

**CHARLES R. DREW UNIVERSITY OF MEDICINE AND SCIENCE
OFFICE OF THE PROVOST**

FACULTY PERFORMANCE APPRAISAL FORM 2016-2017

DRAFT

Prepared by:

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The Annual Faculty Performance Appraisal should be: 1) reviewed in consultation with the direct supervisor (i.e., Dean/Chair/Director/Chief) and 2) prepared within the context of institutional policies, procedures, departmental expectations, as well as the strategic plans of the college/school and Charles R. Drew University of Medicine and Science. The standards and criteria ascribed below applies to each category of faculty performance. The criteria listed under each standard is not exhaustive. Faculty members should refer to their perspective college/school policies and procedures documents to identify overall performance expectations.

Note: An a priori document, the *Individualized Faculty Development Plan*, may serve as baseline comparison of faculty goals, goal attainment, and professional progress.



OFFICE OF FACULTY DEVELOPMENT AND ASSESSMENT

CHARLES R. DREW UNIVERSITY OF MEDICINE AND SCIENCE



ANNUAL FACULTY PERFORMANCE APPRAISAL FORM

The purpose of this Performance Appraisal is to summarize the professional successes of Charles R. Drew University faculty members in the areas of teaching, research, and service. Additionally, the Performance Appraisal will summarize faculty engagement in “professional development” and “institutional responsibility” activities. The Appraisal will offer a reflective narrative of faculty achievements and will identify opportunities to foster meaningful professional growth and improvement. Faculty members will be evaluated based upon five standards and associated criteria. The standards and criteria described below will assist in assigning the most accurate performance review.

Evaluation Standards and Criteria

N/A – Not applicable

5 – Outstanding: Performance is consistently above expected levels for all areas under review.

A faculty member judged as *outstanding* is clearly excellent in the classroom compared with his or her colleagues. This person exhibits many of the following traits: attends seminars or colloquia for improvement; experiments with and shares new pedagogical methods and technologies in the classroom; receives teaching evaluations significantly higher than department and college averages; has manuscript submissions and publications to high quality journals; PI or Co-PI on grants secured through peer-reviewed, national agencies; serves as a reviewer on manuscripts and proposals submitted at the national, university, and college level; has leadership roles for conferences, societies, college and/or department; substantive contributions to the community; mentoring new faculty. A significant number of activities are available as evidence of excellent teaching, research and service.

4 – Exceeds Expectations: Performance is occasionally above expected levels of competence. Expectations are met in all areas, and in some areas are *exceeded*, but not on a consistent basis. A faculty member whose teaching is recognized by peers and students as above average and typically has teaching evaluations above the department and college averages. This person may: attend seminars or colloquia for professional improvement; have an active research agenda with manuscript submissions and publications to peer-reviewed journals; engage in collaborative grant-writing projects; serves periodically as a reviewer on proposals submitted at the national, university, and college level; increasing leadership roles within the college and/or department. A number of activities or artifacts are available as evidence of teaching, research and service activities.

3 – Meets Expectations: Performance consistently meets the expected level of competence. A faculty member who *meets expectations* is judged as performing satisfactorily based on student evaluations and a peer review of teaching. Teaching evaluation scores are typically near the department and college averages. In addition to meeting the minimum expectations for teaching, the faculty member is judged as providing a positive environment conducive to student learning. This person may have: one or two manuscript or abstract submissions; a prepared or pending grant proposal; serves on college/department committee. Some artifacts are available as evidence of teaching, research and service activities. This faculty member would benefit from developing behaviors such as those described in Level 4 and 5.

2 – Needs Improvement: Performance does not consistently meet all requirements of the review criterion. A faculty member judged as *needing improvement* may meet the minimum teaching, research, and service expectations, but still needs improvement, observation, and support. This level of teaching performance occasionally leads to student complaints judged as significant by peers and department chairs/directors and by teaching evaluations below the department and college averages. This person may have: a manuscript and/or abstract under development; prepared a grant proposal for submission; service on college/department projects. The faculty member may need support with the organization and capture of artifacts that serve as evidence of teaching, research and service activities.

1 – Unsatisfactory: Performance is consistently poor or inadequate in meeting most or all requirements of the review criterion. The faculty member is judged as having significant problems as judged by his/her peers and chair/director and is failing to meet the minimum teaching, research, and service expectations (identified in criterion 3). Overall performance must improve in order to retain the faculty member. A faculty member who is judged in this category is performing significantly below expectation. This persons does not appear to be current in the discipline and shows little enthusiasm for the faculty role.



ANNUAL FACULTY PERFORMANCE APPRAISAL FORM

INSTRUCTIONS:

Please complete the background questions regarding the faculty member's position.

Faculty Member:	What is the reason for the evaluation? <input type="checkbox"/> