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**NAU FAAR Instructions  
5/30/12**

This document provides instructions for several processes (listed below) in the NAU FAAR system. You are also encouraged to use the help function within Faculty180. These documents address different audiences with different roles, largely directed to administrators, so it would not be advisable to forward the whole document to all Faculty.

Some key issues to watch for as you work in the system:

1. Pay attention to the **term** whenever you enter information or conduct an evaluation. When you enter classifications, you will be asked what term these begin, and the default will be the current term. This can create errors if you are doing an annual review, for example, since the term for the classifications to begin would actually be the previous fall.
2. When you use the “set faculty classifications” (under the “input classifications” tab—see p. 10 for an example), you will see a dialogue box that asks you to select an activity to view and gives you dates for terms. This is a function that allows you to view certain data while setting classifications (for example, you could view past teaching while approving an SOE). However, you do not have to use this, and the dates in those “viewing” periods are not the dates for your action.

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## **Instructions for Faculty Completing Workload (Fall semester, 2011; later to add Spring 2012)**

Log in to the Faculty180 system ([www.data180.com/faculty180/nau](http://www.data180.com/faculty180/nau)) using your NAU ID and password. You will see a screen with 2 tabs: [Home](#) and [My Data](#).

At the [Home](#) tab, you will see any messages from your administrator. You will also find a [Help](#) section and [Help videos](#). The videos walk you through different parts of the system, in case you want a brief tutorial. You can refer to these from the [Home](#) tab.

Click the [My Data](#) tab.

Following the [Profile Form](#) link, you will find personal information entered from the NAU system. You can check for correctness. Do not edit information that has been entered in this system, but notify your chair of any errors or change it yourself via the self-service module in LOUIE. You can provide additional information that is not in the NAU system, such as professional licenses or research interests (“interests” are searchable by other faculty, but nothing else is). Save any changes. Note the return button at the bottom of the screen.

Following the [Workload](#) link, you will find the primary location for entering your data for the period of review (reflections on this come in another section).

Several areas of this page are available only during designated workload periods, because the data are provided centrally. These areas are [Teaching, Advising Load, and Activity Distribution](#). They are currently available for entry of data. For all other areas, you can input data at any time. When you complete the [Teaching](#) section, you can attach support documents (such as a syllabus); you should attach your course evaluations. You can also “group” courses in cases where it appears that co-convened courses are listed as separate.

Click on the area you wish to enter your activities. For example, click on [Scholarly Contributions and Creative Productions](#) to enter research or creative work. You will see previously entered material. Click the “add” link to add additional activities. Follow the directions and cues provided. NOTE: For scholarly or creative activities, you will be asked to identify the review type (e.g., blind peer reviewed) and any relevant foci from NAU’s strategic plan (e.g., focus on diversity; this defaults to “no”). You can attach support documents (such as the pdf of an article or the first page of a publication) or provide URLs for web-based materials. When you have entered data, you can **save and add another** or **save and return** to the [Workload](#) form.

Continue this process for all your activities for the period under review.

Note for Annual Reviews, Fall 2012: When you complete your [Workload](#) form, you will see a section at the bottom for a self-evaluation. This section allows you to attach a statement in which you assess your performance in the areas from your SOE (e.g.,

teaching, scholarship/creative activities, service). You will not need to list any activities in the self-evaluation, since they will all be in the workload form, which reviewers see in their evaluations. You should be in communication with your chair/director regarding the contents of a self-evaluation statement. You can add a self-evaluation at any time, but we plan to use this for the fall submission of annual reviews.

Click “save and return” to save your entries. When you have completed all entries, you can press the red **submit** button to send this to your chair/director for approval.

## Instructions for Conducting Peer Evaluations (FSC/ARC)

The FAAR system provides an electronic means to store and view faculty activities and achievements. Evaluations are also integrated into this system. For the FSC work in evaluations, one member of the committee will be designated as “author” for the evaluation, and the other members will have viewing rights only. It is likely your committee will want to establish a communication system—face-to-face, via telephone, or via email—to discuss the ratings of individuals.

Log in to [www.data180.com/faculty180/nau](http://www.data180.com/faculty180/nau) (using your NAU log-in I.D. and password)

On your HOME page, you will receive a message like this:

[Complete Evaluation: First-year peer review](#)

Click on that message. This takes you to the list of faculty being valuated. You can see the dates that allow you to view the evaluation (you will not be able to view the data before the start date).

