Section 9: Faculty Annual Review

The Faculty Annual Review (FAR) documents the faculty member's progress in their roles. The FAR is an opportune time to review the PDP and to provide feedback as to progress on goals/objectives outlined in the PDP. The use of college or departmental standards documents supplies bench marks for faculty and administrators on expected levels of achievement to meet, exceed, or substantially exceed expectations in each role and at each rank. Standards documents should be developed by faculty and approved by the department head, dean, and Provost. Standards documents must lay out high levels of expectations for faculty so that they can be successful in the tenure and promotion process. Low expectations should not be included in standards documents because these will not be recognized as sufficient to achieve tenure and promotion. Given this, SDSU will:

- Periodically revisit all standards documents to ensure that expectations are sufficiently high in all roles (teaching/advising; scholarship/research/creative activities, and service (assigned professional/general). In the process of doing so, a comparison of standards (by discipline) to relevant peers should be conducted to determine if SDSU is comparable in terms of expectations for tenure and promotion.
- Refrain from the use of course overloads for tenured and tenure-track faculty and instead utilize other employment strategies such as adjunct, term contract (part- or full-time), and graduate assistantships because assigning course overloads to tenure-track and tenured faculty can have long-term negative consequences to faculty career success.

9.1 Guidelines for Completing the FAR

The purpose of this document is to provide additional explanation of the components of the Faculty Annual Review (FAR) form. Refer to the SDSU Tenure and Promotion Criteria and Guidelines document for the outline to be used for tenure and promotion dossiers.

South Dakota State University
FACULTY ANNUAL REVIEW (FAR) Form
Evaluation for Annual Review (Jan.-Dec.)

PART A
TO BE COMPLETED BY FACULTY UNIT MEMBER

Name:
Department and College:
Academic rank and date appointed to current rank:
Current Date:
Evaluation time period:

1. Academic Preparation and Professional Development:

   A. List Academic Degrees in reverse chronological order beginning with most recent.

University	Degree	Field of Study	Year

   B. List professional development activities completed during this evaluation period (e.g., visiting professorships or fellowships; workshops, institutes, or conferences that you attended but at which you did not present; professional certifications and licensures, etc.).

   C. Professional Development Plan (PDP) (please attach)
   ☐ 3 Years ☐ 6 Years ☐ Not Applicable

2. Attach relevant workload document(s) or provide annual average workload percentages for teaching, advising, scholarship, assigned professional service, or general service.

3. Copy and insert your major performance objectives during the evaluation period from your previous FAR (Section 5) or PSE (Section 8).

4. Major accomplishments achieved this year in each area of activity:

   A. Teaching
   List and describe your substantive contributions in teaching. Include evidence of teaching effectiveness and student learning (for examples, refer to Faculty Handbook, Section 5.4).

   See Appendix A. Faculty members with more than 10% assignment in teaching must include a minimum of two types of evidence beyond the IDEA survey to document teaching performance. Faculty members with 10% or less assignment must include at least one type of evidence. Faculty members should select those types most relevant to their courses and discipline.

   B. Undergraduate Advising and Graduate Mentoring
   Undergraduate Advisees:
   Number of current undergraduate advisees:
   Significant accomplishments, recognitions, or awards (e.g., for advisees or former advisees who received Schultz-Werth, Joseph F. Nelson, Bentley, Griffith, Daschle, etc.):

Graduate Advisees:

Current graduate advisees (student name and degree sought, years supervised or in progress, if appropriate):

Current membership on other graduate committees (number of M.S./M.A. and Ph.D. committees):

Graduate degrees completed under your supervision during evaluation period (student name, year, degree):

Postdoctoral Students/Research Associates:

Current (student name and degree):

Advisor Award(s):

C. Research, Scholarship, or Creative Activity

List and describe your substantive contributions in research, scholarship, or creative activity. (Apply University, College, and Department Standards to articulate your performance. Faculty in Nursing should use College Standards. Faculty in all other colleges should use both University and Department Standards. Department Standards contextualize University Standards; i.e., the former address the latter in terms specific to the individual disciplines.)

Publications and Creative Works

Performances, Exhibits, Productions (Visual Art, Performing Art, Architecture)

Conference Papers or Posters Presented; Invited Lectures

Contracts and Grants

Materials, Proposals, or Projects in Progress

See Appendix B.

D. Assigned Professional Service (Applies to extension specialists, lab scientists, clinical practitioners, service lab staff, librarians, program leaders, teaching coordinators, and others.)

List and describe your substantive contributions in assigned professional service, if applicable. (Apply University, College and Department Standards to articulate your performance. Faculty in Nursing should use College Standards. Faculty in all other colleges should use both University and Department Standards. Department Standards contextualize University Standards; i.e., the former address the latter in terms specific to the individual disciplines.)

Faculty members with more than 10% Assigned Professional Service assignment must include a minimum of two types of evidence to document assigned professional service accomplishments and their impact. Faculty members with 10% or less Assigned Professional Service assignment must include at least one type of evidence to document assigned professional service accomplishments and their impact. Faculty members should select those types most relevant to their assigned professional service.

E. General Service
(Apply University, College and Department Standards to articulate your performance. Faculty in Nursing should use College Standards. Faculty in all other colleges should us both University and Department Standards. Department Standards contextualize University Standards; i.e., the former address the latter in terms specific to the individual disciplines.)

List and describe your substantive contributions in general service to the university, college, department, or program.

List and describe your substantive contributions in general service to your discipline or profession.

List and describe your substantive contributions in general service to the community-at-large.

5. List your proposed major performance objectives, for each applicable role, for the next evaluation period. Please refer to your PDP for 3- or 6-year goals and outcomes.

   A. Teaching
   B. Advising and Mentoring
   C. Research, Scholarship, or Creative Activities
   D. Assigned Professional Service
   E. General Service

PART B
TO BE COMPLETED BY IMMEDIATE ADMINISTRATIVE SUPERVISOR

1. Professional performance:

   A. Indicate your assessment of the faculty unit member's performance by explaining whether, consistent with contemporary standards of the institution, the faculty unit member substantially exceeded, exceeded, met, or fell short of the level of performance reasonably expected of a(n) (indicate rank) with like tenure status and comparable professional responsibilities and resources. The explanation must indicate the consideration given to rank, experience, tenure status, professional responsibilities, and resources. Separate ratings must be given for
      a. Teaching
      b. Advising and Mentoring
      c. Research, Scholarship, or Creative Activities
      d. Assigned Professional Service
      e. General Service

   B. In each instance, based on the information supplied by the faculty unit member, the supervisor must identify the specific activities, or lack thereof, that warrant the rating.

   C. For all faculty unit members who serve on tenure-track contracts or who hold rank below that of professor, comment about progress towards achieving the levels of performance that, in keeping with institutional standards, justify a recommendation for promotion to a more senior rank or the granting of tenure. Comments must address each area of professional responsibility.

   D. Where appropriate, include recommendations for augmentation monies and contract renewal.

   E. Response to the faculty unit member's major performance objectives for the next evaluation period.

_____
Signature of Supervisor

_____
Date

2. I have received these comments and ratings from my immediate supervisor. I understand that I have the right to respond to these comments and ratings in writing or to call upon a peer group to review the evaluation, provided that notice of such intent is given to the Department Head within five (5) working days after receipt of this document.

_____
Signature of Faculty Unit Member

_____
Date

3. I should like to add:

_____
Signature of Faculty Unit Member

_____
Date

4. I have reviewed these comments and ratings. I should like to add:

_____
Signature of Dean

_____
Date

Appendix A: Teaching Role

These tables are optional in the FAR, but faculty who apply for tenure or promotion must include these tables in their dossier.

Tabular Summary of Courses Taught During Evaluation Period by Year and Term

Semester	Course #	Title	Credits and Workload Units	Percent (%) Responsibility	Number of students enrolled

Tabular Summary of Teaching Evaluations for Courses Taught During Evaluation Period, if applicable

Semester	Course	Progress on Relevant Obj*		Overall rating Teacher*		Overall rating Course*		Summary Score*		Number of Evaluators/ Enrolled	Benchmark Data
		Raw	Adj	Raw	Adj	Raw	Adj	Raw	Adj		

*Report either the Raw or Adjusted score, whichever is highest.

Appendix B: Scholarship Role

These tables are optional in the FAR, but faculty who apply for tenure or promotion must include these tables in their dossier.

Publications, Presentations, Exhibits, Performances

Please enter number of works under appropriate categories.

Type of Scholarship	First, lead or corresponding author	Co-author	International or National in Scope	Regional in Scope	State or local in scope	Other	Percent Effort for each
Journal article							
Chapter in Book							
Book							
Abstract							
Disclosure							
Patent							
Conference presentation							
Exhibit							
Performance							
Other							

Grant or Contract Activity

Please enter number of contracts or grants and total amount (in dollars) of grants under appropriate categories.

Type of grant or contract	Principal Investigator (PI)	Co-PI	Technical assistance but not at PI/Co-PI level	Other contribution (please describe)	Percent Effort for each
Nationally competitive/peer reviewed					
Regionally competitive/peer reviewed					
State competitive/peer reviewed					
Internal to SDSU/peer reviewed					
Non-competitive					
Other					