

Actions of the Faculty Senate, 2006-2007

The Senate accepted the reports of the curriculum and ATC committees, as noted in the minutes of the meetings. In addition, it has taken the following actions on motions and resolutions brought by committees and/or individuals.

September 2006

Professor Farhang Rouhani of the Department of Geography introduced the following motion:

Motion: The Faculty Senate should establish a Budget Committee as a permanent standing committee of the Faculty. This committee should be charged to work with the Chief Financial Officer, the Vice President for Advancement and University Relations, the Dean of Faculty, and the University Provost to: 1) formulate requests for appropriations from the Virginia Legislature; 2) plan new capital campaigns for the Mary Washington Foundation, and 3) allocate funds affecting the Academic program within the institution.

This motion was discussed and tabled.

The Academic Affairs Committee proposed the following two motions:

Motion 1: That the following statement appear in the Cambridge International Recognition booklet: Cambridge International A Level Examinations are recognized [at UMW] for matriculation purposes. Please contact the University for further details.

After very brief discussion, the motion was approved.

Motion 2: That the following procedure be used for the evaluation of Cambridge International Examination Credit:

1. The relevant academic department at UMW would determine transfer credits and course equivalents to be awarded. Requests for credit evaluation would be sent to the department chair from the Transfer Coordinator in the Registrar's Office.
2. Transfer credit would be awarded on a pre- or post-matriculation basis (just as AP and IB credits are currently).

3. Only A-Level examination grades of A, B, or C would be eligible for transfer credit.
4. The A-Level examination credits may count as electives or to meet major or general education credits as appropriate, depending on the course equivalencies as assigned to the transfer credits.
5. Departments would use whatever procedures they deemed appropriate to determine the award of transfer credits, if any. The department would convey its decisions to the Transfer Coordinator, who would post the credit awarded on the student's academic record.
6. In awarding transfer credits, all the general rules usually applied to transfer credit would apply. These rules are stated in the Dictionary of Academic Regulations.

The motions were tabled.

October 2006

Professor Stephen Watkins of the Department of English, Linguistics and Speech introduced the following motions:

Motion 1: That committees submit approved minutes to the Senate.

After discussion, this motion was withdrawn.

Motion 2: The Faculty Senate strongly recommends that the Administration retain Lee Hall Ballroom in its present form.

This motion passed, 11 to 8.

Professor Stephen Fuller, the Senate President, introduced the following motion:

Motion: That the Senate accept changes to the policy on academic suspension and probation.

This motion passed. The accepted changes can be found at the end of this document.

November 2006

Professor Mary Rigsby, the Senate President-Elect, introduced the following motion:

Motion: that the UMW Faculty Senate endeavor to raise a one-time donation to the Faculty Senate of Virginia of \$5.00 per faculty member in time for presentation at the November 11, 2006, meeting.

This motion passed.

Professor Jason Davidson of the Department of Political Science introduced the following motion:

Motion: The Promotion and Tenure Committee shall consider scholarly and professional activity conducted prior to the probationary period in determining if a tenure candidate has established a pattern of such activity.

This motion was assigned to the Promotion and Tenure Committee, where it was defeated.

The Academic Affairs Committee introduced the following motion:

Motion: Change the rule about repeating courses so that a student may repeat a course that was a prerequisite to an already successfully completed, higher level course.

The meeting was adjourned before this motion was fully discussed.

December 2006

The Academic Affairs Committee introduced the following motions:

Motion 1: Change the rule about repeating courses so that a student may repeat a course that was a prerequisite to an already successfully completed, higher level course.

Motion 2: That the Senate approve the VCCS – UMW Guaranteed Admission Agreement.

Motion 3: That the Senate approve the policy for UMW undergraduates enrolling in Graduate Courses at UMW.

Motion 4: That the Senate approve the policy for Accelerated degree programs at UMW

Motion 1 passed, 15 to 9. The other three motions passed by general acclamation. The full text of these motions can be found at the end of this document.

The Faculty Affairs Committee introduced the following motion:

Motion: That the Senate urge the administration not to undertake background checks on new faculty hires.

This motion passed.

The Faculty Organization Committee introduced the following motion:

Motion: That the Faculty Handbook be amended to include the following subsection:

2.5.9 Budget Committee The committee consists of six faculty members appointed by the FOC. Appointed faculty members serve three-year staggered terms, beginning with the fall semester following their appointment. The committee's duties are to:

.1 Work in an advisory fashion with The Vice President for Administration and Financial Officer, The Vice President for Strategy and Policy, and The Dean of Faculty on university budget priorities.

.2 Assist in planning new capital campaigns for the Mary Washington Foundation.

.3 Provide advice on the allocation of funds affecting the Academic program within the institution including those designated for operating budgets, equipment, and new positions.

.4 Communicate budgetary policy decisions to faculty via the Senate, and faculty concerns and ideas back to the members of the core planning group.

Motion 2: That the Senate approve the VCCS – UMW Guaranteed Admission Agreement.

After much procedural discussion, this motion was tabled.

January 2007

The motion on the Budget Committee was discussed further.

February 2007

The Academic Affairs Committee introduced the following motion:

Motion: Beginning in the 2007-2008 academic year, eliminate the Information and Technology Proficiency Exam as a graduation requirement.

This motion passed.

The Promotion and Tenure Committee introduced the following motion:

Motion: The Promotion and Tenure Committee recommends that the Faculty Handbook, Section 6.3.3.3 be modified to read as follows. Added language is underlined.

6.3.3 Individual Criteria for Promotion to the rank of Professor The candidate must:

.3 demonstrate the achievement of recognition within the discipline. The successful candidate for the rank of professor will demonstrate, as well as support with argument and other evidence, that he or she has received such recognition. The candidate will include in the file three or more letters from external evaluators that address this issue of recognition. The P&T committee expects to see a pattern of scholarly and professional activity within the evaluation period. Following is a list of examples of the kinds of activities that would be considered significant within the traditional disciplines: frequent and regular conference paper presentations and program participation; holding office in professional organizations; editing a journal, publishing book reviews, journal articles (especially refereed), books, or other printed works; winning a grant; participating in exhibitions or performances, or equivalent. The P&T committee expects the candidate and his or her department to provide information about the kinds of activities appropriate to the discipline that constitute equivalent professional activity.

This motion was passed.

April 2007

The Faculty Affairs Committee introduced the following motions:

Motion 1: The faculty members of the College of Arts and Sciences urges that Section 5 of the Faculty Handbook, which describes faculty evaluation procedures, be amended to include the changes proposed here. Present text that would be removed from the Handbook is crossed out while proposed new text is in bold format.

Motion 2: The faculty members of the College of Arts and Sciences urges that Section 5.8.1.2, which describes the process for the distribution of merit pay, be amended to reflect the changes shown here. Present text to be removed is crossed out while the proposed new text is shown in a bold font.

Both motions were ultimately tabled by the Senate after much discussion. The full text of the motions can be found at the end of this document.

A motion to support student efforts to suspend classes on the Martin Luther King, Jr. national holiday was introduced:

Motion: The Faculty Senate urges the administration to generate plans to implement the student request to suspend classes on the federal holiday commemorating the life and legacy of Dr. Martin Luther King, Jr. The Faculty Senate further urges the administration to bring plan(s) to implement the student request before the Senate for discussion and approval.

The Senate adjourned before this motion could be discussed.

Text of Selected Motions:

Changes to the policy on suspension and probation:

PROBATION, SUSPENSION, AND DISMISSAL, ACADEMIC.

All University of Mary Washington students are expected to make satisfactory academic progress by maintaining a 2.00 overall cumulative UMW GPA, the standard required for graduation. Students who fall below a 2.00 overall cumulative UMW GPA are in academic jeopardy and are subject to the University's probation, suspension, and dismissal policy.

The purpose of probation, suspension and dismissal is to warn students that they are not doing satisfactory work, to stimulate them to improve their performance, or, finally, to serve notice that the institution does not choose to allow them to continue because there is little or no likelihood of their finishing successfully.

Evaluation of academic standing is based on two factors: the number of credits and the minimum overall cumulative GPA. For both full-time and part-time students, the number of credits is calculated by adding the UMW GPA hours to the AP credit, IB credit, CLEP credit, Cambridge credit, and transfer credit hours. The minimum overall GPA is calculated on UMW graded credits attempted. (Grades of PA, SA, UN, and W are not considered in calculating the UMW GPA.)

PROBATION

A student is placed on probation whenever the student's overall cumulative UMW GPA falls below 2.00.

~~Full-time students~~ will be reviewed, and probation actions will be taken at the conclusion of each fall and spring semester.

~~Part-time students~~ will be reviewed and probation actions will be taken at the conclusion of each spring semester.

~~Previously part-time students~~ who subsequently enroll as full-time students will be reviewed at the conclusion of each semester of full-time coursework and probation actions will be taken at that time.

Any student placed on probation may continue enrollment at the University until the conclusion of the next spring semester (see "**Suspension/Dismissal**" below). Students on probation who achieve an overall cumulative UMW GPA of 2.00 or higher will be removed from probation. Any student previously on probation whose overall cumulative UMW GPA falls again below a 2.00 will be returned to probation. As appropriate, a notation of the student's probation status is entered on the student's permanent record. **A student placed on academic probation is required expected to consult with his or her faculty advisor and a dean from the Office of Academic Services no later than the first week of the ensuing semester. A student placed on "academic probation" may continue to participate in any extracurricular opportunities offered by the institution except those activities that require a specific GPA threshold.**

SUSPENSION/DISMISSAL

Students who do not make satisfactory progress (please see chart below) while on probation will be suspended/dismissed. No student can be suspended after only one semester at the University; a period of probation of at least one semester duration will always precede suspension/dismissal action. As appropriate, a notation of the student's suspension/dismissal status is entered on the student's permanent record. A suspended student may not register for any classes at UMW (semester or summer) until his or her term of suspension expires. However, a student under first suspension may enroll in UMW's summer school after consultation with a dean from the Office of Academic Services. A dismissed student is ineligible to obtain a degree from UMW or to continue enrollment in courses offered by the University.

The academic records of all students on probation are subject to review for academic suspension/dismissal at the conclusion of ~~each~~ **both the fall and** spring semester. All students on probation ~~during the spring semester (or during the preceding fall semester and~~

~~summer terms, if not enrolled during the spring semester)~~ must have met the appropriate minimum overall cumulative UMW GPA, based upon their number of credits (including AP, IB, CLEP, Cambridge, and transfer credits as well as all UMW attempted GPA hours).

NUMBER OF CREDITS	MINIMUM OVERALL CUMULATIVE GPA
12-30	1.25 —1.60
31- 60 45	1.50 1.80
61-90 46-60	1.75 1.90
91-122+ 61-122+	2.00

All students on probation who have not achieved the requisite minimum overall cumulative GPA at the conclusion of each **fall or** spring semester will be suspended/dismissed, according to the terms below:

FIRST SUSPENSION

One-semester suspension. Appeals reviewed by the Committee on Academic Standing. The student will be ineligible to attend the subsequent ~~fall~~ semester, but he or she would be eligible to return for the **semester** following ~~spring semester~~ **the semester away from the University**. However, a suspended student would be eligible to attend UMW's summer school after consultation with an advisor from Academic Services. If a suspended student's GPA meets the Minimum Overall Cumulative GPA at the end of the summer session, that student will be automatically reinstated. Any student placed on suspension may appeal his or her suspension to the Committee on Academic Standing following the guidelines but not the deadlines in the following section: Reinstatement after suspension.

SECOND SUSPENSION

Two-semester suspension. Appeals reviewed by the Committee on Academic Standing. The student will be ineligible to attend the subsequent summer session, fall semester and spring semester; but he or she would be eligible to return for the following summer term and/or fall semester. Any student placed on suspension may appeal his or her suspension to the Committee on Academic Standing. Students cannot be evaluated for a second suspension until they return from a first suspension as either a full-time or part-time student during the fall or spring semester following the guidelines but not the deadlines in the following section: Reinstatement after suspension.

REINSTATEMENT AFTER SUSPENSION

A first-time suspended student will be automatically reinstated if the overall cumulative GPA meets the stated minimum after attending UMW's summer school. A first-time or second-time suspended student who wishes to re-enroll must indicate to the Committee on Academic Standing, in writing, that he or she intends to return to the University at the conclusion of his or her suspension period. Guidelines for petitioning the Committee are available in the Office of Academic Services or online at Academic Services' web site. The student's reinstatement petition must be received in the Office of Academic Services **by February 15** to participate in advanced registration for the fall semester (or summer session) or **by September 15** to participate in advanced registration for the spring semester. Letters must be received by the Thursday following the last day of classes in the fall for spring re-enrollment, or in the spring for summer/fall re-enrollment.

Table of Deadlines for Reinstatement:

Deadline for application to be considered for advanced registration for fall semester

February 15

Deadline for application to be considered for re-enrollment for fall semester	Thursday after last day of classes in spring
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Deadline for application to be considered for advanced registration for spring semester	September 15
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Deadline for application to be considered for re-enrollment for spring semester	Thursday after last day of classes in fall
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The Committee on Academic Standing will then extend a reinstatement contract to the student, who, on formally accepting the contract, will be **assured continuance** and permission to enroll in courses at UMW during the semester(s) specified by the Committee. Students who do not return in the specified semester(s) must reapply to the Committee. A student returning from suspension after the end of the spring semester is eligible to take courses during the subsequent summer (see **READMISSION/REINSTATEMENT**).

DISMISSAL—PERMANENT SUSPENSION

No appeal to the Committee on Academic Standing possible. A dismissed student is ineligible to obtain a degree from UMW or to continue enrollment in courses offered by the University.

NOTE: Courses taken at other institutions while a student is on suspension (academic, disciplinary, or honor) from UMW are not accepted by UMW for transfer credit and will not fulfill any degree requirement. Prior permission for future transfer coursework is automatically revoked when a student is suspended/dismissed.

GUARANTEED ADMISSION AGREEMENT VIRGINIA COMMUNITY COLLEGE SYSTEM AND UNIVERSITY OF MARY WASHINGTON

The University of Mary Washington and the Virginia Community College System (VCCS), recognizing the need to facilitate the transfer of students from the community college to the University of Mary Washington, resolve to adopt a Guaranteed Admission Agreement (GAA). The University of Mary Washington provides special opportunities to help VCCS students experience a smooth transition to Mary Washington.

The University of Mary Washington is highly supportive of the goal of enrolling VCCS transfer students, and provides several means for gaining admission to the University in addition to the GAA. VCCS students who do not meet all the terms of this GAA may nonetheless be highly competitive applicants, and are encouraged to apply through the regular transfer admissions process. In addition, the University of Mary Washington has specific guaranteed admission agreements in effect with a number of individual community colleges for admission into certain degree programs at the University. The terms for these specific agreements with particular community colleges are different from the terms of the GAA.

In an effort to ease the transfer process, the VCCS and the University of Mary Washington provide the following guaranteed admission agreement.

Definitions

“Transfer-oriented associate degrees” refers to VCCS Associate of Arts, Associate of Science, and Associate of Arts and Sciences degrees. This includes VCCS General Studies associate degrees that have been approved by the State Council of Higher Education for Virginia (SCHEV) as transfer degrees according to the State Committee on Transfer (see website at <http://www.schev.edu/Students/SCThome.asp>).

“GAA student” refers to a student who graduates from a transfer-oriented degree program at a Virginia community college with a cumulative grade point average (GPA) of 3.25 or higher on a four-point scale and who intends to transfer to the University of Mary Washington.

“GAA Contact” refers to staff members designated by each Virginia community college and by the University of Mary Washington who work with prospective GAA students.

Academic Admission Agreement

GAA students are guaranteed admission to the University of Mary Washington and may expect the following:

Mary Washington will guarantee the acceptance of all transferable credits earned from the transfer-oriented associate degree program, not to exceed 63 credits. No distinction will be made by the University of Mary Washington regarding college courses applicable to the transfer-oriented associate degree that are taken through dual enrollment arrangements with high schools.

Completion of the transfer-oriented degree program will guarantee completion of the lower-level University of Mary Washington general education component of the undergraduate curriculum. For University of Mary Washington degree programs requiring foreign language, the GAA student will have to complete the foreign language requirement unless transferable courses were taken as a part of the transfer-oriented associates degree. GAA students must complete the “across-the-curriculum requirements” specified for the degree program in which they enroll at the University of Mary Washington.

The University of Mary Washington cannot guarantee that students will be able to complete all requirements for graduation within the 122-credit minimum required for graduation with a BA/BS degree or the 120 credits required for graduation with a BLS or BPS degree. The University of Mary Washington will inform the student at the time of enrollment if

there are additional course requirements beyond the 122 or 120 minimum semester hours needed for graduation. Such courses will be specified in writing.

Acceptance in some degree programs at the University of Mary Washington is competitive; thus guaranteed admission into the University of Mary Washington does not imply admission to these programs without further acceptance by the program or department offering the program.

Eligibility

To be guaranteed admission to the University of Mary Washington, students must complete the requirements to become GAA students (graduation from a transfer-oriented degree program at a Virginia community college with a cumulative grade point average (GPA) of 3.25 or higher on a four-point scale with intent to transfer to Mary Washington) and submit an official transcript showing completion of the associate degree to the University of Mary Washington Admissions Office. In addition, GAA students must have earned a grade of “C” or higher in each community college course applicable to the transfer-oriented associate degree program.

Students who were previously enrolled at the University of Mary Washington and transferred back to a VCCS college to complete the transfer-oriented associate degree are not eligible for participation in the GAA. VCCS students who do not meet the GAA eligibility requirements listed above are eligible to apply for admission to the University of Mary Washington but will not be guaranteed admission under this agreement. The University of Mary Washington reserves the right to deny admission to students who have been suspended or dismissed from any institution of higher education, or to those convicted of a felony.

Benefits to Virginia Community College Students

The University of Mary Washington waives its application fee.

Through the community college GAA Contact, students can obtain the name and contact information for the University of Mary Washington GAA Contact, who can direct them to Mary Washington departmental advisors for advice and information on meeting requirements for various Mary Washington majors.

While the University of Mary Washington does not have any named scholarships designated by Mary Washington especially for GAA students enrolling in Mary Washington, GAA students are considered for all scholarships and other assistance for which they are eligible. GAA students must complete the FAFSA form by the application deadline established by the University of Mary Washington, Office of Financial Aid, for need-based aid. GAA students are not required to complete the University of Mary Washington

Institutional Scholarship Information Form their first year in order to be to be considered for institutional scholarships.

Responsibilities

GAA students will:

Follow all University of Mary Washington application processes and all special departmental/program application procedures, deadlines, and grade point average requirements. The application for admission must be filed no later than March 1 for fall transfer admission, and November 1 for spring transfer admission. At the time of filing the application, the student must declare the intent to invoke the GAA as the means for seeking admission to the University of Mary Washington.

Have declared the intent to transfer to the University of Mary Washington under the GAA to the community college GAA Contact after a minimum of 15 credits towards the transfer-oriented associate degree is completed and before applying for graduation from the community college.

The community college will:

Assist prospective GAA students in declaring intent to transfer to the University of Mary Washington under the GAA.

Advise students regarding courses needed to complete the transfer-oriented associate degree.

Make available information about the University of Mary Washington and the GAA to prospective GAA students enrolled in transfer-oriented associate degree programs.

Make information available to the University of Mary Washington about prospective GAA students who have declared intent to transfer to the University of Mary Washington through the terms of the GAA.

The University of Mary Washington will:

Consider GAA students who enroll at Mary Washington on the same basis as native students for admission to competitive programs, registration, financial aid, scholarships, student housing, parking, and any other opportunities open to native students with junior standing.

Provide tracking data annually on the performance of GAA students at the University of Mary Washington, to include comparisons with native students. The specific data elements and the timing of the report will be determined by the institutional research staffs at VCCS and the University of Mary Washington.

Review of the Agreement

The VCCS will designate officials who will be responsible for all aspects of the GAA at the VCCS. The University of Mary Washington will designate individuals responsible for all aspects of the GAA at Mary Washington. Representing the University of Mary Washington will be the Associate Vice President for Academic Affairs, or designee. Representing the VCCS will be the VCCS Vice Chancellor for Academic Services and Research and the VCCS Assistant Vice Chancellor for Educational Programs and Instructional Technology, in consultation with the Articulation Subcommittee of the Academic and Student Affairs Council.

The University of Mary Washington and the VCCS will review the GAA every three years to make adjustments as deemed appropriate to maintain its integrity and for the improvement of the transfer process. Changes will not adversely affect students already enrolled under the provisions of the existing GAA.

The GAA will remain in effect until terminated by either party upon written notice. Such notice should be given one year in advance of the date of termination; students who entered under the GAA may take advantage of its terms for two years after termination becomes effective.

Policy for UMW Undergraduates Enrolling in Graduate Courses at UMW

An undergraduate student at the University of Mary Washington with 18 or fewer hours of coursework remaining for degree completion may take up to six hours of graduate credit beyond the undergraduate degree requirements on a space available basis. Such graduate credit may be counted toward a master's degree at the University, **but enrollment in classes does not constitute admission to a master's program. Neither can the courses be used to fulfill undergraduate degree requirements.** The student must have a minimum 3.0 cumulative grade point average and must meet all applicable foundation and prerequisite course requirements. The student is required to obtain permission from his/her academic advisor, the Program Director, and the Associate Vice President for Academic Affairs. The Registrar and the student will be notified of this approval.

If there are financial aid considerations, the student is encouraged to review all policies related to taking graduate courses prior to completion of the undergraduate program.

Students in accelerated degree programs should consult the policy titled "Accelerated Degree Programs at UMW."

Policy for Accelerated Degree Programs at UMW

Students at the University of Mary Washington may choose to enter accelerated degree programs offered by the university, in which undergraduate and graduate degrees have a maximum of four common 3-credit classes (12 hours). These hours are offered at the graduate level, and may be taken by students who apply for and are conditionally admitted to the graduate program during their undergraduate studies. The hours may count toward both the undergraduate and graduate degrees if formal admission to the graduate degree program is received within five years of the award of the undergraduate degree.

Students must satisfy all admission and continuation requirements of the specific accelerated programs in order to enroll in the graduate level courses. All graduate hours applied to the undergraduate degree will be counted in the undergraduate grade point average, appear on the undergraduate transcript, and be used to determine graduation with honors. Students in an accelerated degree program will be formally admitted to the graduate program following attainment of the baccalaureate degree.

SECTION 5 FACULTY EVALUATION PROCEDURES

5.1 ANNUAL EVALUATION PRINCIPLES

5.1.1 SACS Expectations The *Principles of Accreditation: Foundations for Quality Enhancement* manual (revised 2004) of the Southern Association of Colleges and Schools, Commission on Colleges (SACS), states the following expectation in Section 3, Comprehensive Standards (§3.7.2): “The institution regularly evaluates the effectiveness of each faculty member in accord with published criteria, regardless of contractual or tenured status.” As SACS further states, in the introduction to Section 3 of the manual: “It is implicit in every Comprehensive Standard mandating a policy or procedure that the policy or procedure is in writing, approved through appropriate institutional processes, published in appropriate institutional documents accessible to those affected by the policy or procedure, and implemented and enforced by the institution.” In order to conform with SACS expectations of good institutional practice, the University includes systematic individual faculty performance evaluations among the steps it takes to assure institutional effectiveness and maintain its regional accreditation.

5.1.2 Board of Visitors Mandate Annual evaluation of faculty has been mandated by the Board of Visitors. The evaluation system is required to be multi-sourced, ~~to include peer review~~, and to place each faculty member on an evaluation level between 0 and 3.

~~0 = failure to meet minimum performance expectations~~

~~1 = faculty performance which meets expectations~~

~~2 = superior or noteworthy performance~~

~~3 = exceptional or outstanding performance~~

0 - unsatisfactory = The individual's performance has not met minimum performance expectations.

1 - needs improvement = This rating implies that a faculty member is only barely meeting the minimum expected level of performance and that room for significant improvement exists.

2 - effective = This rating implies that the individual has been productive and effective in meeting all goals and represents the average performance expected of UMW faculty. A rating of effective should always be interpreted in a favorable light.

3 - outstanding = This rating should be applied to faculty members whose performance is determined to be well above the effective level of expectations.

5.2 ANNUAL EVALUATION POLICY AND PROCEDURES

5.2.1 The Role of the Department The chair of each department will be responsible to ensure that a specific evaluation plan is approved by the department and the Dean. The plan must evaluate the individual faculty member in the areas of teaching, professional activity, and service, ~~respectively weighted at 2:1:1.~~ It must also include the following elements:

~~.1 All tenured, tenure-track, and multi-year contracted lecturers and senior lecturers in the department will be reviewed. The department will include in its plan a method for identifying a minimum of three peer reviewers, excluding the chair (see §§5.2.1.3). Should the department identify a difficulty in supplying three peer reviewers, the department, through the chair, will meet with the Dean and devise an acceptable alternative. By August 31 of each year, each tenured and tenure-track faculty member must submit a Faculty Annual Activities Plan (FAAP, see Appendix C), to the department chair for review and approval. Faculty will first indicate how they intend to divide their time and energy between teaching, professional activity, and service. Then, faculty will specify the activities that will be their primary focus over the course of the coming academic year. The FAAP will be reviewed by the chair to see that the plan supports the needs of students, the department, and the university. The chair will consult with individual faculty members in conference, as necessary, to insure that the FAAPs are in support of department and university goals, and are also in accordance with expectations for tenure and promotion. The FAAP is designed to offer flexibility to annual evaluation procedures recognizing that UMW faculty have teaching, professional, and service obligations that vary, not only in relation to other faculty, but also over the course of an individual's career. Based on the activities proposed in the FAAP, each faculty member, in consultation with~~

the chair, will set a percentage weighting for each of the areas of evaluation according to the following limits:

Teaching: 40 – 70%

Professional Activity: 20 – 50%

Service: 10 – 35%

The annual total must add up to 100%.

Department chairs must submit a Chair Annual Activities Plan (CAAP, see Appendix C) to the Dean for review and approval by August 31st. Chairs will first indicate how they intend to divide their time and energy between teaching, professional activity, service and their responsibilities as chair. Then, chairs will specify the activities that will be their primary focus over the course of the coming academic year. The CAAP will be reviewed by the Dean to see that the plan supports the goals of the department and the university. Based on the activities proposed in the CAAP, each chair will set a percentage weighting for each of the areas of evaluation according to the following limits:

Teaching: 35 – 45%

Professional Activity: 20 – 35%

Service: 10 – 25%

Chair Responsibilities: 20 – 30%

For those faculty members with special assignments, the TIP Director for example, a percentage weighting for teaching, professional activity, service and special assignment will be negotiated with the Dean or other direct supervisor. Because of the possibility that teaching assignments, expected professional activity or service related tasks may change unexpectedly throughout the academic year, faculty will have the opportunity to submit a revised FAAP to the department chair by January 31, in which the percentages in each of the evaluation areas may be adjusted to reflect more accurately the faculty member's actual workload. Department chairs may also submit a revised CAAP to the Dean by the January 31 deadline.

.2 Each faculty member, including the chair (see §§5.2.1 - .3), will make available to fellow department members ~~for peer review~~ the Faculty Annual Activities Report (FAAR, see Appendix C), **Faculty, or Chair, Annual Activities Plan (FAAP and CAAP, see Appendix C), syllabi for all courses taught in the evaluation period, and other materials designated by the department, but excluding data from student course evaluations (see §5.5.1.3). ~~Peer review results (communicated anonymously) will be given to the chair in a form designated by the department.~~ **These materials will help to ensure transparency of the review process and may be used for peer review if peer review is part of an approved department evaluation plan.****

.3 ~~Incorporating the results of the anonymous peer review process and student evaluation data,~~ In accordance with the approved department evaluation procedures the chair

will write an *annual performance review* (APR) for each faculty member that includes the assignment of the faculty member to one of the four levels (0 – 3) listed above in §5.1.2, ~~determined according to the department's defined procedure~~. In each instance, a copy of the review shall be provided to, reviewed with, and signed by the faculty member prior to the chair's consultation with the Dean. Any changes made to the merit level assigned to a faculty member by the Dean in accordance with §5.2.2.2 will be identified and appended to the faculty member's APR.

.4 When the University awards sabbatical or other leave to a person for a semester or a year, it recognizes the person's contribution to the institution. The merit level of a person on leave shall be the whole number rounded average of her or his last three merit awards. If there are fewer than three such merit awards, the person will be placed at merit level 1. The person may, however, elect to participate in the evaluation process for consideration of higher merit. In such cases, the person must complete the departmental requirements for peer review and include a report on progress made and accomplishments completed during the leave period. The department will determine the precise means of evaluation of the person on leave. The final annual performance review, including placement on level 0 – 3, will be produced by the chair and submitted to the Dean. Participation of the person on sabbatical leave in the peer review process does not replace the report requirements attached to the awarding of the sabbatical leave.

.5 If no money is appropriated for salary increments in a year or in successive years, the next salary adjustment will be based on the average merit level attained since the last year in which salaries were adjusted.

.6 **In departments using a peer review process**, the chair reviews all members of the department after the peer review process **is concluded**; therefore, the chair should not participate in the departmental peer review process as a peer. Department members will review their chair anonymously in the areas of teaching, professional activity, service, and administration on a separate form distributed from and collected by the Office of the Dean. The chair will **provide each of the documents specified in section 5.2.1.2**, ~~complete the departmental requirements for materials used in peer review (see §5.2.1.2)~~, which department members will then consult for their evaluation of the chair.

5.3 MINIMAL PERFORMANCE CRITERIA AND ANNUAL EVALUATIONS

Widely (if not universally) within the academic profession, faculty performance is evaluated in three areas of endeavor: teaching, scholarly/ creative/professional activity, and service. In all three areas, certain activities and performance levels are taken for granted within what all faculty recognize as basic and minimal professional responsibilities. These include, for example, support of the Honor Code (see Appendix B), adherence to the Statement on Community Values and Behavioral Expectations (see §1.3), punctuality in meeting one's assigned classes, faithfulness in keeping one's posted office hours, the provision of appropriate course syllabi, the prompt return to students of graded work, the reading and other preparation one must do to keep instruction current and vibrant, the maintenance of memberships in appropriate professional and disciplinary

organizations and societies, the reading one must do and the conferences and workshops one must attend to maintain currency in one's profession or discipline, attendance at faculty meetings, and the willing acceptance of one's fair share of departmental chores.

5.3.1 EVALUATION CRITERIA The assignment of annual evaluation scores in each of the three areas of faculty assessment should be done in a manner that is as consistent and as objective as possible. Toward that goal the following descriptions of each level of achievement are intended to provide guidance for all faculty, chairs and administrators involved in the assessment process. The examples of the types of evidence of achievement provided here are not meant to be considered comprehensive and are not limited to the examples provided. It is also not expected that a particular merit score requires that a faculty member accomplish all of the examples provided within each category, but rather show a set of achievements consistent with these descriptions.

TEACHING

Score 3: Outstanding = This rating should be applied to a faculty member whose performance is determined to be well above the average level of expectations. Evidence of outstanding performance in teaching includes a clear record of success in the classroom, as well as one or more of the following: noteworthy positive scores and comments by students reported by the student course surveys; strongly positive peer evaluations of teaching and/or course materials by departmental colleagues; involvement in new course development and/or teaching innovation; documented collaborative activity with colleagues in course design; contribution to interdisciplinary experiences for student learning; involvement and success in individual instruction or mentoring of students, as evidenced by student presentations or publications in departmental or campus venues; or voluntary assumption of additional or unusual teaching assignments.

Score 2: Effective = This rating should always be interpreted in a favorable light. This rating implies that the individual has been a productive and effective teacher. This level of achievement represents the average performance expected of UMW faculty. Evidence of effective performance in teaching includes a clear record of success in the classroom, as evidenced by the following: acceptable scores and comments by students reported by the student course surveys; positive peer evaluations of teaching and/or course materials; consistently meeting all scheduled teaching obligations and holding office hours as expected by the University; updating course content as necessary to reflect current knowledge in the discipline; and presenting course syllabi which conform to the expectations of instruction at UMW.

Score 1: Needs improvement = This rating implies that a faculty member is barely attaining the level of desired performance. Room for improvement exists. Recommendations for improving performance should be discussed with the faculty member as part of the annual evaluation process. Evidence that performance in

teaching needs improvement may include: problematic scores and/or problematic comments by students reported by the student course surveys; peer evaluations of teaching and/or course materials that raise concerns about the quality of the course material or the strategies of instruction; a record of student complaints reported directly to the Chair or Dean; a pattern of being inconsistently available to students during office hours; failure to construct course syllabi which conform to the expectations of instruction at UMW.