Click on the “view” button for the faculty member you wish to evaluate. This opens a new window with the faculty member’s CV (the output form in Data180). You will notice some items in blue font. This indicates an attachment or live link. When you click on the blue, you will see a box with attachments. Click “view” for those items.

Click “open.” (Note: you may have to change the software that is used to open the document. For example, pdf files work best in Adobe.) View the attachment and close. You may want to begin with the attachments at the end of the CV, in the self-evaluation section, since this will likely take you to the faculty member’s overview of the work and the SOE.

If you are not the evaluation author, you will not have any further responsibility in the FAAR system. If you are the author, read on:

On “view faculty” page, click “evaluate.” You will see evaluation details (A) and the space for the evaluation (B). You will notice a blue peer annual evaluation link, which takes you to the classification form to input the scores (these are the ratings of unsatisfactory (1), satisfactory (2), meritorious (3), and highly meritorious (4)). **You must indicate the rating your committee agrees on**, and you can add notes for each category. The final evaluation (conforming to your department expectations) can be typed in the “evaluation” box or added as an attachment.

## Self-Evaluation in FAAR

Follow the guidance of your department for what they seek in a self-evaluation statement. The suggestions below are just a *sample* of how this might be done. This assumes you will attach a document with a self-statement to accompany the basic data available in the system.

Remember, the actual activities (courses taught, publications, committees, professional development etc.) are indicated in the workload form when you complete it. All these activities will be made available for reviewers in the CV the system generates. The self-evaluation should not be a re-listing of these items, but a reflection on the quality and impact of your accomplishments.

Section one: Indicate what you are asking. For example, “This represents my annual review for fall semester, 2011, and my request to be retained for the 2012-13 academic year.”

Section two: Reflection on teaching/student-related activities. This can include perspectives on the nature of the classes offered (required vs. elective, lower division vs. graduate, field-based vs. lecture, etc.), your special contributions (e.g., new pedagogies or technologies), special conditions (e.g., new preparation), and your view of your effectiveness.

Section three: Reflection on research/scholarship or creative activities. What was accomplished in the review period and how does this fit in your larger scholarly agenda?

Section four: Reflection on accomplishments in the area of service. What were your particular strengths?

Attachments. You can attach additional documents here. (However, attach documents in other sections where appropriate. For example, you can attach articles or “tear sheets” with the scholarship section, and your teaching evaluations should be attached to the courses in the teaching section.)

## Statement of Expectations (SOE) Process for AY 2012-13 March 28, 2012

With the implementation of the FAAR system this year, we are transitioning to completing Statements of Expectations in the system. College liaisons have been engaged in designing and implementing the system, and they unanimously supported both the transition to the FAAR as the location for SOEs and also the format that the statements take in the system. Deans have been involved in the discussions, and they agree to the process described in this document.

This document outlines the use of Faculty180 for collecting and approving SOEs. However, it is important to note that the process of determining the content of these statements follows college and departmental practices. Thus, for example, if the departmental practice is to initiate the process through a meeting between the Chair and faculty member, that should continue. If the departmental practice involves the Faculty Status Committee (FSC), that practice should be continued (and departments should ask deans to include an approval step in the process, as appropriate; we will discuss whether to process this outside of Faculty180, due to permissions issues for non-administrators). As always, the development of the SOE is an important opportunity for consultation between a Chair and the faculty member.

The process for initiating SOEs is as follows ([www.data180.com/faculty180/nau](http://www.data180.com/faculty180/nau)):

1. Academic dean<sup>1</sup> (or designee) alerts faculty of the use of the FAAR for this year's SOE. In many cases, this has been done. The alert could look something like this: "I write to alert you that we will be creating Statements of Expectation in the FAAR system this year. As always, SOEs are due to the dean on April 1. Faculty members should begin conversations with their Chair on the specific expectations. Watch for a message that will guide you to the link for completing the SOE."
2. When ready, academic dean (or designee) initiates the "communication" within the FAAR system. Using the "Communication" tab, select "Faculty Classification Form." Then, select the faculty members, the term and the "Statement of Expectations" form. The "message expiration date" option allows you to put in a date when the message will disappear from faculty home pages, if they do not complete the form. Liaisons know how to do this, and you can talk to Dan Kain for further guidance. In many cases, you may want this to be done at the departmental level (this decision should be made by the colleges).
3. The communication link sends a message to selected faculty members' home page *in the FAAR system*: "Complete Faculty Annual Expectations." You may also want to communicate through regular email, possibly with a link to the FAAR system ([www.data180.com/faculty180/nau](http://www.data180.com/faculty180/nau)).
4. Faculty members will see open text boxes and a place to enter the percent

- of load. (See first attached sheet.) They should enter the information normally expected by the department.
5. If the department has specific language they wish to be included as the basis for SOEs, it is probably most efficient to provide this as a link to the faculty in an email that explains the process.
  6. Faculty members “submit classifications.” Once submitted, the message is supposed to disappear from the home page. If they wish to work on the form and return to it later, they should click “save and return.”
  7. Chairs review and approve the SOE. This can be done most efficiently through the tab “input classifications” in the Administration section. Chairs select the form “SOE Administrative Approval (Chair)” (see attached sheet).
  8. If Chairs do not approve of the SOE, they must contact the faculty member to negotiate the changes. The SOE can be edited through the Chair’s input at this point or the Chair can send it back to the faculty member through the “communications” tab.
  9. After Chairs approve the SOE, they should notify the Dean, who should follow the same process.
  10. In future reviews, the SOE will now be available for reviewers to see in the system.

Some Questions and Answers:

Q: Will the SOEs be available for the review that takes place in fall 2012?

A: No. Recall that SOEs for 11-12 were created in the spring of 2011, prior to the use of Faculty180. Therefore, the options for the review in Fall 2012 would be to attach the SOE as a pdf or Word file or to ask faculty members to enter it into the FAAR system.

Q: Is there a way to see a report of the SOE data for a full department or college?

A: Yes. Using the ad hoc reporting feature, you can easily draw out full data on SOE issues of interest.

Q: Is the SOE form customizable?

A: Yes. You can create an alternate or additional form at either the departmental or college level. For university purposes, we would ask that this include at least the data for teaching, research, and service, as well as the load distribution. Further information on creating forms is available in the help section or from Dan.

Q: What if we have a standard document describing load in a department? Can this be included?

A: It is probably best to provide that as a link in your message to faculty (which is customizable). You might say, for example, “In completing your SOE, please be sure to conform to departmental workload expectations, which can be found at (url).”

Q: Is the SOE for a semester or the year?

A: The year. If departments want to separate semesters, they can do so in the boxes. (For example, they could designate fall courses in a paragraph and spring courses in a second paragraph.)

### Set Faculty Classifications -- Statement of Expectations

Emulation Details

#### Instructions:

Please indicate your expectations for the full academic year. You can list specifics for fall and spring semester in each section. Your percentage of load should represent the load for the full academic year in each area (e.g., teaching 2 courses in fall and 3 in spring might represent 50% of the load for the year).

#### Classifications for LumberJack, Louie to begin Fall 2012 Semester

Expand Input Boxes

Classification	Value
A. Expectations: Student-related activities ?	I will teach one class on the history and mystery of cheer. It should be great.
A. Percent of load: Student-related activities ?	10
B. Expectations: Scholarship/research/creative activities ?	I will continue my research on the mistreatment of college/university animal mascots. I intend to apply for two grants, travel to Georgia for research, and submit at least one refereed article.
B. Percent of load: Scholarship/research/creative activities ?	20
C. Expectations: Service activities ?	I will serve on two institutional committees and continue as the departmental liaison to NCAA. I will provide cheer support for all squads.
C. Percent of load: Service activities ?	70
D. Expectations: Other (e.g., administrative assignments) ?	NA
D. Percent of load: Other (e.g., administrative assignments) ?	

Administration > Input Classifications > Set Faculty Classifications

Home | HELP | LOGOUT

### Set Faculty Classifications -- SoE Administrative Approval (Chair)

Select Activity to View:

Begin Viewing\*:

End Viewing\*:

\*Notes period for viewing activities, not period for setting classifications.

