

**COE Faculty Roles & Rewards Task Force**  
**Friday, April 22, 10:00 – 11:30**

Members Present: Bryan Griffin, Kent Rittschof, Susan Trimble, Randy Carlson, Deborah Thomas

Committee members present reviewed the revised COE Effort Assignment and Evaluation Policy document.

- A question was raised about the teaching load for graduate credit. Bryan will get the wording from NCATE and reference in the document.
- After lengthy discussion, it was agreed that each department should develop fixed evaluation criteria for teaching, scholarship, and service to be used for evaluating faculty accomplishments for annual review. These criteria will not change based on the weightings set for each area unless a faculty member receives reassigned time for an area. When reassigned time is provided, the faculty member and chair will agree upon additional criteria for that area. The expectation is a faculty member should accomplish more in a given area when provided reassigned time.
- There was a brief discussion of how clinical faculty will be evaluated using the model. Since Teaching and Learning is the only department with clinical faculty, that department will have to address this issue.
- Members present agreed that there should be more flexibility in the timeframe for deciding weighting percentages for each of the areas when no reassigned time is provided. Faculty members can provide preliminary weighting percentages during goal setting but can change these when submitting annual review materials. This will provide faculty maximum flexibility. Faculty with reassigned time will have fixed weights that are agreed upon by the faculty member and the chair.
- Members discussed whether this task force should agree on descriptors for what each of the rating areas would represent. It was agreed that there should be a minimum standard of what is considered satisfactory, but departments should identify what would be representative of the other rating levels. Members also discussed how many rating levels there should be. Bryan will talk with department chairs to get feedback on whether more levels (5-6) or fewer levels (3-4) are better for evaluation.

Minutes submitted by Deborah Thomas