

**FULL TIME FACULTY ANNUAL REPORT**

January 1, 2014 – December 31, 2014

**Name:** \_\_\_\_\_

**Current Rank:** \_\_\_\_\_

**Tenure Track:** Yes \_\_\_\_\_ No \_\_\_\_\_

**If yes, tenure decision year or year to be considered:** \_\_\_\_\_

This Annual Report is part of the College's Annual Review system and over time becomes an integral part of several types of evaluations. The Annual Review process also includes the Annual Evaluation as completed by the chair and dean. The Annual Report (done on a calendar year basis, Spring\Summer\Fall semesters) is due each year to the chair by **February 1**. The Annual Review process is the primary basis for personnel decisions made in the College and may be used for other purposes, such as special awards, recognition, and prizes for individual faculty excellence. The Annual Review process is based primarily on the Promotion and Tenure section of the CBA Faculty Manual and includes other items necessary for effective management of the College.

This report is generated from the faculty qualifications database system. The faculty member is encouraged to be thorough and thoughtful in maintaining their records within the system. While the report is an annual process, for many decisions, individual Annual Reports will be read across years.

**Scheduled Teaching Load**

Directed Student Learning and  
courses taught outside of CBA

Spring Semester

Designator/ Number	Course Name	Beginning Enrollment	Ending Enrollment	GPA in the Class

Summer Session

Designator/ Number	Course Name	Beginning Enrollment	Ending Enrollment	GPA in the Class

Fall Semester

Designator/ Number	Course Name	Beginning Enrollment	Ending Enrollment	GPA in the Class

For the year:

Number of new preparations \_\_\_\_\_

Total number of preparations \_\_\_\_\_

**ACTIVITIES**

**I. Student Intellectual Development**

*(Note: Effective teaching is required for tenure; excellence in teaching is required for Associate Professor; superiority in teaching is required for Professor)*

**A. Describe your performance in the area of student intellectual development directly related to classroom behaviors.**

*Provide evidence of teaching behaviors using the dimensions from the section on teaching in the Personnel Policies and Procedures of the CBA Faculty Manual (Table 2, Descriptions of the four dimensions of teaching). How do you interpret your course evaluation reports and what is your response to them? Analyze each course with respect to Content and Instructional Design, Course Management, Instructional Delivery, and Assessment (techniques, evidence and evaluation of meeting course objectives). Provide evidence of your interpretations.*

**B. Describe your performance in the area of student intellectual development outside the classroom.**

*Report on teaching behaviors as more broadly defined, including career counseling, supporting discipline specific student organizations, providing field-based learning experiences, coaching students in academic competitions, planning trips, etc.*

**C. Report on major innovations, experiments and improvements, not to be confused with things done routinely in individual courses.**

*A faculty member may be involved in a one-time major project involving teaching, such as development of a new major, degree program, or an experiment with alternative delivery modes, physical location, development of cooperative programs or exchanges with businesses, universities, or other entities, etc. Lesser, but still significant innovation, would include developing a culminating experience for a program, more sophisticated assessment methodologies, common instructional material to be used across disciplines, or ways to involve students in exceptionally valuable learning experiences (i.e., SIFE).*

**D. Discuss the grade distribution in your classes; how do you think your results compare to others in the College?**

**E. Self Evaluation of Student Intellectual Development** - Give yourself an overall score across all areas of student intellectual development performance for the current year.

- \_\_\_\_\_ Significantly exceeds expectations
- \_\_\_\_\_ Exceeds expectations
- \_\_\_\_\_ Meets expectations
- \_\_\_\_\_ Performance below expectations
- \_\_\_\_\_ Performance significantly below expectations

**II. Scholarly Activities**

*(Note: Scholarly attainment is required for tenure; high level of scholarly research activity is required for Associate Professor; superiority in scholarship is required for Professor.)*

