

Annual Work Plan and Evaluation Process

This annual process is designed to support faculty planning, development and evaluation. 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 his/her evaluator. This provides an opportunity for faculty to integrate individual professional development plans with the needs of the program/department, cluster 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
 - While the 70/15/15% distribution of workload between teaching, scholarship and service reflects the typical work effort of faculty, any Bargaining Unit Member may apply to the Provost for variations in their workload which places more emphasis on either scholarship or service.
- To create an opportunity for “conscious planning” by developing annual goals for teaching/librarianship (including advising), scholarship and service.
- To promote conversation between the evaluator 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/discipline, cluster and university initiatives,
 - to plan a sustainable work load.
- To evaluate the outcome of professional goals on a yearly basis by discussing progress towards established goals
- Areas for growth and development.
- Discuss contributions to the department/discipline, cluster and university initiatives.

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 evaluator. A further description is below.

Year-end self-evaluation and Evaluator 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 evaluator and set the date for your annual work plan review and goal setting meeting with your evaluator. **Individual work plans must be completed and submitted to the evaluator no later than May 31.**

The Work Plan for next year

For each area – teaching/librarianship, 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 evaluator during the annual review meeting.

Final Evaluator evaluation: In May/June following review of the faculty member’s work plan and a meeting with the faculty member, the evaluator will prepare a final evaluation based on the overall assessment of the faculty’s performance (taking into account basic duties), student course feedback, teaching observations and evaluations, and success in scholarship and service by reviewing other data as applicable. In the overall assessment the evaluator shall offer a review of basic duties, teaching, service and scholarship using the following criteria:

- **UNSATISFACTORY:** Has not met minimum duties and expectations
- **SATISFACTORY:** Has performed at an acceptable level and has fulfilled his/her basic responsibilities for the year
- **EXEMPLARY:** Has exceeded normal responsibilities and expectations and has demonstrated a commitment to PSU that has moved the institution forward in accordance with its mission and strategic plan.

The evaluator must submit the work plans to the Provost by June 30.

Please review the Basic expectations for Faculty from the Faculty Handbook- Section 2.4 <https://campus.plymouth.edu/academic-affairs/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 Program Coordinator. 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://campus.plymouth.edu/academic-affairs/wp-content/uploads/sites/28/2014/10/Teaching-Faculty-Faculty-Handbook-revisions-5-2-2018.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:
 - “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 Program Coordinator (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 provide advice that assists students in meeting career aspirations, make him/herself available, promote students for awards or scholarships, promote student orientation and involvement, engage students in scholarly and professional activities, participate in and support student activities, and help the student feel welcome and provide pertinent general information relative to University life.
- 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://campus.plymouth.edu/academic-affairs/wp-content/uploads/sites/28/2014/10/Teaching-Faculty-Faculty-Handbook-revisions-5-2-2018.pdf>

Faculty name:

Rank:

Administrative title (if approp.)

Department:

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
Faculty Work plan:	Faculty Self-Assessment:
	Projected evidence: Year end faculty self-assessment:
Faculty member reflection: (this is a place where you can discuss things that you accomplished that were not on your original work plan)	
Evaluator comments: Indicate performance level using qualifiers below and provide supporting comments. <ul style="list-style-type: none"> • UNSATISFACTORY: Has not met minimum duties and expectations • SATISFACTORY: Has performed at an acceptable level and has fulfilled his/her basic responsibilities for the year • EXEMPLARY: Has exceeded normal responsibilities and expectations and has demonstrated a commitment to PSU that has moved the institution forward in accordance with its mission and strategic plan. 	

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)

Describe your plans in the area of scholarship.	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
Faculty Work plan:	Faculty Self-Assessment:
	Projected evidence: Year end faculty self-assessment:
Faculty member reflection: (this is a place where you can discuss things that you accomplished that were not on your original work plan)	
<p>Evaluator comments: Indicate performance level using qualifiers below and provide supporting comments.</p> <ul style="list-style-type: none"> • UNSATISFACTORY: Has not met minimum duties and expectations • SATISFACTORY: Has performed at an acceptable level and has fulfilled his/her basic responsibilities for the year • EXEMPLARY: Has exceeded normal responsibilities and expectations and has demonstrated a commitment to PSU that has moved the institution forward in accordance with its mission and strategic plan. 	

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.	If applicable, how will you self-assess and what evidence might you use? (Complete during planning process) At year end, return to this section and reflect on your meaningful contributions.
Faculty Work plan:	Faculty Self-Assessment:
	Projected evidence: Year end faculty self-assessment:
Faculty member reflection: (this is a place where you can discuss things that you accomplished that were not on your original work plan)	
Evaluator comments: Indicate performance level using qualifiers below and provide supporting comments. <ul style="list-style-type: none"> • UNSATISFACTORY: Has not met minimum duties and expectations • SATISFACTORY: Has performed at an acceptable level and has fulfilled his/her basic responsibilities for the year • EXEMPLARY: Has exceeded normal responsibilities and expectations and has demonstrated a commitment to PSU that has moved the institution forward in accordance with its mission and strategic plan. 	

Faculty member electronic signature:

Date:

Evaluator's Year-End evaluation: evaluator should include an overall assessment of the Bargaining Unit Member's performance, taking into account basic duties (see Article 8.2, Workload), student course feedback, teaching observations and evaluations, and success in scholarship and service by reviewing other data as applicable. In the overall assessment the evaluator shall offer a review of basic duties, teaching, service, and scholarship using the following criteria:

- **UNSATISFACTORY:** Has not met minimum duties and expectations
- **SATISFACTORY:** Has performed at an acceptable level and has fulfilled his/her basic responsibilities for the year
- **EXEMPLARY:** Has exceeded normal responsibilities and expectations and has demonstrated a commitment to PSU that has moved the institution forward in accordance with its mission and strategic plan.

Evaluator's electronic signature:

Date: