This instrument has been developed by the faculty in the department. It is intended to provide data to be used for tenure, promotion, merit evaluation and/or ratings, and self-evaluation. Each individual must report complete and specific data.

This instrument includes all elements relative to a faculty member's role in the university setting. The data provided by each individual will assist in the decision-making process in an equitable way. Please complete the blocks at the end of each section with your assessment of your accomplishments during 2006 and then complete your goals for 2007 on the last page.

I. TEACHING (INSTRUCTION AND STUDENT RELATED ACTIVITIES)

   Percent of merit points ________%
   (minimum 50% -- maximum 60%)
   (Probationary faculty 50%)

   In the determination of merit salary Instruction and other Teaching Factors have a 70% - 30% distribution. Faculty members should always strive to actively pursue involvement in the areas described under B. Other Teaching Factors. These contributions need to be recorded and submitted as completely as possible.

   A. INSTRUCTION – 70%  
      
      1. Student evaluation: Chair records the summary (average) evaluation points.
         SPRING ____
         FALL ____
         WEIGHTED AVERAGE ____
         STUDENT EVALUATION TOTAL POINTS ____

      * At the request of the individual faculty member, 50% of Part A can be based upon chair evaluation of teaching. Chair evaluation may include classroom observation; review of supplementary instructional aids and materials, handouts, syllabi, and exams; and student advising.

   B. OTHER TEACHING FACTORS – 30%  
      
      1. Peer Review of Teaching
         a. Peer evaluation- Rater (3 points per rating) to a maximum of 9 points; list faculty you evaluated. ____
         b. Peer evaluation- Ratee (3 points per rating) to a maximum of 9 points. ____
      2. Contributions on a non-pay overload such as teaching extra hours, revising course after significant lapse, visiting professor (5 points for each 1 hour overload or revising course, .25 points for each visit): ____
      3. Major revision of a course – including text, tests, syllabus, handouts, supplementary materials (5
points for each course); list below:

4. Developing new course (5 points/credit hour):

5. Developing an Internet course

6. Load
   a. Graduate Advisee Load (1 point for every student per semester; attach list of student names for each semester):

   b. Number of different courses taught (5 points per preparation above 3 per semester; list below):

   c. Out-of-town visits per student/teacher/practicum/internship (1 per 4 out-of-town visits; list name of student and location):

   d. Other; If there are other unique load factors, document them below and negotiate with the chair for points:

7. Weekend Workshop – not part of regular load – identify (5 points each):

8. Master’s Project Chair (completed)
   (5 points each) – identify each:

9. Master’s Project committee (completed)
   (2 points each) – identify each:

10. Preparation/Reader/Validation
    a. Scorer of Writing Competency Essay (1 point per essay):

    b. Scorer of Teacher Work Sample (TWS) (1 point per work sample):

    c. Course validation (e.g., re-evaluation of knowledge base of students) – identify (1 point each):

11. Direction of credit-producing independent studies (2 points for each student individually supervised in IT 853 or IT 451) – list below:

12. Other projects

13. Off-campus courses (One off-campus course – 4 points: list below):

14. Night/Weekend course (1 point/credit; list below):

15. Sponsoring and working with students to present at conferences (i.e., AECT, SITE, NECC, NSSA, MACE) (2 points per presentation; list):

16. Other special work with students (interviews, etc. negotiable:
Assessment of 2006 Teaching Accomplishments:
II. SCHOLARLY ACTIVITIES (publications, presentations, grants)

Percent of merit points
(minimum 10% -- maximum 40%)
(Probationary faculty 25%)

Scholarly endeavors may be published as a book, journal, ERIC, monograph or studies published by author or software. Studies published by the author will be considered appropriate provided (1) they are made available for purchase outside the university, and (2) the paid circulation level exceeds 200. Instructional materials prepared specifically for a faculty member's courses shall not qualify unless the published materials meet the two conditions already cited.

Publications in Category A.1 shall be awarded credit at three levels of development. They include: 1) submitted (complete manuscript submitted to publisher in draft form); and 2) in-press/published (manuscript accepted and scheduled for publication). You may obtain credit one time for each level per management. This may be within one year or across years.

Publications in Category A.2 shall be awarded credit at two levels of development. They include 1) submitted (total manuscript submitted for review) and 2) in-press/published (manuscript published or scheduled for publication). You may obtain credit one time for each level per manuscript. This may be within one year or across years.

While publications in Categories A.1 and A.2 may be awarded credit at various levels of development, the total accumulative credit for a single publication may not exceed the maximum established by the department.

A. Publications

1. Books (Documented)

   a. Single-authored
   Title/Publisher
   Submitted
   In-Press/Published
   Points
   150
   200
   
   b. Co-authored
   Authors/Title/Publisher
   100
   150
   
   c. Multi-authored (usually the contribution would consist of one or more chapters)
   Authors/Title/Publisher titles of chapters
   100
   100
   
   d. Senior Editor
   Authors/Title/Publisher title of chapters
   100
   100
2. Journal Articles
   a. Refereed Journals
      National/International
      Single or multi-authored*  
      Submitted: 30 each  
      Published: 50 each  

   b. Non-Refereed Journals (journals with an exemplary editorial staff, such as the *Kappan*)
      National/International
      Single or multi-authored*  
      Submitted: 20 each  
      Published: 40 each  

3. Studies Published by Author (Emporia State Press, etc.)
   Single or multi-authored*  
   Submitted: 10 each  

4. ERIC citations (include code #)  
   Submitted: 10 each  

5. Monographs/Conference Proceedings (Published)
   National/International
   Submitted: 10 each  
   State
   Submitted: 10 each  

6. Software/Video Programs
   (Third party publisher) Title:
   Submitted: 20 each  

7. Research efforts not published (must be presented at an officially sanctioned department, college, or university research forum whereby two or more
   Submitted: 4 each
* The IDT department encourages collaboration

B. Presentations of Scholarly Papers and/or Topics

Scholarly papers and/or topics presented to professional associations and/or learned societies shall be considered an appropriate scholarly activity. Specifically, the categories are:

<table>
<thead>
<tr>
<th>Category</th>
<th>Value</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentations – Refereed (includes poster and symposium session)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>National/International</td>
<td>30 each</td>
<td></td>
</tr>
<tr>
<td>Regional</td>
<td>30 each</td>
<td></td>
</tr>
<tr>
<td>State</td>
<td>15 each</td>
<td></td>
</tr>
<tr>
<td>Local</td>
<td>5 each</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category</th>
<th>Value</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentations – Invited (includes poster and symposium sessions) – Professional Groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>National/International</td>
<td>30 each</td>
<td></td>
</tr>
<tr>
<td>Regional</td>
<td>30 each</td>
<td></td>
</tr>
<tr>
<td>Type</td>
<td>State (30 each)</td>
<td>Local (5 each)</td>
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<tr>
<td>-----------------------------</td>
<td>-----------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Presentations-Non-Refereed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(includes poster and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>symposium session)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Colleges/School/Agencies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>National/International</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title/Place/Meeting/Date</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C. Newsletters

Scholarly papers published in national and state newsletters of professional associations and learned societies shall be considered an appropriate scholarly activity. Specifically, the categories are:

1. Professional Association Newsletters
### National/International

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
<th>Submitted</th>
<th>Funded</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>National/International</td>
<td>15 each</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>Regional</td>
<td>10 each</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>State</td>
<td>5 each</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
</tbody>
</table>

2. Learned Society Newsletters

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
<th>Submitted</th>
<th>Funded</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>National/International</td>
<td>10 each</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>State</td>
<td>5 each</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>Local</td>
<td>5 each</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
</tbody>
</table>

3. Columnist (relate to profession) 5 pts. each column

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
<th>Submitted</th>
<th>Funded</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>State</td>
<td>5 each</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
</tbody>
</table>

### D. Grant Applications

Requests submitted for funding from internal and external sources shall be considered an appropriate scholarly activity. Specifically, the categories are:

<table>
<thead>
<tr>
<th>Category</th>
<th>Submitted</th>
<th>Funded</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>External Grants</td>
<td>25</td>
<td>75</td>
<td>_____</td>
</tr>
<tr>
<td>Federal Single or multi-authored*</td>
<td>25</td>
<td>75</td>
<td>_____</td>
</tr>
<tr>
<td>State</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
</tbody>
</table>
3. Continuation grants

Points equal to one-half original submission

E. Participation in Faculty Development Activities (2 pts. Per event, list below):

SCHOLARLY ACTIVITIES TOTAL POINTS

Assessment of Scholarly Activities Accomplishments in 2006:
III. PROFESSIONAL and PUBLIC SERVICE

Percent of merit points
(minimum 10%--maximum 40%)
(Probationary faculty 25%)

Participation in relevant professional organizations sponsoring a service which is directly beneficial to the faculty member, the faculty in general, and the university shall be considered an appropriate professional activity.

