



Faculty Evaluation Rubric and Eleven Vignettes for Discussion

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Peer evaluation is a professional privilege and responsibility. In the academy faculty peer evaluation is a vitally important and yet difficult enterprise. The difficulties arise from divergent philosophies of education, differences regarding the nature of the discipline, disagreements about priorities, conflicting pedagogical and research paradigms, and differences of personal style and preference. Yet, to be of genuine value, the process must be as objective, judicious and useful to all the stakeholders. And there are many -- the individual, the students, the department and college, the institution, the teaching profession, and society. One purpose of evaluation is to sum up perceived strengths and weaknesses. Another purpose is to developmentally coach, guide, mentor, advise, and support one another. Done right, professional peer evaluation it worth the time and effort. Done wrong, it is painful, discordant, and potentially destructive to the fabric of our community of teacher-scholars, our department and our institution.

Achieving consensus about the application of evaluative criteria and about the performance expectations for colleagues at different academic ranks and levels of professional development is an essential part of an objective and useful faculty evaluation system. Worrying with the policy documents and the evaluation terminology alone cannot accomplish this. Operational agreement emerges when policy statements are grounded in multiple case histories. When like cases are evaluated similarly and when divergent cases are dealt with comparably, then an operational consensus gives meaning to the abstractions set forth in policy documents. The operational consensus, once achieved, guides expectations on the part of those being evaluated and those doing the evaluations.

Along with a qualitative evaluation rubric, this document includes eleven fictional vignettes. The information for each case appears as it might on annual faculty activity report. Three vignettes are in teaching, (Professors A, B, and C); four in scholarship (Professors D, E, F, and G), and four service (Professors H, I, J, and K). The purposes of these vignettes are (1) to advance the process of calibrating our application of the evaluative terminology to achieve greater reliability among the members of our academic community and (2) to surface areas where further conversation regarding the appropriate value to attach to a given item is still required.

Interpret and analyze the information presented, and evaluate the relative significance of the work of the fictional faculty members. You might begin by rank ordering from top to bottom the three or four Profs within each separate evaluation category -- teaching, scholarship, or service. The rubric provides a table with possible evaluative terms and descriptions. After individually giving each your tentative rating, work with your colleagues to come to a consensus evaluation of the Profs in each group. Again, analyze and interpret the information presented (or not presented) and determine its relevance and weight within each evaluation category. The consensus should include the reasons which justify the evaluations. Finally, to assist in communicating the evaluation's results to the Profs in ways that are clearly fair-minded and helpful, describe the consensus strengths and weaknesses of each Prof and offer collegial suggestions for how the Prof might address any concerns, challenges or weaknesses the which emerged from the evaluation.

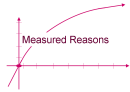


Proposed Qualitative Terms For Use in Faculty Evaluation

This rubric assumes a “best fit” approach and the exercise of one’s professional judgment.

Given these choices, and realizing that not every phrase may necessarily applies in every case, ask:
 “Which of the five qualitative levels best describes this candidate’s work in each category?”

Teaching Effectiveness	
Below Expectations	Problematic classroom or other teaching performance; unreliable advising and frequent unavailability; indifference toward or unreasonable resistance to meeting teaching standards
Minimally Acceptable	Fulfills all teaching responsibilities; meets minimal qualitative expectations in the classroom. Some unreliable availability or mistakes in advising; little or no curricular development; minimal efforts at improvement; one or more problematic elements in the area of teaching.
Good	Fulfills all teaching responsibilities. Evidence of solid work in the classroom; some successful effort to improve; good reliable student mentoring and academic advising.
Excellent	Fulfills all teaching responsibilities well. Evidence of overall excellence in teaching, advising, mentoring; curriculum or program development.
Extraordinary	Fulfills all teaching responsibilities very well. Demonstrable overall excellence in teaching, advising, and mentoring; leadership in curricular improvement, sharing of expertise.
Research, Scholarly and Creative Activity	
Below Expectations	No scholarly or creative activity, or activity of a quality below expectations given rank and position.
Minimally Acceptable	Minimal scholarship or research productivity of acceptable quality relative to rank and position.
Good	Some good, solid scholarly activity and productivity relative to rank and position; solid evidence of future plans with high likelihood of successful completion.
Excellent	Substantial scholarly effort and achievement relative to rank and position; completion of important research/creative projects in accordance with long term plans.
Extraordinary	Significant and rigorous scholarship / creative work in a prestigious venues. Major research or scholarly/creative achievements relative to rank and position.
Professional Service	
Below Expectations	Little or no meaningfully or useful activity in serving department, College, or University in important ways. Or, behavior of a professionally unacceptable kind or harmful effect.
Minimally Acceptable	A minimal level of useful activity, relative to rank and seniority, in serving the program, department, College, University or profession.
Good	Consistently effective service at multiple organizational and professional levels appropriate to rank and seniority; shows initiative; responsive to needs of students and department.
Excellent	Excellent initiative and effort with consistently beneficial results on important projects, appropriate to rank and position at multiple organizational and professional levels.
Extraordinary	Uniformly excellent effort and results in important projects; generosity of spirit in volunteering; effective leadership appropriate to rank and position