**A. Below please list the citations for the peer-reviewed journal articles that you published this past year.**

**B. Below please list the citations for the peer-reviewed journal articles that you published the past *five* years.**

**C. Describe additional scholarly activities completed in the past year (separate from journal articles),**

**D. Research currently in progress. Indicate with a check the type of progress made in research projects as part of your pipeline of research.**

Working title of project/ Coauthor	Research Question Identified	Data Collection Complete	Data Analysis Complete	First Draft Complete	Submitted	Rejected, Now Revising	Revised and Resubmitted

Titles of Working Papers:

**E. Evaluate your five year portfolio of scholarly activity. Parts 1-4 are a reflection of what has been published, while part E is about sustaining productivity in your program of research.**

1. **Quantity**
2. **Continuity**
3. **Quality**
4. **Authorship**

**F. Describe the contribution of scholarly activities to your teaching effectiveness.**

**G. Report on scholarly activity including students as co-investigators.**

**H. Report on any grants or other financial support received to assist you in these scholarly activities.**

**I. Report on any efforts to write grant proposals that are in progress or were not funded.**

**J. Self Evaluation of performance of scholarly activity - Give yourself an overall score across all dimensions of scholarly activity for the current year.**

- \_\_\_\_\_ Significantly exceeds expectations
- \_\_\_\_\_ Exceeds expectations
- \_\_\_\_\_ Meets expectations
- \_\_\_\_\_ Performance below expectations
- \_\_\_\_\_ Performance significantly below expectations

For the five-year period, indicate:

\_\_\_\_\_ Your category in Table 3, *Refereed journal article productivity over a five-year period*, in Personnel Policies and Procedures section of the CBA Faculty Manual.

\_\_\_\_\_ Your category in Table 4, *Total scholarly activity over a five-year period*, in Personnel Policies and Procedures section of the CBA Faculty Manual.

### **III. Professional Stewardship**

*(Note: Professional recognition is required for tenure; professional involvement and academic responsibility is required for Associate Professor; maturity, leadership and superiority in professional services is required for Professor. The exemplars for the service categories related to promotion and tenure are detailed in the CBA Faculty Manual).*

- A. Describe your participation in University professional stewardship.**
- 1. Committee memberships and leadership roles.**
  - 2. Specific administrative assignments.**
  - 3. Other student related service activities (advisor to student organization, support of activities of student organizations, etc.).**
  - 4. Others**
- B. Describe your participation in College of Business Administration affairs.**
- 1. Committee memberships and leadership roles.**
  - 2. Specific administrative tasks.**
  - 3. Other student related service activities (advisor to student organization, support of activities of student organizations, etc.).**
  - 4. Assessment activities (leadership, major contributions to design, analysis, and reporting functions; participation in expected data collection and processing).**
  - 5. Activities related to faculty/staff searches and recruiting.**
  - 6. Development and participation in continuing education programs.**
  - 7. Work on building partnerships with external organizations and individuals for members on advisory boards, speaker series, internships, or with development office and other private fundraising efforts.**
  - 8. Others**
- C. Describe your participation in Department affairs.**
- 1. Committee memberships and leadership roles.**
  - 2. Assessment activities (leadership, major contributions to design, analysis, and reporting functions; participation in expected data collection and processing).**

**3. Other student related service activities (advisor to student organization, support of activities of student organizations, etc.).**

**4. Others**

**D. Describe your participation in discipline professional stewardship.**

**1. Professional affiliations, leadership roles, and special service on committees.**

**2. Participation in professional meetings; editorial, review, discussant, session chair, etc.**

**3. Awards, designations, and recognitions from professional organizations.**

**4. Presentations at clinics, seminars, and workshops.**

**5. Professional Consulting with for-profit organizations**

**6. Maintaining certifications.**

**7. Others**

**E. Describe your participation in community professional stewardship.**

**1. Presentations, workshops, demonstrations, consulting, etc. to community organizations.**

**2. Assuming a committee assignment or leadership position in civic or community organizations.**

**3. Serving as a professional consultant to a community organization.**

**4. Performing volunteer work in civic or community organizations**

**5. Assisting students involvement in community service as part of a course project/requirement.**

**6. Others**

**IV. Academic Responsibility**

**Professional Development**

Consider all the areas in which faculty are expected to keep themselves current. The CBA Faculty Manual has guidance in each major performance category. In whatever form you think best suits your situation, using the categories listed in the Personnel Policies and Procedures, describe how you are meeting your professional development responsibilities.

- A. Report on faculty development activities attended this year.**
- B. Describe how you are making progress to maintain or improve your AQ/PQ status with respect to both teaching and scholarship.**
- C. For each course that you teach, describe what you have done to stay current and build your expertise in that field.**
- D. Account for the impact of faculty development funds that you have received over the past five years (i.e., travel money, college or university grants, etc.)**
- E. Awards, honors, and recognitions received.**

### **Professional Responsibilities**

#### **Academic Responsibility of Teaching**

- 1. Evaluate how you met your academic responsibilities this past year.**
- 2. Comment on how you met your other academic responsibilities this past year:**
- 3 Describe efforts and accomplishments in sharing research results with Winthrop colleagues.**
- 4. Report on efforts to build collaborative research teams with Winthrop colleagues**
- 5. Report on your adherence to College and University policy on research and publication, such as human subjects, intellectual property, funding, etc.**
- 6. How are you helping to build the sense of community through service and citizenship?** Report on each, but consider that University/College service is the most critical and at least one of the other two should be at a "high level." Furthermore, the third should be at least a "low level" of activity. Low level should not be read as "no activity."

- a. **University Professional Stewardship**
- b. **Discipline Professional Stewardship**
- c. **Community Professional Stewardship**

- 7 **Report on attendance at high priority events such as convocation, graduation ceremonies, other university, college, and departmental sponsored events.**
- 8. **If you have engaged in consulting during the past year, have you completed and submitted the required consulting and outside employment disclosure forms?**

**Support of Student Services**

- 1. **Advising Responsibilities**
- 2. **Describe efforts to increase student enrollment, recruiting, retention, etc.**

**V. Goals**

*The goals section of the Annual Report should stimulate discussion with the chair and, based on feedback received, a revised Section IV may be attached to the Annual Report that is maintained as the official record.*

- A. **Describe the progress made on annual goals as stated last year.** It is important to use feedback received from a variety of sources to evaluate your success in goal accomplishment. As you evaluate your success, if applicable include sources of information and external confirmation of success.
  - 1. **Student Intellectual Development**
  - 2. **Scholarly Activity**
  - 3. **Professional Stewardship**
- B. **Describe your annual goals for the coming year.**

1. Student Intellectual Development
2. Scholarly Activity
3. Professional Stewardship

**C. Describe your longer term goals for the next 5 years.** This would include a modification and adjustment of the goals based on feedback received and changes to annual goals.

**D. Professional Development needs**

1. What activities, opportunities or resources do you need to accomplish the objectives stated above? (Examples of resources may include assistance by a graduate student, technology, subscriptions to software, etc.) Can you identify any specific needs you have for professional development that will help you meet the goals you have identified? What could the College provide?
2. Some needs may be shared by other faculty. Can you identify any topical program ideas for professional development opportunities that would be of value to a wider group of CBA Faculty? Please be specific.

How would you classify yourself? There should be one check in each row.

Each faculty member is classified with a check in the appropriate box in each row based upon their opinion of how they meet faculty qualifications guidelines set forth by AACSB.					
<input type="checkbox"/>	Academically Qualified	<input type="checkbox"/>	Professionally Qualified	<input type="checkbox"/>	Other
<input type="checkbox"/>	Participating Faculty	<input type="checkbox"/>	Supporting Faculty		

Your classification under the 2013 AACSB Standards is as follows:

Each faculty member is classified based upon the faculty qualifications set forth by the AACBS.					
<input type="checkbox"/>	Scholarly Academic	<input type="checkbox"/>	Practice Academic	<input type="checkbox"/>	Other
<input type="checkbox"/>	Scholarly Practitioner	<input type="checkbox"/>	Instructional Practitioner		
<input type="checkbox"/>	Participating Faculty	<input type="checkbox"/>	Supporting Faculty		

**VI.** Is there anything else you would like to report that will more fully describe your accomplishments and contributions that is not reported elsewhere?

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Faculty/ Undergraduate Student Collaborative Research/Scholarship

**Please provide a brief description of any research/scholarship projects conducted collaboratively with undergraduate students during this reporting cycle. The description should include the names of all collaborators (including the names of all faculty and student collaborators), position/affiliation of faculty, the main goal or focus of the project, and any associated scholarly outcomes (e.g., presentation/performance, publication, etc.), if any. Descriptions organized by department/college may be edited and disseminated to interested internal and external parties. Sample descriptions appear below.**

- Example 1: **Dr. Mary Jones, Associate Professor of Education, collaborated with students William Smith and Samantha Moore in a study of the effects of parent involvement on the academic success of preschool students. They presented their findings at the South Carolina Head Start conference.**
- Example 2: **Dr. Mark Walter, Assistant Professor of Political Science and Dr. Joanne Minton, Assistant Professor of Sociology, supervised the undergraduate honors thesis of Betty Strong. The thesis focused on political and social trends in rural southern communities.**
- Example 3: **Professor Linda Martinez of the Department of Art and Design held a joint photography exhibit with her PHOT500 students. The exhibit was held at the Charlotte Gallery of Art and received special recognition by the Carolina Society of Art.**
- Example 4: **Dr. Dan Johnson, Professor of Business Administration, and Dr. Susan Spann, Associate Professor at the Dacus Library, conducted research with student Shareka Kennedy on the efficiency of various approaches to inventory control and analysis. The research was conducted in cooperation with Wingspan Corporation.**

<b>Descriptions</b>
(tab through table to add a line for each example)
Steven Frankforter collaborated with student Terri Guidry on a Working Paper titled "How to Create an Assessment Test."

**Winthrop University  
Community/Public/Professional Service  
Individual Faculty Report Form**

Note: This form should be attached to your annual report and submitted to your department chair/dean. Content will be used to compile the unit's annual report and a university-wide report on faculty service activities. Thank you for your assistance.

**Faculty Member:** Terri Guidry

**Department/Unit:** Management **Reporting Year:** 2014

<b>Type of Community/Public/Professional Service Performed</b> Place an "X" beside <u>each</u> type of activity performed this year.	
Volunteer / "worker"	
Consultation or similar assistance in planning, implementing, and/ or evaluating a project or activity	
Giving a presentation, workshop, demonstration, or performance	
Member of a committee, task force, or similar group	
Executive leadership position (e.g., board member or officer, committee chair)	
Other, Specify:	
<b>Please indicate to whom service was provided</b> (if no service provided, go to next section). Place an "X" beside <u>each</u> type of organization/group to whom service was provided.	
Arts	
Business/Industry/Financial	
Educational/Schools	
Governmental (Local/State/Federal)	
Health/Human/Social Service	
Humanities/Literature/Library	
Individual/Family	
National or international agency, group, or professional association	
State or regional agency, group, or professional association	
Recreational/Social	
Religious/Church	
Scientific	
Other, Specify:	
<b>Service Collaboration with Students or Required of Students</b> Place an "X" beside <u>each</u> item that applies.	
Collaborated with students in one or more service activities	
Required service learning in one or more of my <u>undergraduate</u> classes	
Required service learning in one or more of my <u>graduate</u> classes	
Other, Specify:	

### Descriptions of Selected Faculty Service Activities

Please briefly describe any service activities which you believe might be particularly noteworthy. Be sure to include any activities in which you collaborated with students; which may have impacted the economic and/or human development of the community or state; or which may have impacted your profession or national groups, agencies, and/or organizations. If you required students in one or more of your courses to complete service learning activities, please cite the course by designator/number and describe the requirement and types of activities performed.

Name of Project and/or Agency Involved	Brief Description of Activity/Project