SETON HALL UNIVERSITY
STILLMAN SCHOOL OF BUSINESS
INSTRUCTIONS FOR THE FACULTY ANNUAL REPORT AND PLAN

2007/2008

Report on the period from Fall 2006 to Spring 2007
Plan for the period from Fall 2007 to Spring 2008

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PROCEDURE

The following procedure has been established for completion of the Faculty Annual Report And Plan (FARAP) covering the 2006-2007 academic year, and planning for the 2007-2008 academic year.

Faculty will elect a Faculty Development Committee (FDC) at the last FASB meeting of the Spring semester. The committee will be responsible for continued development of the Faculty Development Process, and will also be responsible for mediation between the faculty and evaluators.

On or about the last week of May, 2007, faculty will receive the results of the Teacher/Course Evaluation for the Spring Semester.

The FARAP is independent of the tenure and promotion processes.

The faculty member will complete all three pages of the FARAP (four if the faculty member is a Department Chair or Program Director) and submit it to the Department Chair (in duplicate) by May 29, 2007. A copy of the "un-audited" plan will be forwarded to the Dean by June 1, 2007.

Between June 4 and June 11, 2007, the faculty member will meet with his or her Chair individually to review and discuss his or her Plan. Where warranted, the Chair will suggest changes, modifications, and/or additions to the plans submitted by the faculty member. The Chair and the faculty member shall attempt to arrive at a mutually determined Plan and the assignment of appropriate qualitative categories for faculty performance. The Chair's evaluation will be added to the third column of each page of the FARAP, except for the final page, "Chair/Directorship," which will not be processed or evaluated by the Department Chair. The FARAP will be submitted to the Dean's office as soon as possible by the Chair, but in no event later than June 18, 2007.

The Dean /Associate Dean will conduct an independent review of the FARAP for each faculty member (including, where applicable, the "Chair/Directorship" page of the form). The Dean/Associate Dean may likewise suggest changes, modifications, or additions in the faculty member's Plan and communicate such to the Chair. The Dean will independently add his evaluation of the faculty member in the third column of each page of the FARAP. The Dean shall conclude this evaluation by July 23, 2007 and shall communicate comments and/or assignments in writing to the Chair and the faculty member.

In cases where unresolved differences exist between the self-evaluation and the evaluations of the Chair or the Dean/Associate Dean, the Chair and/or the Dean/Associate Dean shall state the basis for his or her evaluation with specificity.

Where there is no significant disagreement between the faculty member and the evaluation of the Chair and/or Dean/Associate Dean, the faculty member's FARAP goes on file in the Dean's Office.

Faculty who are not satisfied with the evaluations rendered by their Chair and/or the Dean/Associate Dean may request mediation by the Mediation Committee. A member must notify the chair of the Faculty Development Committee of his/her intention to seek mediation in writing by August 24, 2007. The Mediation Committee will be responsible for making a decision on the dispute put before it. The Mediation Committee will meet with the parties as appropriate, during the first two weeks of the Fall 2005 semester. When the committee is finished with mediation it will forward the revised FARAP to the Dean's Office, whereupon it will be filed.
PART I: TEACHING

Section 1.1

REPORTING

The Faculty Guide specifies, in Article 7, the responsibilities of faculty with regard to teaching effectiveness. These include instructional duties, course preparation and implementation, and student advising. Specifically, the Faculty Guide requires faculty to "aspire to excellence in teaching, promote the learning process, and stimulate the intellectual development of their students." Describe how you have met these responsibilities.

TCE Outcomes: Here, indicate the scores that you received on each of the items from the Teaching/Course Evaluations items shown, for each course section you taught, Fall 2006 and Spring 2007. Below the scores, please summarize, explaining what they tell you in terms of your teaching performance.

Other Information: Please share other evidence of teaching performance, in any of these areas: Other student evaluations, qualitative comments, workload, development of course materials, continuing improvement of courses, etc. Feel free to attach any materials you deem appropriate.

Section 1.2

PLANNING

How are you going to enhance teaching excellence over the next year? Please state your Teaching objectives(s) for the 2007-2008 academic year and your strategy for achieving your objective(s).

Section 1.3

EVALUATION

Evaluation of teaching excellence involves two steps.