#### Setting classifications for LumberJack, Louie to begin Fall 2012 Semester

Expand Input Boxes

Classification	Value
a. Approval of Expectations: Chair <span style="float: right;">?</span>	<input type="text" value="Select"/> I will teach one class on the history and mystery of cheer.
A. Expectations: Student-related activities <span style="float: right;">?</span>	+ -
A. Percent of load: Student-related activities <span style="float: right;">?</span>	<input type="text" value="10"/>
B. Expectations: Scholarship/research/creative activities <span style="float: right;">?</span>	I will continue my research on the mistreatment of college/university animal mascots. I intend to apply for two grants, travel to Georgia for research, and submit at least one refereed article.
B. Percent of load: Scholarship/research/creative activities <span style="float: right;">?</span>	+ -
B. Percent of load: Scholarship/research/creative activities <span style="float: right;">?</span>	<input type="text" value="20"/>
C. Expectations: Service activities <span style="float: right;">?</span>	I will serve on two institutional committees and continue as the departmental liaison to NCAA. I will provide cheer support for all squads.
C. Percent of load: Service activities <span style="float: right;">?</span>	+ -
C. Percent of load: Service activities <span style="float: right;">?</span>	<input type="text" value="70"/>
D. Expectations: Other (e.g., administrative assignments) <span style="float: right;">?</span>	<input type="text" value="NA"/>
D. Percent of load: Other (e.g., administrative assignments) <span style="float: right;">?</span>	+ -
D. Percent of load: Other (e.g., administrative assignments) <span style="float: right;">?</span>	<input type="text"/>

NOTE: ignore the "Select Activity to View" section. This is just provided in case you want to pull up other data while approving the form. The key issue here is the first item: "a. Approval of Expectations: Chair." Select **yes** or **no**.

May 30, 2012

**External Evaluator Procedures**  
**May 30, 2012**

These instructions explain how to incorporate external evaluations into the FAAR system for such actions as promotion to professor. These instructions are directed to the unit administrator—typically a chair or director—charged with soliciting and managing the external reviews.

1. Follow unit procedures for identifying appropriate reviewers.
2. Chair/director secures the waiver of access form from the candidate. This form will need to be digitized, but also stored in a secure departmental file.
3. There are two options for providing materials to the reviewer.
  - a. Follow past practice, where chair/director mails (or emails) appropriate materials to the reviewer, including the waiver.
  - b. After the candidate has entered relevant materials in Faculty 180, he or she sends chair/director a link to the “CV” in the system, which can be shared electronically with the reviewer. (Alternatively, chair/director can emulate the faculty member, generate the CV, and send the url to the reviewer).
4. When the review is received, follow these steps to enter it into Faculty180. If the review is provided in digital format (preferred) you simply attach it; if it is provided in hard copy, you must scan and then attach it as follows:
  - a. Chair/director creates an evaluation in Faculty 180. Name this evaluation as follows: External Evaluator’s Review. Chair/director (or designee) will be the designated evaluator; select the candidate to be evaluated.
  - b. BE CERTAIN to DISABLE the access rights for the faculty member (see attached screen shot).
  - c. Attach the review to the evaluation.
5. After the review period is over (final decision rendered), remove the external review from Faculty180 by deleting the file. You will keep a copy of the review in the departmental files, secured and managed in such a way that the subject of the review cannot have access to it.

### Evaluation Form

**1 Evaluation Details**

**Evaluation Level:** Northern Arizona University [Change]

**Evaluation Process:** Annual Review 2011-12

**Title:** External Reviewer's Evaluation

**Type:** Tenure and Promotion

**Start Date & Time:** 2012-05-29 02:15 PM

**Due Date & Time:** 2012-05-30 02:15 PM

**Faculty Response Due Date:** 1

**Evaluation Access:**

Allow	<input type="radio"/>	Restrict	<input checked="" type="radio"/>	Access	<input type="radio"/>
	<input type="radio"/>		<input checked="" type="radio"/>	Faculty can view the evaluation.	
	<input type="radio"/>		<input type="radio"/>	Reviewer(s) in the evaluation process can view the evaluation.	
	<input type="radio"/>		<input type="radio"/>	Reviewer(s) outside of the evaluation process can view the evaluation.	

**Faculty being Evaluated:** 1 Faculty Selected

**Description:**

**2 Assign Evaluator(s)**

**Evaluator(s):** 1 Faculty Selected → Chair or designer

**Evaluation Author(s):** 1 Faculty Selected Responsible for submitting evaluation(s)

**Send Email Notification:**  Yes  No

**3 Evaluation Contents**

Terms selected will limit the faculty data shown to evaluators  
Hold Ctrl to select / unselect multiple items

**Document(s):** Standard CV, Chair's Annual Evaluation, FSC Promotion Actions, Statement of Expectations

**Start Semester:** Fall 2011

**End Semester:** Spring 2012 → should reflect period under consideration

**Faculty Classification Input Form(s):** Chair's Annual Evaluation, Dean's Recommendation for retention/renewal 2012, Employment Status, FSC Promotion Actions, Peer Annual Evaluation

**4 Notifications**

Notify selected faculty member(s) or administrator(s) responsible for managing other levels within this evaluation process (Annual Review 2011-12)

**Select Faculty:** None needed.