**OSCE Faculty Appraisal Form**

The purpose of the OCSE annual, faculty, performance appraisal is to encourage ongoing discussions between faculty and unit leadership concerning faculty performance and development in the three academic pillars of teaching, research, and service. It is understood and expected that faculty will grow and develop in each of these areas as they progress along their career paths. This review serves as a yearly check-in to help faculty and unit leadership align that growth and development with the mission and needs of the unit (i.e., department/school), college, and university, and with the individual desires, strengths, and talents the faculty member brings to the department. It serves as an additional performance touchpoint for pre-tenure faculty, and as a post-tenure review for faculty with tenure. Finally, the review provides a basis for merit pay adjustments, when university budgets allow for such adjustments to occur.

Faculty should review departmental expectation documents (as available) and the following sections of the faculty handbook regarding university expectations:

* II.K Course Syllabi and Student Performance Procedures
* II.S Office Hours
* IV.B.1.a Teaching Effectiveness
* IV.B.1.b Research/Creative Activities
* IV.B.1.c University/Public Service

1. **Overall Workload Expectations**

*Describe your workload and the expectations for the review year you and your chair agreed upon at the beginning of the academic year. Include a discussion of how your time was distributed between teaching, scholarship, and service. Insert a copy (picture) of your workload from the academic year being reviewed.*

**2. Teaching**

Faculty Member:

1. What was your agreed-upon teaching workload effort percentage at the beginning of the evaluation year?
2. Reflect on what you have done this year in the classroom including what went well and what did not. Discuss indicators of your achievement in this area to demonstrate measurable outcomes of your teaching effort in the evaluation year. Examples of performance indicators are found at the end of this document.
3. How can you improve your teaching or enhance departmental program(s) through teaching next year (i.e., how do you plan to improve/develop your teaching ability, course materials/classes, or contribute to the develop of new courses or existing course designs)?

Department Chair Assessment:

\_\_\_\_Meets expectations

\_\_\_\_Does not meet expectations

Department Chair Feedback:

1. Include discussion on whether or not performance meets expectations
2. As applicable, discuss meritorious performance that exceeds expectations of agreed workload

**3. Research/Scholarship**

Faculty Member:

1. What was your agreed-upon research/scholarship/creative activity workload effort percentage at the beginning of the evaluation year?
2. Reflect on what you have done this year in scholarship. Discuss measurable indicators of your achievement in this area. Examples of measurable performance indicators are found at the end of this document.
3. Did you disseminate your scholarly work (when/where)? Was your scholarly work funded (funder/amount)? Was funding sought but not secured (funder/amount)?
4. How have you engaged students (graduate or undergraduate) in scholarly activity?
5. How can you improve your scholarly activity next year?

Department Chair Assessment:

\_\_\_\_Meets expectations

\_\_\_\_Does not meet expectations

Department Chair Feedback:

1. Include discussion on whether or not performance meets expectations
2. As applicable, discuss meritorious performance that exceeds expectation of agreed workload

**4. Service**

Faculty Member:

1. What was your agreed-upon service workload effort percentage at the beginning of the evaluation year?
2. Reflect on what you have done this year in service. Discuss indicators of your achievement in this area and specific outcomes of your service work as applicable. Examples of performance indicators are found at the end of this document.
3. Discuss your undergraduate advising load (graduate and/or undergraduate).
4. Were you able to engage students through your service activities? If so, how?

Department Head Assessment:

\_\_\_\_Meets expectations

\_\_\_\_Does not meet expectations

Department Chair Feedback:

1. Include discussion on whether or not performance meets expectations
2. As applicable, discuss meritorious performance that exceeds expectations of agreed workload

**5. Additional Comments from Department Chair (include professional conduct)**

**6. Feedback from the Dean**

**Goals for Upcoming Year**

Faculty Member: What are your goals for the upcoming year? Explain your expected outcomes for the upcoming year regarding teaching, scholarly activity, and service. Goals should be SMART (specific, measurable, achievable, relevant, and time-bound). Examples of ineffective goals are “continue working on my research” and “keep teaching my classes as I have”.

Feedback on Goals from Department Chair:

Feedback on Goals from Dean:

**Faculty Response to Evaluation**

Faculty Member: You may enter a formal response to your evaluation here. This is an *optional* step in the process.

**Suggested Indicators of Performance in the Areas of Teaching, Scholarship, and Service**

*Note: This list is non-exclusive. The items outlined are more common indicators of performance.*

Teaching

* New course development
* Number of course preparations
* Major modification of course content or structure
* Professional development in the area of teaching

SITE data and evidence of use of feedback in adjustment of teaching (e.g., use of SITE comments to modify teaching)

* Incorporation of novel teaching methods (active learning, flipped classroom, technology enhancement, etc.)
* Attention to retention needs of particular populations (e.g., first-generation or URM students)
* Assessments that are early and frequent enough for appropriate student feedback
* Course material sufficiently prepares students for subsequent courses

Scholarship

* Peer reviewed publications
* Edited books and chapters
* Technical reports
* Manuscripts under review
* Internal/external proposals and funded grants
* Student internal/external proposals and funded grants
* Conference presentations
* Honors thesis direction
* Graduate thesis direction
* Student co-authorships
* Independent student research project supervision

Service

* Department committee membership or leadership
* College committee membership or leadership
* University committee membership or leadership
* Thesis committee membership
* Student advising (# of advisees)
* Public outreach (boards, workshops, consulting that use professional expertise)
* Journal editorships and reviewing
* Involvement in professional societies

Professional conduct (to be cited by dept. chair)

* Fulfillment of professional obligations in department (e.g., office hours, department meetings, appropriately available to students, meets deadlines, etc.)
* Sensitivity to ethical issues and university policies
* Treats students and colleagues fairly and with professional respect; maintains professional behavior toward students
* Adheres to ethical research practices