

OFFICIAL

TO: Communication Studies Faculty

FROM: Steven A. Beebe, Chair
Department of Communication Studies

SUBJ: Faculty Evaluation Procedures: Annual Evaluation

CS/PPS No. 02.01
Issue No. 1
Effective Date: 02/01/1994
Page 1 of 11
Revised 2008

1. PURPOSE

- 1.01 Annual evaluation of faculty (teaching, research, and service) exists as a means for extending opportunities for continuous professional development, for supporting the desire of each faculty member for professional growth and academic excellence, and for assisting the chair in making decisions regarding merit and performance salary adjustments. Strengths and weaknesses may be identified and assessments made concerning each faculty member's progress toward excellence.
- 1.02 Annual evaluation affords the faculty member the advantage of open communication lines and specific feedback regarding his/her progress toward tenure during the probationary period.
- 1.03 Annual evaluation provides an opportunity for the department chair to meet formally with each faculty member for the purpose of setting specific professional development goals and evaluating progress toward attaining previously set goals.

2. REVIEW

- 2.01 The PPS will be reviewed and updated during September of each year by the chair of the Department of Communication Studies.
- 2.02 It will be the responsibility of each person affected by this PPS to devise job procedures and/or other appropriate methods for carrying out all its instructions.

3. ANNUAL EVALUATION OF FACULTY

- 3.01 All faculty members will be evaluated annually during the spring semester.
- 3.02 The annual faculty evaluation portfolio shall consist of: (1) a self-evaluation in the form of a completed copy of an "Annual Faculty Report;" (2) unsigned current student evaluations; (3) signed peer evaluations; and (4) signed; supervisor evaluations.
- 3.03 Self-Evaluations
 - a. In January of each year the chair of the department will distribute "The College of Fine Arts and Communication Annual Faculty Report" forms to all members of the faculty.
 - b. The annual report will include a report of all teaching, scholarly/creative activities, and university/community service during the *previous* academic year. For reporting purposes, January 1 through December 31 of the previous year shall be the inclusive dates of the annual faculty report.
 - c. Completed copies of the annual report will be submitted to the chair by February 1 of each year.
 - d. One copy of the annual report will be made available to faculty members as *one* basis of their determination of peer evaluations.
 - e. One copy of the annual report will be placed in the permanent file of the faculty member.
 - f. When a faculty member is being considered for promotion, tenure, or merit, all annual reports in his/her permanent file will be made available to the chair of the department and the senior staff as *one* basis for their evaluations.
- 3.04 Unsigned Student Evaluations

- a. Toward the end of each fall semester **all** faculty members will conduct a student evaluation in each class using the current edition of the Department of Communication Studies Evaluation Instrument. A copy of the current edition is attached to this PPS. Additional evaluation forms may be used to supplement the required departmental evaluation instrument.
- b. Courses that are taught only during the spring semester will be evaluated at the end of the spring semester.
- c. Results of the student evaluation will be tabulated and compared with other faculty members for purposes of indicating to the faculty member how he/she compares **vis a vis** other faculty members teaching the same level course, or the same kind of course (service courses, major courses, etc.).
- d. Results of student evaluations will become a permanent part of the faculty member's file and will be made available to the Personnel Committee and the chair as **one** basis for the annual performance appraisal of probationary faculty members. These results will become a permanent part of the faculty member's personnel file.
- e. The department subscribes to the position that student evaluations in and of themselves **do not** provide a definitive picture of a faculty member's instructional abilities. Consequently, before judgments of teaching ability are made, the chair and the Personnel Committee should carefully examine other available evidence such as drop rates, grade distributions, course syllabi, and materials developed by the instructor for classroom use.