Teaching: Three Activity Reports Associate Professors A, B and C

Teaching: Associate Professor A

Teaching Responsibilities Summary: During the academic year, the same courses and lab sections as in the previous three years: these include two different Freshman / Sophomore core courses (40 students each), one intro to majors with two lab sections (18 students each), two upper division (UD) courses for majors/minors (10 students & 9 students). Two independent study students. One course release for research.

Course Materials: Syllabi for the Freshman / Sophomore courses, unchanged from the previous year except for calendar dates, list required readings, due dates of paper and mid term, office hours. Mid term is in week 7, paper is due in week 9. Syllabi for UD courses add description of related departmental courses, and bibliography. In all cases grading is based on the one paper, the mid-term, and the final. Relative weights of each assignment are not specified. Prof asserts that student workload is intentionally heavy. No sample lab exercises were submitted. Sample final exams for all courses were submitted. Format: one essay question, five problems, and 15 short answer questions. Sample mid-terms not submitted. Prof notes that covering the required number of topics and chapters dictates a heavy reliance on well-constructed lectures which exactly parallel the textbook and other required readings.

Student Achievement: Prof gives 10% D's, 60% C's, 25% B's and 5% A's. Chair reports three occasions of majors complaining about grading, but none of them wanted to make a formal appeal. Faculty have mentioned that students coming out of Prof's courses appear unfamiliar with some principles they expect Prof should have taught; other faculty praise students who have mastered lab techniques taught in Prof's lab sections. Two of Prof's advisees were accepted to prestigious graduate schools. No student learning outcomes assessment data provided.

Supervision of Student Research or Artistic Work: As was the case last year, no majors elected to work with Prof. However this year, Prof invited three Freshman / Sophomore students to be lab assistants, but none continued beyond one quarter. Prof says too busy to pursue research with students.

Advising and Mentoring: Prof was assigned 10 undeclared Freshman and met each once, in Sept. Prof was assigned 12 majors and met each once, in March. Prof. on campus three days per week for office hours, classes, and dept. meetings. Chair reports four majors asked to be assigned to different advisors.

Instructional Development Activities: Prof reports continuing to make progress this year on the development of a new course at upper division consistent with Prof's current research interest. Prof attended Ethnic Studies summer workshop, two Teaching and Learning Center programs, and participated in dept. discussions of revising the major. Prof has expressed interest in data gathering for assessment, but has not pursued the matter.

Contributions to the Learning Environment of the Students: Two guest presentations in colleagues' courses, hallway conversations about the importance of upgrading lab equipment. Helped three days over the summer to repair an apparatus used in Sophomore lab courses. Prof, a well-published scholar, reports the publication of the fifth edition of Prof's financially successful textbook. Prof supplied copy of one book review published in a leading pedagogical journal of the discipline which acclaim the "precision and care" with which the text "lays out for undergraduates and beginning graduate students the subtleties of research methods in our field."

Student Evaluations, Peer Evaluations, Alumni Comments: At the Freshman / Sophomore level many students have a strongly negative reaction to Prof, but about the same number are strongly positive -- with few in the middle. Narratives are similarly divided. Many praise "excellent"



lectures as "ideal for taking notes," "extremely well-organized" and "excellent synopses of the readings." Many complain of a "rigid" style that is "cold," "boring," "unreceptive" and "disdainful toward student questions." Several complain that mid-term was given later than scheduled and that the criteria by which term paper was graded were "unclear." Many praise professor for "knowledge of subject." Students regard Prof as a "picky" grader whose course workload is lower than typically experienced, but whose tests contain "trick questions" which depend on "flat out memorization." The average numerical evaluation scores vary less than one standard deviation from departmental mean.

Like many, Prof known to be opposed to colleagues visiting classes. Prof argued that it was distracting to students. Chair reports that Prof agreed, however, to being visited because Prof acknowledged having a hard time reaching the "weaker students." Prof insisted that only Chair should make class visits. Chair visited class two times and lab once. Prof insisted a full week prior notification of these visits. Chair reports Prof's delivers extremely clear, concise, well-organized lectures, with good use of overheads. Chair observed attendance to be about 60% of those registered, some students listened closely and took notes, others appeared disengaged and bored. Chair notes that Prof asked students if they had questions once, just before end of class. In lab students worked on an experiment following step by step instructions given by Prof in pre-lab lecture. Alumni surveys seldom if ever mention Prof or Prof's courses when listings of department's most influential and inspiring course and teachers are requested. Chair received an unsolicited letter from recent alum praising Prof's Freshman course six years ago as leading alum to select that major.

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Teaching -- Associate Professor B

Teaching Responsibilities Summary: During the academic year, four courses, same as previous years: two Freshman / Sophomore courses, one in core (32 students) and the other an intro for majors (20 students); two Junior/Senior electives open to majors/minors/others (19 students & 12 students). Seven independent study students. Two course release for sabbatical Fall quarter. One course release for research.

Course Materials: Syllabi for all courses are extensive. Each gives an overview of the course, and describes in detail the student learning outcomes and work expectations for each exam and written assignment. All class days are listed along with topics, reading assignments, and study questions. Due dates for exams and papers are highlighted in bold face type with arrows. Prof's grading is based entirely on an extremely elaborate point system. Workload on students appears to be higher than normal, particularly for the intro for majors course. Assignments intended to develop critical thinking skills are evident in all courses. Syllabi in three courses remain substantially the same as previous years, yet with appropriate updates. Syllabus for one of the Junior/Senior level electives was extensively revised with considerable evidence of Prof's attention to gender issues in the discipline. Quizzes, which the Prof says are intended to be diagnostic, appear to be given every two weeks in all courses. 60% of the quizzes are the same as previous year, 40% appear to be revisions or newly developed. A "mid-term" is given in week 4 and week 8, a short paper is due in week 3, and another week 7 of the quarter. There are three options for the "final" exam. A group term-project is an option given in lieu of a final exam. Descriptions of that optional assignment emphasize working in groups of 3 students, prior approval of the project topic, and submission of an outline at week 6 and a draft at week 8 for Prof. to review with the team. The final is either at the date scheduled, or as a take-home at the option of each student. A different form of the final is used for the take-home version.

Student Achievement: About 15% of the students earn A's, 30% B's, 40% C's, 10% D's, and 5% F's. (+ 5% or - 5% in the different courses). Many faculty have commented favorably on Prof's students being well prepared to ask good. Chair reports 48% of the students in the intro major course switched to another major after taking this course. Prof says this course did not work this time around. Prof insists, however, that those students who left the major were confused about the discipline, not serious enough, or not intellectually capable of succeeding in the discipline. Chair reports the attrition rate when other faculty teach this same course averages around 20-25%. Each year many of Prof's advisees and those with whom Prof collaborates on research are admitted to the most prestigious professional schools in the nation.



Supervision of Student Research or Artistic Work: Prof. supervised the background research for a public service project on health care access undertaken by the undergraduate majors club, guided five students in the development of their papers to be presented at annual undergraduate research conference, and collaborated with three seniors on separate research projects of their choosing. Prof. complains that these activities are very time consuming and that other faculty should take up more of this burden.

Advising and Mentoring: Prof has 41 advisees, all majors and minors. Prof. meets with each student at least once per quarter, hosts social events for advisees and other majors/minors, holds small group meetings to go over undergraduate summer employment opportunities that relate to their development in the discipline. Prof wrote letters of recommendation for 14 graduating seniors. Chair reports Prof is talking about feeling stressed and over-extended. Prof reports repeatedly asking Chair to make a more equitable distribution of advisees among the faculty of the department.

Instructional Development Activities: Prof has initiated work with two colleagues aimed at gathering data on the subject matter knowledge and problem solving skills transfer students bring to the major. The group is exploring standardized testing for as a strategy to assist placement of transfer students into Sophomore / Junior course sequences. Prof attended summer Service Learning Project workshop and has described, in some detail, how Prof plans to revise Junior/Senior level course in view of that experience. Prof worked with Teaching and Learning Center to develop mid-course evaluations and feedback strategies on teaching using critical thinking activities. Prof attended ten week program on the effective use of course management software, e.g. BlackBoard. Prof is designing online course at the request of the Chair. Student learning outcomes and assessment materials for that course are completed, additional teaching materials are being developed.