Score 0: Unsatisfactory = The individual's performance in teaching has not been productive or effective. Evidence that performance in teaching is unsatisfactory may include: failure to follow a plan for improvement created in consultation with the Chair as a consequence of the previous year's evaluation score of zero or one; persistent and significantly poor scores and/or seriously negative comments by students reported by the student course surveys which suggest a pattern of poor performance in the classroom, rather than a single, unusual occurrence; a continuing record of student complaints reported directly to the Chair or Dean; peer evaluations of teaching and/or course materials that demonstrate problems with the quality of the course material or the strategies of instruction; a failure to meet assigned classes or to fulfill expectations for one or more assigned courses; consistent failure to be available to students during office hours.

PROFESSIONAL ACTIVITY

Score 3 - Outstanding = This rating should be applied to a faculty member whose professional and scholarly contributions are determined to be well above the average level of expectations. Evidence of outstanding performance includes publication, performance, exhibition, or conference presentation in peer reviewed situations. Peer reviewed publications and presentations are evidence that the quality and productivity of the activity is acceptable to a knowledgeable peer group. Serving as editor of a journal may be recognized in this category. Documented contributions to regional, national, or international professional organizations may be considered in this category. Other criteria may include earning a Faculty Development grant or obtaining other major sources of funding that are peer reviewed (but not supplemental travel funding).

Score 2 - Effective = This rating should always be interpreted in a favorable light. This rating implies that the individual has been productive and effective in professional and scholarly activities and represents the average expectations for UMW faculty. It is important to note that the UMW Faculty Handbook recognizes a broad range of professional activity and no where states that a faculty member must publish to be in good standing. To earn an effective ranking, however, faculty are certainly required to give evidence that they are engaging in the work necessary to maintain currency in their profession or discipline. Maintaining currency is not enough in itself to earn a score of 2. In addition, faculty are expected to demonstrate contributions to their discipline and/or teaching profession through activities directed toward professional peers beyond the campus. Evidence of such

contributions may include any of the following: conference presentations; publishing journal articles, book reviews, encyclopedia articles, or other printed works; winning an internal grant; participating in on-campus and local exhibitions or performances; the extensive employment of a faculty member's professional expertise in the community (for instance, large-scale activities involving local schools or businesses). Recognition is also given to efforts to obtain funding by preparing and submitting research proposals and participation in multi-investigator projects with other colleagues on campus.

Score 1 - Needs improvement = This rating implies that a faculty member is barely attaining the desired level of professional or scholarly activity. Room for improvement exists. Recommendations for improving performance should be discussed with the faculty member as part of the annual evaluation process. Performance in professional activity needs improvement when there is no discernible record of contribution to the faculty member's discipline and/or scholarship of teaching through activities directed toward professional peers beyond the campus. In this case, the faculty member gives evidence that he or she is engaging in work necessary to maintain currency in the profession or discipline, but efforts to do more are unsuccessful or sporadic or may have been directed too narrowly to colleagues on campus or to an audience not well connected to the faculty member's primary professional peers. It is important for the Chair and the Dean to understand the specific constraints which contribute to this faculty member's record of professional activity and work to develop a plan for increased professional activity within those constraints.

Score 0 - Unsatisfactory = The individual's performance in scholarly and professional activity has not been productive or effective. A rating of unsatisfactory is appropriate where a faculty member gives very little or no evidence of engaging in work necessary to maintain currency in the profession or discipline.

SERVICE

Score 3 - Outstanding = This rating should be applied to a faculty member whose service contributions have been determined to be well above the average level of expectations. Evidence of outstanding service includes such activities as chairing an active University committee and/or documentation of significant contributions to an active committee, as well as meeting all one's advising responsibilities. Community outreach activities that do not rely on a faculty member's academic expertise but serve to connect the university with the community can be recognized in this category.

Score 2 - Effective = This rating should always be interpreted in a favorable light. This rating implies that the individual has been productive and effective in service contributions. A rating of effective represents the average expectation for a UMW faculty member. Evidence of effective service consists of meeting all one's advising responsibilities and serving on at least one committee at the department or university level during the evaluation period and demonstrating responsible

participation on that committee, or offering an explanation for the lack of activity. We recognize that sometimes committees have more work than at other times, and that the committee's agenda is not always within the committee's control. Furthermore, there are times when a faculty member is not assigned to a committee (or has recently completed a term on a major committee). Expectations for service remain, though a faculty member may demonstrate service through an accumulation of other activities, such as: participation in departmental hiring activities, special events for students (such as receptions for graduating majors, career panels, or recruiting activities for Showcase), or other activities that are limited in scope. Willingness to serve is a minimum requirement for this level of recognition. In the case of a minimal record of service, a faculty member is expected to offer evidence of willingness to serve (for example, making oneself available for election to a major committee—even if the election is won by a competing candidate) or present a credible case for alternatives to established committees.

Score 1 - Needs improvement = This rating implies that a faculty member is barely attaining minimal expectations for service. Room for improvement exists. Recommendations for improving performance should be discussed with the faculty member as part of the annual evaluation process. Service performance needs improvement when the record shows only slight department or University service when options for service were available or shows problems with meeting the expectations for student advising. The previous service record should be taken into account, however, to ensure that the faculty member is not penalized after having completed a major committee assignment. The faculty handbook states that after serving a three year term faculty members are not eligible for appointment to any standing committee during two academic years following such a term.

Score 0 - Unsatisfactory = The individual's performance in service activities has not been productive or effective. A rating of unsatisfactory is appropriate for faculty reporting no record of service of any kind. Furthermore, documentation of a refusal to serve or documentation of failure or refusal to perform assigned duties on a committee warrants a rating of unsatisfactory. Reports of refusal to serve and/or failure to perform assigned duties may come from committee chairs, the Chair of the Department, or the Dean. Also, failure to satisfactorily perform advising responsibilities warrants a score of zero for service.

5.4 ANNUAL EVALUATION DOCUMENTS For copies of forms used in this context, see Appendix C.

5.4.1 The Faculty Annual Activities Report (FAAR) A brief form to be filled out and filed with the department chair and Dean each year by each faculty member. It lists, by category, the activities and accomplishments of the faculty member for the academic year just completed. It is used in annual performance evaluation, salary adjustment, pre-tenure review, promotion review, and unsatisfactory performance review. **In particular, the**

FAAR should address the outcomes of any goals and projects that were described in the Faculty Annual Activities Plan (FAAP) document. Categories to be addressed, and guidelines for the completion of the FAAR appear at §5.5.

5.4.2 The *Curriculum Vitae* The formal academic resume of a faculty member, written in standard form (see Appendix C) and updated with each evaluation.