3.05 Signed Peer Evaluations

- a. Each spring semester all full-time tenured or tenure-track faculty members will be invited to evaluate all full-time faculty members in the areas of teaching, scholarship, and service. Lecturers and instructors will **only** evaluate other lecturers and instructors, but are invited to examine all faculty portfolios.
- b. In addition to first-hand knowledge of their peers' performances during the past year, faculty members are expected to base their evaluations on all available evidence in the portfolio. The portfolio shall contain:
 1. A completed copy of the "Annual Faculty Report"
 2. A current vita
 3. Course syllabi of all courses taught by each faculty member during the year immediately past
 4. Any copies of papers presented or articles or books published during the year immediately past
 5. Unsigned student evaluations and summary sheets (see 3.04).
 6. Any additional materials which individual faculty members feel adequately reflect their work during the year immediately past.
- c. Upon receipt of the above, the departmental administrative assistant will create a file containing the annual report, student evaluations, course syllabi, and other materials submitted by the faculty member.
- d. Faculty members shall use the departmental "Peer Evaluation Form" in completing their peer evaluations. The individual faculty member will not include him/herself in the recommendations. Additional evaluative comments may be added to clarify the ratings.
- e. Signed peer evaluation forms will be given directly to the chair; however, the identification of individual peer evaluations will not be revealed to the faculty.
- f. When the chair is asked to make recommendations to the dean of Fine Arts and Communication regarding merit and performance salary increases, the chair will examine all annual reports, student evaluations, additional materials submitted, and faculty recommendations. Based on the above input, and exercising administrative evaluation of the individuals involved, the department chair will make specific monetary recommendations for performance and merit increases to the dean.

3.06 Criteria for Faculty Performance

- a. Performance Service Requirements are included in Appendix A.
- b. Performance Scholarship Requirements are included in Appendix A.
- c. Performance Teaching Requirements are included in Appendix A.

3.07 Criteria for Faculty Merit

a. Merit Service Requirements

Faculty who are evaluated as meritorious or highly meritorious by their peers and/or the chair-based evaluated as exceeding the performance criteria as described in Appendix A shall be considered meritorious in service.

b. Merit Scholarship Requirements

Faculty who are evaluated as meritorious or highly meritorious by their peers and/or the chair-based evaluated as exceeding the performance criteria described in Appendix A shall be considered meritorious in scholarship.

c. Merit Teaching Requirements

Faculty who are evaluated as meritorious or highly meritorious by their peers and/or the chair-based evaluated as exceeding the performance criteria described in Appendix A shall be considered meritorious in teaching.

3.08 Eligibility for Merit Increase

The chair will carefully review peer evaluations and other documents (see 3.05b and 3.05f), and nominate faculty members for merit salary increases (when merit resources are available) who are rated as meritorious or highly meritorious (in either teaching, scholarship, or service) and who also meet the expected performance criteria in the other two areas. The three areas of evaluation are listed in the following priority order: Teaching, Scholarship, and Service.

3.09 Signed Supervisor Evaluation

- a. After a review of student evaluations and peer evaluations, the department chair will evaluate each faculty member in his/her reporting line who is eligible for merit and performance salary increase.
- b. The chair will use the "Annual Report Form" or letter in summarizing his/her evaluations of faculty members.
- c. The chair will invite faculty members to discuss the evaluations with the chair and give faculty members a copy of the supervisor evaluation prior to placing a copy of that evaluation in the faculty member's personnel file.
- d. The chair will attach all peer evaluation forms when submitting his/her faculty evaluations to the dean.

4.01 Adjunct Faculty and Teaching Assistants

- a. All adjunct faculty and teaching assistants will be evaluated annually for eligibility for future adjunct employment as needed by the Department of Communication Studies.
- b. Evaluation of adjunct faculty and teaching assistants will be based upon unsigned student course evaluations as described in paragraph 3.04.
- c. Additional evaluation will be based on attendance, participation in required orientation programs, review of course syllabi, appropriately following department and university policies and procedures, and a review of other applicable instructional materials.
- d. Evaluation of Fundamentals of Human Communication adjunct faculty and teaching assistants (COMM 1310) will be evaluated by the Director of the Basic Course and

- the Chair of the Department of Communication Studies. All other adjunct faculty will be evaluated by the Chair of the Department of Communication Studies. Members of the Department of Communication Personnel Committee are encouraged to share feedback and perceptions of teaching effectiveness about adjunct faculty members with the Chair of the Department.
- e. Continuing adjunct faculty will receive a letter (or email message) from the Chair of the Department of Communication Studies prior to the beginning of the fall semester to confirm or disconfirm the adjunct faculty members' eligibility for re-hire based upon program need, positive student evaluations, attendance, participation in prescribed orientation programs, review of course syllabi, appropriately following department and university policies and procedures, and a review of other applicable instructional materials. Graduate teaching assistants will receive a letter or email message from the Director of the Basic Course to confirm or disconfirm their eligibility for rehire based upon program need positive student evaluations, attendance, participation in prescribed orientation programs, review of course syllabi, appropriately following department and university policies and procedures, and a review of other applicable instructional materials.

Recommended: _____
PPS REVIEWER

Approved: _____
CHAIR OF THE DEPARTMENT OF COMMUNICATION STUDIES

CS/PPS 02.01: Appendix A Merit and Performance Assumptions

This appendix provides guidelines for evaluating Annual Faculty Reports. This document reflects the departmental standards for promotion and tenure, but it does not replace CS/PPS 02.02. This appendix helps clarify how those standards might apply on a yearly basis. This appendix is a supplement to *The Core of Academe: Teaching, Scholarly Activity, and Service (C of A)*, the report currently distributed to new faculty and included as Appendix B of CS/PPS 02.01. Appendix A is intended to help faculty make recommendations for merit.

The current yearly evaluation procedures ask faculty to describe their academic behavior over the last 12 months. Faculty are asked to review the reports of others and evaluate other faculty using a scale whose mid-point is meeting “performance” standards. Faculty worthy of merit raises may be judged as meeting “merit” standards or meeting “high merit” standards. Faculty performing below minimum standards may be evaluated as “below performance” standards.

This appendix provides guidelines for deciding that someone meets “performance” standards, the middle point on the scale, or that they were below or above that category. For example, any one of the behaviors in the “worthy of merit” sections is greater than the numerical ranges for “performance.” How far below or how far above should be a judgment of quality.

This document is not a substitute for good judgment. Nothing in this document is a guideline for quality. Faculty may decide that someone who quantitatively meets performance standards did so in a manner that is qualitatively worthy of merit. For example, faculty may decide that one person’s teaching of three sections was better than another person’s teaching of four.

Nothing in this appendix forces faculty to make a decision in any one category or overall. For example, faculty may decide the quality of work in any one category is such that it is worthy of merit, and faculty may decide that because someone was worthy of merit in only one category that is sufficient to evaluate them as worthy of merit overall.

In the Annual Faculty Report faculty describe their teaching, scholarly, and service activities. At Texas State University-San Marcos all three categories are important. However, teaching has a higher value than scholarship, and scholarship is valued above service. Faculty should keep this ranking in mind when making overall judgments of behavior over the year.

At the end of the guidelines for any one category are suggestions for improving the descriptions of our activities in the Annual Faculty Report. The Annual Faculty Report is only *one part* of the annual evaluation. The entire packet of materials for annual evaluations includes a vita, teaching materials, etc. Consult section 3.01 or 3.05 of PPS 02.01 for a more comprehensive description of those materials.

TEACHING PERFORMANCE FOR TENURE LINE FACULTY

Classes:

- 3 sections per long semester or the equivalent of 4 teaching workload credits as defined in the current Texas State documents
- 2-3 preparations per semester
- 1-2 organized graduate classes per 12-month period
- 1-2 significant changes in teaching (e.g., new class, new text, new preparation, new delivery, new evaluation method, etc.) per year

Advising:

- Satisfy departmental assignments for undergraduate advising and remain current on departmental undergraduate and graduate degree requirements
- Advise/direct 1-2 graduate students per year in thesis or non-thesis exit. That is, on the average, a faculty advisor/director should graduate 1-2 students per year in their exit activities.
- Serve as a non-directing member of 1-2 thesis/exit committees per year.

Exceptions and Comments:

- Directors (Basic Course, Forensics, etc.) may receive up to a one-section reduction in load per year or semester
- Grant or departmental awards may be substituted for sections
- Lecturers and other non-tenure line positions are expected to teach 4 sections

WORTHY OF MERIT

Productivity exceeding any one of the ranges in the above categories is worthy of consideration for merit. Other teaching considerations include summer teaching, contributions to library resources, directing field trips, etc. Additional considerations are identified in *C of A*, Appendix B.

IMPLICATIONS FOR REPORTING

- In the report, note which classes required major teaching changes and indicate the types of changes
- Provide a syllabus and teacher evaluations for all classes: provide comprehensive materials only for the classes with major changes
- When you have been a thesis/exit advisor, identify the names of *graduated* students and the title of their thesis/project in a form similar to a bibliographical entry.
- Report other assignments as a graduate student exit/thesis advisor over the last year by identifying your role and the students being directed. *Report only those students who enrolled for thesis/exit hours over the period.* For example, “I am directing Joan Smith’s thesis, and I am also Hal Brown’s exit advisor.”
- If you are a non-directing member of graduate exit/thesis committees, simply report the number and the names of students. Follow the same procedure for reporting grading comprehensive exam questions for COMM 5301 or 5323.
- Anyone teaching less than 3 sections or less than the equivalent of 4 teaching workload credits in a semester should explain the circumstances on the report (e.g., “As director of XXXX, I am responsible for 1 less organized class per semester.”)

SCHOLARLY PERFORMANCE FOR TENURE LINE FACULTY

- Substantial progress toward or publication of one scholarly piece (e.g., journal article, book chapter) per year *and*
- Substantial progress toward or presentation of one scholarly piece (e.g., convention paper) per year

Exceptions and Comments

- “Research” is an activity and “scholarship” is one product of research.
- “Scholarship” means producing any artifact reviewed by peers and disseminated to peers. Scholarship updates and extends an area of study.
- A scholarly “artifact” includes articles, books, research grant reports, films, or any of the different artifacts noted in *C of A*, Appendix B.
- “Disseminated” means that the scholarly work was distributed to the scholarly community by someone other than the author, such as by professional associations, publishers, government agencies, etc. The dissemination is most often in print, but also includes convention papers and any other material subject to copyright and defined as “published” by MLA and APA.
- “Peers” includes other scholars and educators, especially communication scholars.
- The explanations above closely resemble the definition for “scholarship” in *C of A*, Appendix B. Although other research is possible and admirable and noted in *C of A*, scholarship, especially published work and convention papers, is the benchmark to judge other research activities.
- Lecturers and other non-tenure line personnel are expected to do the research necessary to be current in their teaching fields. Any scholarship is worthy of merit.
- Completing a dissertation is a condition of employment, not an artifact related to expectations of continued performance.

WORTHY OF MERIT

Anyone exceeding scholarly performance criteria in a calendar year is worthy of merit.

IMPLICATIONS OF REPORTING

- List material *published or presented* over the period as a full-bibliographic entry. For scholarship which is not an article, book, paper, etc., report more detail such as length of manuscript, film, etc.
- Report manuscripts, work in progress, manuscripts under review and manuscripts accepted but *not published or presented* over the period as “Manuscripts.”
- Report “Manuscripts” in an abbreviated form noting topics or areas. For example, “My program proposal about computer communication was accepted by SWCA for next year.”
- Other common research *activities* are noted in the *C of A*, Appendix B, pages 4-5 and include pedagogical research and creative activities.

SERVICE PERFORMANCE FOR TENURE LINE FACULTY

- Effective participation in departmental, school, and university committees and other assigned work.
- Attending one graduation over a 12-month period.
- Participation in two professional associations, one of which is national or international over a 12-month period (i.e., anything beyond simply being a member such as reviewing manuscripts, assisting in a newsletter, serving on a committee, convention activity, etc.)
- Some professional service not associated with the university or professional association.

Exceptions and Comments

- Faculty should familiarize themselves with the university guidelines for service noted in *C of A*, Appendix B, pp. 5-6. Consultant activities, judging speech contests, being a reviewer for conventions or publications, acting as a discussant, speaking to the public, conducting a workshop, and performing contract activities as part of a grant are all service activities.
- Lecturers are expected to meet their specific departmental service assignments, which are minimal. Other service of any kind is worthy of merit.

WORTHY OF MERIT

- Assuming a leadership role in any of the above. For example, chairing a committee, being elected as an association officer, etc.
- Serving in many activities.

IMPLICATIONS FOR REPORTING

- Faculty should provide detailed descriptions of service they believe is worthy of merit. Details might include hours spent, numbers of meetings, expense, etc.
- Faculty should distinguish between compensated and uncompensated activity.

Faculty Annual Evaluation Form: Dept. of Communication Studies

Faculty Member Evaluated _____

TEACHING

Comments for Colleague: Please use back of form for additional comments.

Unable to Evaluate _____	Significantly Below Expectations _____	Below Expectations _____	Performance Meets Expectations _____	Exceeds Expectations: Merit _____	Significantly Exceeds Expectation: High Merit _____	Exceptionally Exceeds Expectations: Exceptionally High Merit _____
-----------------------------	---	-----------------------------	---	--------------------------------------	--	---

RESEARCH/SCHOLARSHIP

Comments for Colleague: Please use back of form for additional comments.