Contributions to the Learning Environment of the Students: Prof reports that following last year's advice of Chair, Prof reluctantly declined several invitations to speak in residence halls. Prof assisted in set up of computer learning lab to be shared by all the departments housed in the building. Prof is on campus and available to students five days a week and frequently can be found in lab one or more evenings per week. Chair reports that Prof declined two invitations to be on panels describing teaching innovations in the discipline at national conferences. Chair would not speculate about Prof's reasons for declining.

Student Evaluations, Peer Evaluations, Alumni Comments: Prof's grading system is seen by almost all students as a "clear and very fair." One student, however, commented the Prof's point system was "confusing," another said it was "insulting." Less than half the students registered in Prof's intro for majors course filled out evaluation forms. Narrative evaluations emphasize Prof's "accessibility" and "care" for students. Students praise Prof for making them "think about issues of gender and equity." in "the subject matter and in society." Chair reports that majors/minors consistently praise Prof. for being one of those who is always around when they need to talk with a faculty member. Juniors and Seniors praise Prof for helping them "really understand the discipline for the first time." Chair reports an incident in Winter quarter when five Freshman came as a group to complain about Prof's "not giving clear lectures," and being "unrealistic about workloads," and "asking things on exams that weren't covered in class." These five were among those who changed to another major. Students comment that Prof's workload as "excessive," and that Prof has "very high expectations." Except for intro to majors course, Prof's numerical evaluation scores are in the second standard deviation above the departmental mean.

Chair and another faculty colleague together visited classes six times over the year. Chair reports that Prof manages class discussion remarkably well, leading students to question assumptions, supply their own interpretations and justify their reasoning. Students appeared to be engaged and energized by the exchanges with Prof and with each other. The other faculty colleague reports classes appeared disorganized, disjointed, and out-of-control with valuable lecture time wasted while students talked about obviously silly hypotheses and avenues of inquiry known to be fruitless. This faculty colleague objected to the introduction of extraneous, gender-specific, material into classroom time. Alumni surveys continue to list Prof among the most influential and inspiring of the department.

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Teaching -- Associate Professor C

Teaching Responsibilities Summary: During the academic year, five courses and three studio labs which count as one additional course: these include the same Freshman core course each quarter (50 students each), a Junior level elective with its three studio-lab sections (8 students each), and the senior seminar (5 students). Seventeen independent study students. Two summer courses (20 students each). Chair reports having originally assigned Prof only two Freshman courses, but shifting Prof into the third Freshman course when unexpected enrollment demand materialized. Prof and two other colleagues also shared duties substitute teaching for colleague who was out sick for four weeks. Prof reports voluntarily assisting director of performing arts ensemble course Winter Quarter (80 students).

Course Materials: Syllabi for all courses appear clear, current, and suitably detailed. Course goals are specified, the relationship of the course to the goals of the University Core is described, and the unique perspective of the department on those University Core goals is emphasized. Students are encouraged to "make the integrative linkages with other subjects." Weekly reading assignments are specified, as are due dates for short papers and quizzes. Office hours are distributed over five days of the week with walk-ins and appointments encouraged. Grading criteria are described and proportional weights for each assignment, quiz and test, as well as class participation, are given. Collaboration is described as a course goal, and it is prominently featured in the syllabi, but its impact on grading not made known. Syllabi emphasize "thinking about committing oneself to social justice" in several places; however the ways this outcome is intended to be realized are not made clear. Through essays, short answers, and objective test items, all Prof's exams stress basic course content at the level of textbook memorization.

Student Achievement: Prof. gives 20% A's, 50% B's, 30% C's. Several Incomplete and Withdrawals appear. Chair reports no complaints from Freshman or Sophomore students, but on occasion Seniors object if Prof's UD course is their only option in a given quarter. Faculty have suggested that Freshman coming out of Prof's courses seem enthusiastic about the discipline, but with weak points in their knowledge of some theories and concepts.

Supervision of Student Research or Artistic Work: Although this is not Prof's home department, Prof has excellent background in the performing arts. Thus, Prof voluntarily assisted a performance department with Sunday afternoon and evening auditions of 25 Sophomores at the end of Spring quarter. Chair reports "hearing" that independent study students meet with Prof for discussion of their readings and papers only three times per quarter. Associate Dean questioned apparent lack of substance and focus in many of Prof's independent studies course descriptions.

Advising and Mentoring: Prof has 15 undeclared advisees and 10 departmental majors/minors. Chair reports errors in Prof's analysis of departmental requirements; similar concerns surfaced from Dean's Office regarding advice Prof had given about University Core requirements to undeclared students. Prof reports good success with Freshman and Sophomore advisees, but that Juniors and Seniors just do not come in for appointments. Although on campus every day, Prof has been observed by Chair to be frequently late for office hours. Frustrated students have complained to other faculty. Dept. secretary has suggested to Chair that Prof is "not fully up to speed on the details" of the curriculum. Chair reports that several conversations with students who praise Prof for being "open" and "approachable," always "willing to help" whether "with school or with personal problems."

Instructional Development Activities: Prof attended Service Learning Project summer workshop this past summer and reports having already introduced social justice considerations fully into all courses. Prof participated in Teaching and Learning Center workshops on diversity, student collaborative learning, and critical thinking pedagogy. Prof attended Faculty Forum on Outcomes Assessment. Prof asserts now being up to speed on all matters as well. Prof has proposed to teach in International Studies program, and has asked to be involved in pre-med advising. Last year Chair praised Prof's enthusiasm but strongly advised Prof to approach teaching and advising with much more focus and depth. Chair reports having been informed by two colleagues that Prof took offence at this suggestion. Chair reports being told that Prof regarded this advice from Chair as an inappropriate



intrusion into Prof's prerogatives and academic freedom, and saw this as evidence that Chair did not support the mission and goals of the College and University. Chair reports being unable to confirm directly how Prof felt, except that Prof now acts defensively and very formal around Chair.

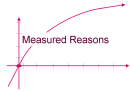
Contributions to the Learning Environment of the Students: Prof participated in design team which developed new Sophomore level field-experience course in conjunction with Community-Based Learning Project. Though not teaching that course, Prof reports having consulted extensively with the faculty member of record. Prof proposed to establish a student club of departmental majors to undertake a tutoring program in an area high school. Chair reports having discouraged the idea on the grounds that Prof was already over-extended with other projects and duties.

Student Evaluations, Peer Evaluations, Alumni Comments: Students report that workloads are about average, that Prof shows enthusiasm and excitement for teaching. Prof's lowest scores are at the upper division level on knowledge of the discipline. Narrative evaluations suggest Prof sometimes appears "unprepared for class" and "disorganized." Students find Prof "hard to follow" and report Prof's instructions on assignments are "vague" and "ambiguous." Students say Prof is "one of the most enjoyable" in the department. Mean numerical student evaluations are more than one standard deviation above the departmental mean for lower division course, and within one standard deviation of the mean for upper division courses.

Two faculty colleagues jointly visited six classes. Freshman classes were praised for presenting a solid overview of the discipline, its major theories, and principle components. Prof was praised for showing energy and enthusiasm as a teacher. These faculty note that Prof's command of more refined points appeared shaky and incomplete. Frequently students, particularly advanced students, raised questions Prof was unable to answer. In each case Prof was gracious in offering to return with the desired information at the next lesson.

Prof's use of small group discussion techniques was praised as technically sound. Alumni surveys give Prof high marks for having motivated them to major in the discipline and having sustained their enthusiasm for learning. Prof is frequently requested to speak at alumni gatherings. Three letters from parents of Freshman were sent to Chair in praise of Prof's commitment to spirited teaching and social justice.

Notes and Questions:



Research: Four Activity Reports

Full Professor D Associate Professors E and F Assistant Professor G

Research, Scholarly and Artistic Activity -- Professor D

Scholarly/artistic productions: Prof organized a panel presentation at a regional conference and presented a paper as one member of that panel. Prof is engaged in multi-year project and has accepted three invitations to present "progress reports" to various national groups, one within Prof's own discipline, one a State policy-making board, and the third a professional society in a related discipline. Prof and colleagues with whom Prof does research submitted one paper for publication in a refereed journal. Prof, who is first author, received letter from editor indicating that paper would be accepted for publication if minor revisions are made and the paper is shortened. You read this paper and realize it is quite an impressive piece, based on a solid foundation of research built over many years. Prof completed revisions and page proofs on two other manuscripts which had been reported as accepted for publication last year.