A. Organizational Activities

1. Professional Membership

   National/International 10 +2 points for each department; list
   Points
   ___

   Regional – 5 points; list
   Points
   ___

   State – 5 points; list
   Points
   ___

   Local – 2 points; list
   Points
   ___

2. Professional Meeting Attendance

   National/International – 30 points each; list
   Points
   ___

   Regional – 5 points; list
   Points
   ___

   State – 10 points each; list
   Points
   ___

   Local – 1 point each; list
   Points
   ___
3. Major Task Force or Committed Assignment in Organization or Conference
   National/International – 20 points each; list
   ____
   Regional – 5 points each; list
   ____
   State – 5 points each; list
   ____
   Local – 0 points each  N/A

4. Major Officer of Professional Organization
   National/International – 100 points each; list
   ____
   Regional – 50 points each; list
   ____
   State – 25 points each; list
   ____
   Local – 5 points each; list
   ____

5. Editing of Journals, Professional Newsletters, and Conference Proceedings
   (Journals – 10 pts., professional newsletters – 5 pts., conference proceedings – 5 pts.)
   National/International; list
   ____
   Regional; list
   ____
   State; list
   ____
   Local; list
   ___
6. Referee Conference Proposal
   National/International – 10 points; list

   Regional – 10 points; list

   State – 10 points; list

   Local – 5 points; list

7. Manuscript Referee (for Journals)
   National – 10 points each; list

   Regional – 10 points each; list

   State – 5 points each; list

8. Grant or Book Reviews
   National/International – 20 points each; list

   Regional – 20 points each; list

   State – 15 points each; list

   Local – 0 points

B. Consultation Activities

Professional services provided to public schools, agencies both public and private, and other appropriate units shall be considered an appropriate activity in the area of professional service. Specifically, the categories are:
1. Consultative Projects

   Major (International, Regional, State) – 25 points each
   Minor (Districts, Agencies) – 15 points each

C. University, College, and Department Service

<table>
<thead>
<tr>
<th>Value</th>
<th>Member</th>
<th>Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Faculty Senate</td>
<td>40</td>
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<tr>
<td></td>
<td></td>
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<tr>
<td>2.</td>
<td>Member of University Committee; list</td>
<td>10</td>
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<tr>
<td></td>
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<tr>
<td>3.</td>
<td>Member of College Committee; list</td>
<td>10</td>
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<td>4.</td>
<td>Member of Department Committee; list</td>
<td>10</td>
</tr>
<tr>
<td></td>
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<tr>
<td>5.</td>
<td>Other major University, College, Center and Department Responsibilities; list</td>
<td>10</td>
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<tr>
<td>6.</td>
<td>Student Organization Sponsorship; list</td>
<td>10</td>
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<tr>
<td>7.</td>
<td>High School or Community college visits for recruitment (2 pts. per day); list</td>
<td></td>
</tr>
</tbody>
</table>

D. International/National/State/Community Service

Participation in community/state services projects shall be considered appropriate service activity for merit, promotion, and tenure provided (1) the service falls within the realm of the faculty member's disciplines, and (2) the service is made directly and beneficially applicable to the needs of the community and the University. Specifically, the categories are:
<table>
<thead>
<tr>
<th></th>
<th>Value per each</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Service – National/International; list</td>
<td>10</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Service – State; list</td>
<td>10</td>
<td></td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>3. Service – Community (H.S. Class, parent groups, organizations); list</td>
<td>5</td>
<td></td>
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<td></td>
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<td></td>
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<tr>
<td>E. Professional Renewal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Academic Course Work Applicable to Instructional Assignment (10 pts. per semester hour); list</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2. Continuing Education – Staff Development Discipline Related (1 point per clock hour); list</td>
<td></td>
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<tr>
<td>F. Other (Please specify)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Direction of Grant(s)</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td>G. Identify other activities and responsibilities, not identified in this document, unique to your work; list</td>
<td></td>
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</tr>
</tbody>
</table>

PROFESSIONAL AND PUBLIC SERVICE TOTAL POINTS: ____

Assessment of Professional and Public Service Accomplishments in 2006:


GOALS

Teaching

INSTRUCTION: Faculty members create goals that focus on enhancing the learning of their students. Goals are justified in terms of the most recent research and practice in teaching and learning. The means of accomplishing a goal is practical and is aligned with the intent of the goal itself. The means of goal assessment is aligned with the goal statement and can be documented.** Documentation is pertinent to the goal assessment process and provides easily discernible evidence.

ADVISING: Faculty members create goals that focus on improving the quality of advisement. Goals are justified in terms of ESU standards for good advisement. The means of accomplishing a goal is practical and is aligned with the intent of the goal itself. The means of goal assessment is aligned with the goal statement and can be documented. Documentation is pertinent to the goal assessment process and provides easily discernible evidence.

SUPERVISION: Faculty members create goals that focus on improving the quality of field supervision. Goals are justified in terms of ESU/professional standards for good supervision. The means of accomplishing a goal is practical and is aligned with the intent of the goal itself. The means of goal assessment is aligned with the goal statement and can be documented. Documentation is pertinent to the goal assessment process and provides easily discernible evidence.

**The Kansas Board of Regents and Emporia State University require that student evaluations of instruction be included in the assessment of this goal. Non tenured faculty must include student evaluations from each course taught in the academic year. Tenured faculty must include student evaluations for all courses taught from at least one semester.

Scholarly Activity

PUBLICATIONS: Faculty members create goals that focus on enhancing the growth of their professional peers. Goals are justified in terms of publications accepted,*** feedback regarding publications, and actual improvements made as a result of those publications. The means of accomplishing a goal is practical and is aligned with the intent of the goal itself. The means of goal assessment is aligned with the goal statement and can be documented. Documentation is pertinent to the goal assessment process and provides easily discernible evidence.

RESEARCH: Faculty members create goals that focus on the conduct of research and evaluation activities. Goals are justified in terms of the effect such research and evaluation activities have on improving the profession. The means of goal assessment is aligned with the goal statement and can be documented. Documentation is pertinent to the goal assessment process and provides easily discernible evidence.

PRESENTATIONS: Faculty members create goals that focus on enhancing the growth of their professional peers. Goals are justified in terms of presentations made, feedback regarding presentations, and actual improvements made as a result of those presentations. The means of accomplishing a goal is practical and is aligned with the intent of the goal itself. The means of goal assessment is aligned with the goal statement and can be documented. Documentation is pertinent to the goal assessment process and provides easily discernible evidence.

***Technology development is viewed as equal to publications.

Service

DEPARTMENT: Faculty members create goals that focus on enhancing the work of this Department. Goals are justified in terms of meeting the needs of the Department as an organization, achieving its goals, and serving the professional colleagues assigned to it. The means of accomplishing a goal is practical and is aligned with the intent of the goal itself. The means of goal assessment is aligned with the goal statement and can be documented. Documentation is pertinent to the goal assessment process and provides easily discernible evidence.
process and provides easily discernible evidence.

**UNIVERSITY:** Faculty members create goals that focus on enhancing the work of Emporia State University. Goals are justified in terms of meeting the needs of the university as an organization, achieving its goals, and serving the professional colleagues assigned to it. The means of goal assessment is aligned with the goal statement and can be documented. Documentation is pertinent to the goal assessment process and provides easily discernible evidence.

**PROFESSION:** Faculty members create goals that focus on enhancing the work of their profession. Goals are justified in terms of meeting the needs of organizations, which represent the profession, helping them meet their goals and serving professional colleagues who are also members. The means of accomplishing a goal is practical and is aligned with the intent of the goals itself. The means of goal assessment is aligned with the goal statement and provides easily discernible evidence.

**COMMUNITY:** Faculty members create goals that focus on improving the quality of the communities in which they reside. Goals are justified in terms of professional contributions made. The means of accomplishing a goal is practical and is aligned with the intent of the goal itself. The means of goal assessment is aligned with the goal statement and can be documented. Documentation is pertinent to the goal assessment process and provides easily discernible evidence.
Department of Instructional Design & Technology

Summary of Accomplishments

Name___________________________ Rating Period (one calendar year)______________

Position Description_____________________________________________________________

TEACHING

Teaching

Goal:
Means of Accomplishing Goal:
Means of Goal Assessment:
Documentation Verifying Accomplishment of the Goal (list):

Advising

Goal:
Means of Accomplishing Goal:
Means of Goal Assessment:
Documentation Verifying Accomplishment of the Goal (list):

Supervision of Field Experiences

Goal:
Means of Accomplishing Goal:
Means of Goal Assessment:
Documentation Verifying Accomplishment of the Goal (list):

Publications/Technology

Goal:
Means of Accomplishing Goal:

Means of Goal Assessment:

Documentation Verifying Accomplishment of the Goal (list):

Research

Goal:

Means of Accomplishing Goal:

Means of Goal Assessment:

Documentation Verifying Accomplishment of the Goal (list):

Presentations

Goal:

Means of Accomplishing Goal:

Means of Goal Assessment:

Documentation Verifying Accomplishment of the Goal (list):

SERVICE

To the Department

Goal:

Means of Accomplishing Goal:

Means of Goal Assessment:

Documentation Verifying Accomplishment of the Goal (list):

To the University

Goal:

Means of Accomplishing Goal:

Means of Goal Assessment:

Documentation Verifying Accomplishment of the Goal (list):

To the Profession
Goal:

Means of Accomplishing Goal:

Means of Goal Assessment:

Documentation Verifying Accomplishment of the Goal (list):

To the Community

Goal:

Means of Accomplishing Goal:

Means of Goal Assessment:

Documentation Verifying Accomplishment of the Goal (list):

Reviewed by:

Faculty Member _________________________________        Date: __________

Department Chair ________________________________        Date: __________