Unable to Evaluate _____	Significantly Below Expectations _____	Below Expectations _____	Performance Meets Expectations _____	Exceeds Expectations: Merit _____	Significantly Exceeds Expectation: High Merit _____	Exceptionally Exceeds Expectations: Exceptionally High Merit _____
-----------------------------	---	-----------------------------	---	--------------------------------------	--	---

SERVICE

Comments for Colleague: Please use back of form for additional comments.

Unable to Evaluate _____	Significantly Below Expectations _____	Below Expectations _____	Performance Meets Expectations _____	Exceeds Expectations: Merit _____	Significantly Exceeds Expectation: High Merit _____	Exceptionally Exceeds Expectations: Exceptionally High Merit _____
-----------------------------	---	-----------------------------	---	--------------------------------------	--	---

OVERALL EVALUATION

Comments for Colleague: Please use back of form for additional comments.

Comments to Department Chair

Unable to Evaluate _____	Significantly Below Expectations _____	Below Expectations _____	Performance Meets Expectations _____	Exceeds Expectations: Merit _____	Significantly Exceeds Expectation: High Merit _____	Exceptionally Exceeds Expectations: Exceptionally High Merit _____
-----------------------------	---	-----------------------------	---	--------------------------------------	--	---

Signed: _____

Date: _____

Faculty Evaluation Performance Guidelines

Department of Communication Studies

TEACHING

Evaluation of Course Syllabi

<p>Tenured/Tenure-Track Faculty</p> <ul style="list-style-type: none"> Complete well-organized syllabi (objectives, daily schedule, policies, reading, assignments, assessment procedures) Appropriate rigor for course level Appropriate text/reading assignments 	<p>Lecturer/Instructor</p> <ul style="list-style-type: none"> Complete well-organized syllabi (objectives, daily schedule, policies, reading, assignments, assessment procedures) Appropriate rigor for course level Appropriate text/reading assignments
--	---

Evaluation of Assignments and Assessments

<p>Tenured/Tenure-Track Faculty</p> <ul style="list-style-type: none"> Course assignments aligned with course objectives Clear assessment procedures Evidence of appropriate quantity and quality of feedback provided to student 	<p>Lecturer/Instructor</p> <ul style="list-style-type: none"> Course assignments aligned with course objectives Clear assessment procedures Evidence of appropriate quantity and quality of feedback provided to student
---	--

Evaluation of Overall Teaching Effectiveness

<p>Tenured/Tenure-Track Faculty</p> <ul style="list-style-type: none"> 3 course taught per semester (release granted for special activities) 2-3 preparations per semester Evidence of some innovation 1-2 significant changes in teaching (e.g., new class, new text, new preparation, new delivery, new evaluation method, etc.) per year Satisfy departmental assignments for undergraduate advising and remain current on departmental undergraduate and graduate degree requirements Advise/direct 1-2 graduate students per long semester in thesis or research option exit project. That is, on the average, a faculty advisor/director should graduate 1-2 students per long semester in their exit activities Serve as a non-directing member of 1-2 thesis/exit committees per semester 1-2 organized graduate classes per 12-month period <p>Worthy of Merit:</p> <ul style="list-style-type: none"> Evidence of high-quality teaching that exceeds department performance standards in quantity and quality. Evidence of meritorious teaching quality may include evaluations from students and peers; instructor-prepared instructional materials (e.g. syllabus, assignments, other instructional materials); student achievement in competitions, awards, or research presentations at state, regional, national, or international conferences; university or extra-university recognition (e.g. Piper Professor, ICA or NCA teaching award) for outstanding teaching. 	<p>Lecturer/Instructor</p> <ul style="list-style-type: none"> 4 courses taught per semester (release granted for special activities) 2-3 preparations per semesters Evidence of some innovation 1-2 significant changes in teaching (e.g., new class, new text, new preparation, new delivery, new evaluation method, etc.) per year <p>Worthy of Merit:</p> <ul style="list-style-type: none"> Evidence of high-quality teaching that exceeds department performance standards in quantity and quality. Evidence of meritorious teaching quality may include evaluations from students and peers; instructor-prepared instructional materials (e.g. syllabus, assignments, other instructional materials); student achievement in competitions, awards, or research presentations at state, regional, national, or international conferences; university or extra-university recognition (e.g. Piper Professor, ICA or NCA teaching award) for outstanding teaching.
--	--

RESEARCH/SCHOLARLY ACTIVITIES

<p>Tenured/Tenure-Track Faculty</p> <ul style="list-style-type: none"> ▪ Evidence of effort to be current in teaching fields. ▪ Evidence of substantial progress toward or publication of one scholarly piece (e.g. journal article, book chapter, etc. per year. ▪ Evidence of substantial progress toward presentation of one scholarly piece (e.g. convention paper) per year. <p>Worthy of Merit:</p> <ul style="list-style-type: none"> ▪ Anyone exceeding scholarly performance criteria in a calendar year is worthy of merit. <p>Note: scholarship is producing any artifact reviewed by peers and disseminated to peers.</p>	<p>Lecturer/Instructor</p> <ul style="list-style-type: none"> ▪ Evidence of effort to be current in research in teaching fields. <p>Worthy of Merit:</p> <ul style="list-style-type: none"> ▪ Any scholarship is worthy of merit. <p>Note: scholarship is producing any artifact reviewed by peers and disseminated to peers.</p>
---	---

SERVICE

<p>Tenured/Tenure-Track Faculty</p> <ul style="list-style-type: none"> ▪ Effective and equitable participation in departmental, college, university committees, and other assigned work. ▪ Attending one commencement per year ▪ Participation in two professional association, one of which is national or international over a 12-month period (e.g. reviewing manuscripts, assisting in a newsletter, serving on a committee, communication activity, etc.) ▪ Consultant activities, judging speech contests, being a reviewer for conventions workshops, and performing contract activities as part of a grant are all service activities <p>Worthy of Merit:</p> <ul style="list-style-type: none"> ▪ Assuming a leadership role in any of the above. For example, chairing a committee, being elected as an association officer, etc. ▪ Serving in many activities either in department, college, university, or discipline-related professional service that exceed department performance standards and department norms. ▪ Exceptional high-quality service that involves service activity that exceeds department norms as evaluated by peers. 	<p>Lecturer/Instructor</p> <ul style="list-style-type: none"> ▪ Effective participation in departmental and college committees and other assigned work. ▪ Attending one commencement per year ▪ Other service of any kind is worthy of merit. <p>Worthy of Merit:</p> <ul style="list-style-type: none"> ▪ Assuming a leadership role in any of the above. For example, chairing a committee, being elected as an association officer, etc. ▪ Serving in many activities either in department, college, university, or discipline-related professional service that exceed department performance standards and department norms. ▪ Exceptional high-quality service that involves service activity that exceeds department norms as evaluated by peers.
---	--

Communication Studies Adjunct Policies and Procedures

Hiring Practices and Procedures

The Chair makes all adjunct faculty hires in consultation with the appropriate Personnel Committee members. All adjunct faculty members are interviewed by the chair and, when appropriate, an additional Personnel Committee member.

When hiring adjunct faculty members to teach Fundamentals of Human Communication (COMM 1310) [which is about 95-98% of all adjuncts hired in the department] the Chair consults with the Director of the Basic Communication Course. When hiring an adjunct for another curricular area, the chair consults with the appropriate Personnel Committee member (e.g., if hiring an adjunct to teach interpersonal communication, the chair will consult with the Personnel Committee member(s) in interpersonal communication).

Development and Mentoring

The department holds a required meeting for all adjuncts teaching COMM 1310 at the beginning of each semester. Adjuncts receive extensive materials to assist them in teaching COMM 1310. The department received the top national award for the Basic Communication course, in part, because of the excellent resources and methods we use to train our instructors (including adjuncts). Adjuncts work directly with the Director of the Basic Communication course for information and advice. All adjuncts have an office, a computer, a faculty mailbox, and access to instructional supplies.

Merit and Performance/Compensation

The salary scale for adjuncts in the Department of Communication Studies is as follows:

Adjunct with M.A. degree: \$3000 per course

Adjunct with Ph.D.: \$3500 per course

Adjunct with Ph.D. and significant experience (has served as full time faculty member): \$4000 per course

Adjuncts are typically not in the merit and performance cycle because they are compensated on a per course basis. As described in the department's PPS 2.01, all adjuncts are reviewed annually based on teaching evaluations, attendance at meetings, and other criteria as specified in the departmental annual review policy. Each year all adjuncts receive a letter from either the Chair or the Basic Course Director indicating their eligibility to continue as an adjunct based upon their review.