Plans for future research/creative activity: Prof, one member of a six person team, plans to continue fruitful collaboration on project begun four years ago. Since its inception, Prof and colleagues have co-authored seven articles, made numerous presentations, and been invited to consult with several policy-making and scholarly groups. Prof is unable to clearly differentiate Prof's contributions from those of any other member of the team. The collaboration, however, is acquiring a growing reputation within the discipline and beyond. As evidence for this Prof presents examples of requests for reprints, information, phone consultations, and speaking invitations.

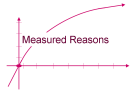
Grants and other funded scholarly/artistic projects: Prof currently is listed as principle investigator on two nationally competitive grants, both renewals, which supply funding for Prof's research as well as summer and academic year support for 15 student assistants, a full time staff member, and two post-doctoral fellows. Prof has indicated that future funding may depend on the ability of the department to expand Prof's studio/lab/research space. Prof submitted new proposal for multi-year grant. Although conceptually Prof's vision and idea, Prof reports that the actual proposal, 70 pages including budget, was compiled by post-doctoral fellow and staff of the campus sponsored projects office for Prof's signature. Prof assisted junior colleague in developing proposal for campus internal grants program. At Chairs request, Prof researched student learning outcomes and outcomes assessment approaches of comparable departments at seven similar institutions, reported to department on findings, and made recommendations for (a) departmental program evaluation and (b) student learning outcomes assessment strategies to use for their department's major.

Recognitions, reviews, and awards for scholarship/artistic work: Prof received distinguished scholarship award from university for achievements over the past ten years. Prof's paper, published last year, was recognized as among the 20 "most useful" academic papers by Governor's panel on the "Utility of Academic Institutions." Prof was asked by colleagues at neighboring university to conduct a workshop on grant-writing and grant-winning. 150 word abstract of Prof's book, which was published three years ago, appeared in discipline's top journal.

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Research, Scholarly and Artistic Activity -- Associate Professor E

Scholarly/artistic productions: Prof was invited to work on background study for the design of aluminum and glass models intended for use in world touring architectural exhibition which features ecologically clean and energy efficient human habitats. Prof, well-published in refereed cross-



disciplinary environmental sciences journals, devoted entire sabbatical (June of one year through September of the next) to research for this project. Prof wrote technical research reports on each of five separate habitats. When the touring exhibition was unexpectedly canceled, Prof compiled the five reports into a 400 page book manuscript. Prof has submitted ms. for editorial review. You scan the ms. It appears to be good research, but, in your view, it will never become a cohesive book. The five tech reports might be able to be published as separate pieces, however. Each will take more work, though.

Plans for future research/creative activity: Having been consumed by the sabbatical project, Prof only plans are to "try to find a publisher for the book."

Grants and other funded scholarly/artistic projects: Prof asked for a course release to complete work on the book begun during sabbatical, however the course release was not approved. Prof is openly skeptical in department meeting about pursuing external competitive grant funding, having tried twice to and been turned down. Prof assisted campus Development Office with cultivating a donor whom Development wished to approach for a gift to equip a learning lab with state of the art computers and software.

Recognitions, reviews, and awards for scholarship/artistic work: Prof's invitation to undertake the background research for the world touring exhibition had been a prestigious recognition. It was rewarded with a high evaluation score in an earlier evaluation year. Prof is concerned that this scholarly recognition, and all the work Prof did, should not be devalued simply because the tour was canceled.

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Research, Scholarly and Artistic Activity -- Associate Professor F

Scholarly/artistic productions: Prof reports no artistic works or scholarly pieces published, submitted, or produced this past year. Prof reports making a presentation to area community college students and faculty, speaking from class notes which you are welcome to see if you wish. That presentation was on a topic which Prof frequently addresses in undergraduate courses. Prof reports having read extensively in the discipline to keep up with all the latest advances and research findings.

Plans for future research/creative activity: Prof listed the same textbook project related to Prof's successful introductory course, which Prof has listed for the last five years. No evidence of progress was supplied. Prof attributes lack of substantial progress on difficulty of finding solid blocks of time amid other teaching and service obligations. Prof reports interest in changing research focus toward promising interdisciplinary research field that has emerged recently. No plans on how to achieve this transition are reported.

Grants and other funded scholarly/artistic projects: None reported. Prof did not apply for sabbatical, although eligible to have taken one.