5.4.3 Department Chair Evaluation Commentary A form upon which a faculty member is asked each year to offer comment for the Dean upon the effectiveness, as he or she sees it, of the department chair in the areas of teaching, professional activity, service, and administration.

5.4.4 Annual Performance Review (APR) A brief form executed for the record by the department chair (see §5.2.1.3). With reference to teaching, professional activity, and service (weighted 2:1:1, respectively **according to an adjustable percentage scale set with reference to the FAAP document**), and using the 0–3 scale of §5.1.2, it identifies aspects of the faculty member’s performance that were exceptionally strong, as well as any aspects that fell short of expectations or should be improved. In the case of significant shortfall, the APR may also outline major objectives for a stated future period.

5.4.5 Special Assignments Performance Review (SAPR) In the case of faculty members with special assignments (e.g., department chair, Director of the Speaking Intensive Program, etc.), the nature of which will justify a weighting **based on the submitted CAAP** of 1 or 2 in addition to the 2:1:1 noted in §5.2.1, the person with immediate supervisory responsibility for the special assignment should complete a performance evaluation that specifically speaks to the performance criteria detailed in the faculty member’s original letter of appointment.

5.4.6 Faculty Annual Activities Plan (FAAP) A brief form to be filled out and submitted to the department chair at the start of the academic year for review and approval. Within the form faculty members will describe the activities and expected goals for accomplishment that will be achieved in each of the three areas of evaluation during the coming year. The FAAP will specify the percentage weighting to be used in the annual evaluation process for teaching, professional activity and service.

5.4.7. Chair Annual Activities Plan (CAAP) A brief form to be filled out and submitted to the Dean by department chairs. Within the form chairs will describe the expected goals and accomplishments of the coming year in the areas of teaching, professional activity, service and the special assignment. The CAAP will specify the percentage weighting that will be applied to each of those four areas of evaluation in the annual evaluation process.

5.5 GUIDELINES FOR COMPLETING THE FAAR

5.5.1 Teaching

.1 List courses by semester (not including summer sessions), course number, course name, enrollment (class size after drop-add period); and indicate, using the following abbreviations if you wish, whether any of these conditions holds:

N New—you are teaching the class for the first time.

SR Significantly Revised—most of the material and/or method is new.

R Revised—some of the material and/or method is new.

U Updated—made current with recent work.

GE General Education goal credit.

WI Writing Intensive credit.

SI Speaking Intensive credit.

GA Global Awareness credit.

R/G Race/Gender Intensive credit.

EA Environmental Awareness credit.

RM Required for Majors.

In the above list, *updated* refers to the minimum expectation of faculty (integration into the course of the results of “reading and other preparation one must do to keep instruction current and vibrant”—§5.3); *significantly revised* denotes a thorough course overhaul; *revised* should be used for courses changed, but neither merely updated nor thoroughly overhauled.

.2 If FAAR numbers differ from those reported to the Dean by the Registrar or other recordkeeping office, include additional explanation. Identify funding source, if any, for undergraduate research projects.

.3 You should describe the outcomes of any goals or teaching accomplishments that you described in the previous Faculty Annual Activities Plan (FAAP). Among the **additional** items you may wish to address are course outcome objectives; academic standards and expectations of students; course rigor; grading practices; courses introduced, extensively revised, or approved for across-the-curriculum or General Education goal credit. Note whether project proposals for curriculum enrichment are funded. Departments differ in their procedures for the peer review aspect of the annual evaluation. Append to this section syllabi for each different course taught (see §4.5.5 for syllabus information) and any other materials designated by your department. You may wish to include final examinations or their equivalent, representative handouts, additional evaluation tools, or other course materials. Although student course evaluation data must not be included among materials for peer review, you may if you wish provide to the chair (separately) contextual information relevant to the results of student evaluation (e.g., grade distributions, unusual circumstances affecting class performance or morale, and timing of the survey in relation to major assignments or the return of significant graded material).

5.5.2 Scholarly, Creative, and Professional Activity

.1 Describe the results, or the progress that was made, toward the completion of goals or activities related to scholarly and professional activity that were provided in the Faculty Annual Activity Plan (FAAP). For scholarly publications (books,

monographs, articles, reviews), give complete bibliographic citations, and note whether refereed, invited, or contributed. Note patents applied for or granted. Note whether exhibitions were juried. Note whether public performances were reviewed. Note whether presentations (conference papers, lectures, addresses, talks, etc. before audiences of professional peers, including local colleagues) were refereed, invited, or contributed. Note whether project proposals (either for College faculty development grants, or for external funding) for research in the discipline or for professional development were funded.

For all work in progress, summarize any progress made during the period of evaluation. Teaching development may include participation in professional activities arranged by the Writing or Speaking Intensive Programs, Teaching Innovation Program, Instructional Technology Program, NEH summer seminars and institutes, etc., and may include helping professional colleagues to develop new dimensions of teaching competence. List active affiliation with a laboratory or performing group, and indicate whether external to the University; and active involvement (not membership) in professional societies, associations, or boards, e.g., journal editing, conference organization, offices held (note responsibilities). List also responsibilities as a referee, reader, or peer reviewer for publishers, journals, funding organizations, or conferences; participation on editorial boards; duties as an external evaluator or assessor for other colleges and universities. Consulting activity that has clear and relevant professional dimensions may be listed as well (if remunerated, see §4.7.2.1 and attach report). Although conventions and definitions differ somewhat by discipline, the following list is meant to cover common situations.

- refereed/juried : *subjected to peer review, typically anonymous*
- invited (*describing completed work*): *solicited for publication or presentation; (describing work in progress) promised for a specific publication or occasion*
- contributed: *accepted on the basis of a proposal or abstract*
- forthcoming: *definite date for appearance set*
- accepted: *editor or organizer has approved for publication or presentation*
- accepted subject to revision: *will be approved for publication or presentation if specified changes are made*
- returned for revision and resubmission: *rejected in current form with suggestions for changes and an invitation to resubmit*
- under editorial review, or submitted: *currently in the hands of an editor or organizer*
- work in progress: *in preparation*

.2 Criteria of quality differ by discipline, but some of the following might be used in annotations: an organization or meeting's scope (local, regional, national, international); reviews and citations; a journal's circulation, rejection rates, ranking; awards.

.3 Depending on your department's procedures for peer review, append preprints or offprints, reviews, proposals, reports, theatre programs, art show announcements, or other documentation of activities listed above.

5.5.3 Service

.1 College List standing, *ad hoc*, advisory, and college-wide committees on which you actively participated this year and any office held or special committee project effected under your leadership; club sponsorships and the documentable level of your involvement; first-year student academic advising; BLS portfolio assessment; etc.

.2 Department List academic and career advising responsibilities; participation in Preview, Showcase, Students-of-Color Weekend, Family Weekend etc.; support of student activities; special tasks or assignments.

.3 Community List talks, presentations, high school visits, written contributions, etc., that feature your affiliation with the University and/or require your disciplinary expertise.

.4 University List university-wide committees on which you actively participated this year and any office held or special committee project effected under your leadership.

.5 In any category in which service activities are reported, indicate how you met goals and objectives that you reported for this category in the Faculty Annual Activities Plan (FAAP).

5.6 THE SCHEDULE FOR ANNUAL EVALUATION

5.6.1 Principles Under no circumstances will faculty members be required or encouraged to submit materials or perform other evaluation-related activities outside their designated contract period.

5.6.2 Dates The Dean shall publish annually in the *Summer Memo* a list of deadlines for the academic year that covers all aspects of the annual faculty evaluation. The list will observe appropriate periods of time for assembling materials, writing and evaluating reports, scheduling conferences, making appeals, etc., in an approximation of the sample calendar.

5.6.2.1 Sample Annual Faculty Evaluation Calendar Dates are approximate and should be adjusted to subsequent working days.

<i>Action</i>	<i>period/deadline</i>
FAARs and special assignment performance reviews submitted to chairs/supervisors (§§5.2.1.2, 5.4.1–2)	May 15
peer review materials (§§5.2.1.1–2) available for examination by peer reviewers	May 15–August 20
(optional) annotations of course evaluation results submitted to chairs (§§5.5.1.3)	August 21
department chair evaluation commentaries (§5.2.1.6)	

submitted to Dean	August 21
peer reviews if required (§5.2.1.2) submitted to chairs	August 21
all departmental materials (§5.2.1.3) submitted to Dean	August 28
chair-faculty conferences/negotiation as specified in departmental plan	August 28–Sept. 25
faculty submit FAAP to chair/chairs submit CAAP to Dean	August 31
chair-Dean conferences/negotiation (§§5.2.2.2–4)	Sept. 4–October 2
letters of exception (§5.2.3.1) submitted to Dean and President, respectively	October 9
written resolutions completed (§5.2.3.2)	October 23
salary recommendations submitted by Dean to President	October 30
BOV action on salary adjustments	November meeting
salary adjustment effective date	December 1

FACULTY ANNUAL ACTIVITIES PLAN

Academic Year: _____

Note: You must confine your plan to the box provided.

Name: _____ Rank: full associate assistant lecturer

Department _____

Percentages: Teaching _____ Professional Activity _____ Service _____ Total = 100%

Teaching: Describe in general terms your plan for contributing to your department's teaching mission over the next year. Address the areas of classroom teaching, individualized instruction, internships, advising, etc. Do not list specific course assignments, as these are determined annually based on faculty availability, student numbers, student course requirements (general education and in the major). Note briefly which previously taught courses you intend to revise. Note any new course or teaching assignments.

Professional Activity: Describe your plan for contributing to your discipline's research/creative work mission over the next year. Describe work you intend to conduct and how it will contribute to the overall body of your work. Address the issues of proposed funding, publication, performances, professional organization work and presentations, as appropriate.

Service: Describe in general your plan for contributing to the department's, the campus', and the university's service mission over the next year. Please address the nature of your service activities at various levels within the university as well as your service external to the university (Elderstudy, lectures/workshops, etc....).

CHAIR ANNUAL ACTIVITIES PLAN

Academic Year: _____

Note: You must confine your plan to the box provided.

Name: _____ Rank: full associate assistant

Department _____

Percentages: Teaching ____ Professional Activity ____ Service ____ Chair Duties ____ Total = 100%

Teaching: Describe in general terms your plan for contributing to your department's teaching mission over the next year. Address the areas of classroom teaching, individualized instruction, internships, advising, etc. Do not list specific course assignments, as these are determined annually based on faculty availability, student numbers, student course requirements (general education and in the major). Note briefly which previously taught courses you intend to revise. Note any new course or teaching assignments.

Professional Activity: Describe your plan for contributing to your discipline's research/creative work mission over the next year. Describe work you intend to conduct and how it will contribute to the overall body of your work. Address the issues of proposed funding, publication, performances, professional organization work and presentations, as appropriate.

Service: Describe in general your plan for contributing to the department's, the campus', and the university's service mission over the next year. Please address the nature of your service activities at various levels within the university as well as your service external to the university (Elderstudy, lectures/workshops, etc....).

Chair Duties: Describe any expected responsibilities that would represent an additional workload beyond that ordinarily expected of chairs. Examples might include leading a faculty search, organizing a significant curricular reform, or overseeing a department five or ten year review.

Motion 2: The faculty members of the College of Arts and Sciences urges that Section 5.8.1.2, which describes the process for the distribution of merit pay, be amended to reflect the changes shown here. Present text to be removed is crossed out while the proposed new text is shown in a bold font.

5.8 ANNUAL SALARY ADJUSTMENTS

[At its meeting on April 16, 1994, the Board of Visitors approved, on August 6, 1995 revised; and on May 10, 1996 further revised the Merit Pay Plan for Faculty outlined below.]

5.8.1 Salary Adjustment Policy To fund faculty salary adjustments, the University uses money appropriated by the General Assembly. These state funds are allocated annually by the Board of Visitors, as follows:

.1 The portion of funds needed for promotions and for the correction of salary inequities is extracted first.

~~.2 The salary adjustment pool is divided among three levels of merit increment with the percentage of base salary increase for each level determined annually by the President and the Board of Visitors. *Level 1 merit* is defined as faculty performance which meets expectations, a faculty member's doing his or her work well in light of the University's mission and professional standards for the period under evaluation. *Level 2 merit* is defined as superior or noteworthy performance which exceeds expectations for the period under evaluation. *Level 3 merit* is defined as exceptional or outstanding performance which manifestly exceeds expectations for the period under evaluation.~~

The salary adjustment pool is divided between two levels with the percentage of base salary increase for each level determined annually by the President and the Board of Visitors. *Level 1 merit* is defined as faculty performance that meets the most minimal expectations of the university but is considered to be in need of improvement. *Level 2 merit* is awarded to those faculty members whose performance has been found to be effective and is always viewed in a favorable light. An effective faculty member has been productive and met all goals for the period under evaluation. *Level 3 merit* represents outstanding performance and a record of accomplishment for the period under evaluation that is recognizably above the average level of expectations. Faculty who have received a Level 1 merit will receive the lower percentage base salary adjustment of the two levels set by the President and the Board of Visitors. Whereas the base percentage salary increase for Level 2 and Level 3 will be the same, faculty members who have been awarded Level 3 merit will also receive a bonus amount to be determined annually by the President. The money for the bonus awards should be from a source other than the General Assembly salary allotment.