on success or progress toward goal</td>
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**Chair comments:** (Chair may provide comments here during initial meeting. At year end, Chair should provide summative evaluation of faculty regarding scholarship)
Service: Please describe any “credit release time” you have devoted to service activity if applicable?

Describe your plans for service and/or outreach activities. Describe how your goals will support your dept. and the university.

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Chair comments: (Chair may provide comments here during initial meeting. At year end, Chair should provide summative evaluation of faculty regarding service)

Faculty member electronic signature:
Date:
Chair’s Year-End evaluation including salary increase recommendation (no increase, general increase, or Recognition increase): (chair should include overall assessment of faculty member’s performance including the extent to which the faculty member met basic performance expectations. An assessment of student course evaluations, classroom observations and other data as applicable). To be eligible for the general/across the board increase, faculty must meet basic performance expectations.

Chair’s electronic signature:
Date:

Description of Work Plan and Evaluation Process

New faculty: should develop their work plan with their Chair in September of their first year at PSU.

All continuing faculty: In the spring of each year, all faculty will return to the work plan that they wrote the prior year and reflect and do a self-evaluation. At the same time you will complete a draft work plan for the following year. Faculty will then schedule a meeting with their chair sometime in April or May. A further description is below.

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