Recognitions, reviews, and awards for scholarship/artistic work: Prof reports having received one of the ten "Teacher of the Year" awards given by the Student Government Association. An active and well-liked colleague, Prof has been nominated on the floor of the Faculty Senate as a candidate for election to college committee on internal grants and research awards.

Research, Scholarly and Artistic Activity -- Assistant Professor G

Scholarly/artistic productions: Prof completed doctoral defense previous year. This was two years later than Prof had predicted when hired. Prof has been encouraged by dissertation director to turn dissertation into a book ms. Prof undertook to do so, and submitted ms. to three scholarly presses simultaneously. Editors praised the work, but rejected it as too narrow and esoteric to be accepted for publication in these economic times. One offered to publish ms. if Prof provided a substantial subvention or guarantee of sales. Prof published the dissertation's literature review



separately this year an electronic bulletin board. You regard that piece as solid but undistinguished. Based on the dissertation research, Prof published an extended feature article in The Atlantic, which editor called "visionary." Prof published piece entitled "Changing Faculty Roles:: A Model of the New Scholarly Community?" in Liberal Education. You read this piece and regard it as thoughtful, carefully written, and very well conceived. In local newspaper Prof published a humorous, yet pointed and insightful, op-ed piece on gays in the military. This was picked up by national wire service and reprinted throughout the nation.

Plans for future research/creative activity: Prof plans to rework individual chapters of the dissertation into journal articles. Prof, whose passion is the violin, reports having professional caliber abilities and being eager to resumed playing in the symphony and teaching violin for performance department. Prof hopes to tour with string quartet next season. Through doctoral dissertation director's connections, Prof has been invited to submit a paper to the discipline's next national meeting. Prof expects to do so.

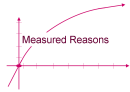
Grants and other funded scholarly/artistic projects: Prof wrote and received an internal university grant for research beyond the dissertation. You thought the proposal was well-conceived and the project worthy of support. As with the dissertation itself, Prof did not complete the project in the proposed time frame. Prof has written and submitted a research grant to a highly competitive federal funding agency. The peer reviews placed the proposal at the 27th percentile among the 3376 proposals received nationally. The agency has budget to fund down to the 15th percentile, and has asked Prof to revise and resubmit the proposal for the next round of reviews. There is no guarantee that the proposal will receive a higher score if resubmitted, but the Prof does have the benefit of the summary of the reviewer's comments.

Recognitions, reviews, and awards for scholarship/artistic work: Doctorate awarded "with distinction" from one of nation's most prestigious university.

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Notes and Questions



Service: Four Activity Reports Full Professors H and I, and Associate Professors J and K

Service -- Professor H

Service to the University, College, and Department: Prof wrote to President of Faculty Senate asking to serve on a committee, but was not appointed. Prof attended all departmental meetings, though Chair reports that Prof was late for many of them and frequently had to leave early. Chair reports Prof repeatedly asked that departmental meetings be shifted to Tuesday or Thursday because those were the only days Prof was on campus to teach. Chair reports that Prof made it clear that meeting on these days would not interfere with Prof's days at home doing research. Prof reports that unforeseen obligations and speaking engagements were the reasons why Prof was unable to participate with search committee on screening job applicants and why Prof missed the interviews with two of the five candidates. Prof declined to be a candidate for departmental faculty evaluation committee for similar reasons. Prof accidentally missed Fall Freshman advising meetings because Prof had not scheduled return flight from summer vacation for the correct weekend. Prof was available to help out with Open House and Preview Day, but Chair never asked Prof to do anything. Prof reports being in full agreement with the goals and mission of the University and the College, and is ready to participate in workshops on diversity and gender harassment as soon as the Dean requires. Prof reports that Prof intentionally takes the "devil's advocate" role in departmental deliberations because of the belief that the truth can emerge most clearly when strong-minded persons openly confront one another. Chair reports that Prof is a negative force in the department, consistently disagreeable, aggressive, and disparaging of ideas and initiatives suggested by other faculty. Chair reports Prof's behavior has had a chilling effect on everyone and it has intimidated a number of untenured faculty and adjunct faculty into silence. Chair reports having to speak with Prof twice during the year because of Prof's abusive behavior toward departmental office staff. A colleague working with you on faculty evaluations mentions that Prof has been going through a particularly difficult divorce and child custody battle. You know that Prof has a substance abuse problem involving alcohol.

Service to the Profession: Prof attended one day of locally held meeting of national professional association and maintains dues paying memberships in two professional societies. Prof reports desire to chair a panel at professional meeting, but reports that inadequate departmental staff support prevented Prof from completing the paperwork required to submit proposal by organization's deadline.

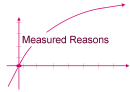
Service to the Community: Prof reports selling tickets for annual church carnival, and organized community opposition to city proposed residential zoning changes. Prof contributes to United Way through payroll deduction. Prof reports having considered organizing a summer youth community clean-up program, but city was unable to fund the project.

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Service -- Professor I

Service to the University, College, and Department: Prof was released from all but two courses for College and University administrative service. On the basis of this released time, Prof prepared Regional Accreditation Body accreditation self-study for the University and conducted College project assessing student outcomes of the Core Curriculum. Both activities were regarded as outstanding achievements by colleagues and other administrators. Prof reports assisting President with presentations to alumni and prospective donors in effort to raise funds for science equipment and performing arts complex. Prof reports organizing a Presidential Town Meeting, involving serious scholars and major public officials, on the topic of youth violence. Because of these administrative duties Prof was unable to participate service at the departmental level, other than to attend a few departmental meetings and interview the candidates brought to campus as part of the department's faculty search process.

Service to the Profession: Prof reports nothing in this category. Chair reports that Prof served the Regional Accreditation Body as a member of a site-visit team for another university.



Service to the Community: Prof reports nothing in this category. Because you live in the same town as Prof, you know that over the past two years Prof has created a community coalition of civic, religious, and educational leaders to address the root causes of youth problems such as gangs, drug abuse, and violence. Prof has organized community discussions, focus group meetings, and workshops. Prof has facilitated the establishment of several new weekend and after school programs for latch-key kids up through the junior high ages. Prof has received considerable local press on the order of "Local College faculty member holds peace talks with gang leaders."

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Service -- Associate Professor J

Service to the University, College, and Department: Prof is administrator of curricular program for which Prof receives two course releases. As administrator Prof is involved chiefly with student advising. Chair reports that Prof will receive substantial credit for this advising under the category of Teaching. In other respects the program Prof administers has neither improved nor deteriorated during the year. Prof has taken no initiatives as program director, yet Prof has completed all required paperwork as it was due. Prof also served on one University committee and one departmental committee. The University committee met twice during the year, Prof missed one of the meetings. The work of that Committee was negligible. The departmental committee Prof was on had been charged with developing learning outcomes assessments for the department's major. However, the chair of the committee was ill one quarter and took sabbatical the next, so the departmental committee did not accomplish its task. Prof attended departmental meetings. Chair reports that for a period of seven tense weeks in Spring Quarter Prof was instrumental in negotiating and sensitively resolving an extremely volatile problem between three students and another departmental colleague. Chair is effusive in praise of Prof's stepping in to settle the problem; however, confidentiality prevents Chair from revealing any further details.

Service to the Profession: As with previous two years, Prof edited a respected national journal, served on the editorial review board of three other major journals. This year Prof served as President-elect of the regional branch of the national professional association, and, as such, served as a judge at four student-research competitions. Prof reviewed competitive teaching innovation grants for the American Association of Colleges and Universities.

Service to the Community: Prof reports nothing in this category. Chair reports that Prof has an extensive clientele of not-for-profit community service agencies. Prof assists them with writing grants and preparing required government reports. Prof donates two nights weekly to these clients free of charge.

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Service -- Associate Professor K

Service to the University, College, and Department: Prof served on a key College committee, which made several important recommendations. Chair reports that these recommendations were ultimately forwarded by Dean to Vice President and were accepted in all cases. Chair reports being informed by Dean that Prof's role on the College Committee was counter-productive. A delegation from that committee requested Dean to remove Prof from the Committee at one point. Chair has no further details about the situation. Prof reports service to department as student-recruiter. Prof does not claim credit for recruiting any particular students, nor can Chair identify any whom Prof has recruited. Prof was present for Fall Open House, Preview Day, and all departmental meetings and social events. Prof chaired one panel in the department's annual student-faculty research conference.

Service to the Profession: Nothing reported in this category. Chair reports that Prof has inexplicably negative view of professional associations. Chair quotes Prof who called them "self-serving clubs which insecure academics join for the purposes of self-promotion and tax evasion."

Service to the Community: Prof reports tutoring math at local high school one night per week. Prof volunteers as hospice worker on weekends.