The first step begins with student feedback on teaching effectiveness, the Teacher/Course Evaluation (TCE). Use the guidelines below to determine which category, "Does Not Meet Expectations," "Meets Expectations," "Exceeds Expectations," and "Outstanding," applies. If you find that Step 1 puts you in either the "Meets Expectations" or "Exceeds Expectations" categories, you may then apply other evidence of teaching excellence to modify the category, attaching a copy of documentation, where appropriate, to the "Teaching" page of the FARAP. Non-TCE scores cannot be used to modify a "Does Not Meet Expectations" category. Examples of evidence you may wish to attach include the following:

- Teaching innovations
- Significant addition of competencies (computer, teamwork, critical thinking, ethics, or international materials) to your courses
- Peer evaluations which resulted in self-evaluation and attempts at improving teaching
Attendance at teaching symposia, workshops, teaching conferences, etc.
The nature of work required in/outside of class which requires significant faculty effort
Teaching a new course and/or providing a new course syllabus
Significant redesign of a course syllabus
Other (as provided and demonstrated by the faculty member)

Components for the "Meets Expectations" Category:

To "meet expectations" of teaching performance, faculty should perform as follows:

For Item Number 24 of the TCE, 3.10 for all sections taught (Fall and Spring semesters).

For each remaining item on the TCE, an AVERAGE of 3.10 across all sections for the Fall and Spring semesters.

Components for the "Exceeds Expectations" category

To "exceed expectations" of teaching performance, faculty should perform as follows:

For Item Number 24 of the TCE, 3.75 for all sections taught (Fall and Spring semesters).

For each remaining item on the TCE, an AVERAGE of 3.75 across all sections for the Fall and Spring semesters.

However, if you find that you "meet expectations" but fall short of these scores, you may provide additional evidence of teaching excellence that you feel should boost your category assignment to the "exceeds expectations" category, as discussed above.

Components of the "Outstanding" category

To be considered "outstanding" in the area of teaching performance, faculty should perform as follows:

For Item Number 24 of the TCE, 4.30 for all sections taught (Fall and Spring semesters).

For each remaining item on the TCE, an AVERAGE of 4.30 across all sections for the Fall and Spring semesters.

However, if you find that you "exceed expectations" but fall short of these scores, you may provide additional evidence of teaching excellence that you feel should boost your category assignment to the "outstanding" category, as discussed above.
PART II: SCHOLARSHIP

Section 2.1

REPORTING

The Faculty Guide specifies, in Article 7.1(e), that faculty "are expected to devote their energy to develop and improve their scholarly competence."

For the period July 2005 through June 2007 give full citations, including joint authorship, for each of the following (if you have not already done so, please submit a copy of each of the listed items to the Dean along with this completed Faculty Annual Report and Plan). Begin each item with the letter of the appropriate scholarship category as follows:

A = Refereed Journal Article  
B = Refereed Proceedings  
C = Conference Presentation  
D = Book  
E = Other Scholarly Activity (Book Chapters, Book Reviews, Article Reviews, etc.)  
F = Citation  
G = Grant

Example for someone who published a referred journal article and a presented at a conference in the past year:


Note: A letter of acceptance from the editor is sufficient for a referred journal article ("A") or a refereed proceedings ("B").

List all works that you currently have under review. Begin each item with the letter of the appropriate scholarship category.

H = Refereed Journal Article under review  
I = Refereed Proceedings under review  
J = Other Scholarly Activity under review or evaluation

Example for someone who has an article under review at a referred journal and an article under review for a refereed proceedings:

3. For all travel in the past academic year that was at least partially funded by the School, please supply information on the name of conference, location, purpose, and cost to school.

Section 2.2

PLANNING

1. Please state your Intellectual Contribution objective(s) for the 2007-2008 academic year. For each project included in your objective(s) please include a) its tentative title, and b) the targeted journal, conference etc. Use the same codes shown in Section 2.1 to designate the appropriate scholarship category.

Example for someone who plans to submit an article to a referred journal in the upcoming year:


2. What resources do you anticipate requiring for the coming academic year? Please use an 'R' to denote each resource.

Example where a graduate assistant and a laptop computer are needed:

[R] Graduate assistant: One-half hour per week.
[R] Laptop computer with Windows.

3. What are your travel plans for the upcoming academic year? Please describe the nature of your involvement in the intended program. Also, please describe how this involvement relates to your stated objectives concerning teaching and intellectual contribution. Use a 'T' to denote each travel item.

Example:

Section 2.3

EVALUATION

The AACSB has determined that the primary effort of intellectual contributions for conferences and journals has to be directed towards one teaching field. This is especially important for faculty who have out-of-discipline terminal degrees.

Components for the "Meets Expectations" Category:

To "meet expectations" the individual must have, in the past two years: One article in an acceptable journal, OR two of the following: a conference presentation at a "top tier" conference; two presentations at above average or acceptable conferences; one academic book review or similar undertaking (perhaps a review of a text book for a publishing house); a proceedings publication. Both the content and the vehicle must be in the primary discipline.

Components for the "Exceeds Expectations" Category

To "exceed expectations" the individual must have, in the past two years: One above average journal publication (included in this category would be a book chapter in a book deemed appropriate by the department chair), OR two of the following: a text book or other book published by a "major or reputable" publisher (information to be provided by the faculty member, optionally with the assistance of the University Library); one "above average" journal publication (included would be a book chapter in a book deemed appropriate by the department chair); or two publications in "acceptable" journals. Both the content and the vehicle must be in the primary discipline.

However, if you find that you "meet expectations" but fall short of these criteria, you may provide additional evidence of scholarship excellence that you feel should boost your category assignment to the "exceeds expectations" category, as discussed above.

Two activities in two years would qualify for the "exceeds expectations" designation.

Components of the "Outstanding" Category

To be "outstanding" the individual must have, in the past two years: one "top tier" journal publication. Both the content and the vehicle must be in the primary discipline.

However, if you find that you "exceed expectations" but fall short of this criterion, you may provide additional evidence of scholarship excellence that you feel should boost your category assignment to the "outstanding" category, as discussed above.
PART III: SERVICE

Section 3.1

REPORTING

The Faculty Guide specifies, in Article 7, that faculty are expected to contribute to the work of their department, their college, the University, and the community. Accordingly, please supply the requested information on all of the Committees and projects (for each Committee or project state whether it was University, College, Departmental or Community) you served and worked on during the 2006-2007 academic year, as well as the committee's accomplishments and your contribution to those accomplishments.

A = Committee
B = Chair of committee
C = Project
D = Non-committee work for campus community, including organizer/director for campus event, editor of or reviewer for MAJB, club advisor, etc.
E = Service rendered to external community, including editor of or reviewer for another journal or conference proceedings, etc.

It is a faculty responsibility to attend Commencement, as specified in the Faculty Guide.

Section 3.2

PLANNING

What are your objectives for service in the upcoming year? Please use the codes from Section 3.1 to denote appropriate service category for each service item. Be specific about the nature of your intended service activities to the discipline, department, school, University and community.

Section 3.3

EVALUATION

Evaluation for service performance is based on the service point system from last year's FARAP, but with a few important differences.

In general, one service recognition point may be awarded for each service activity or project; serving as a Chair for a committee receives two points.

If the faculty member feels that additional service recognition points are warranted for serving in a position that also otherwise receives a stipend and/or release time, the faculty member should indicate the reason(s) for this assignment.

If a faculty member does not attend commencement and does not have a reasonable excuse (determined
by the Department Chair), one service recognition point would be deducted from the total points amassed.
Community Service Activities (broadly and self-defined, largely) can amount to a maximum of two points based upon a statement of the faculty member, subject to some “reasonable review” by the Department Chair and Associate Dean.

**Components for the "Meets Expectations" Category:**

To "meet expectations," faculty must attain at least three service points each year;

**Components for the "Exceeds Expectations" Category**

To "exceed expectations" faculty must attain five service points or more each year.

**Components of the "Outstanding" Category**

To be considered "outstanding" faculty must attain eight or more service points each year.
PART IV: CHAIR/DIRECTORSHIP

Section 3.1

REPORTING

If you served as a Department Chair, explain in this section how your endeavors helped your department to attain excellence in teaching, scholarship, and/or service. If you served as a dean-appointed Program Director last year, explain how your efforts improved upon the standing of the program and helped the School of Business in achieving its mission.

Section 3.2

PLANNING

What are your objectives as chair or director in the upcoming year? How will your efforts help your department (for Chairs only) or the School of Business (for Program Directors only)?

Section 3.3

EVALUATION

How do you evaluate your performance -- "Does Not Meet Standards," "Meets Expectations," "Exceeds Expectations," or "Outstanding?" Please justify by citing the accomplishments you mentioned in the "Reporting" column.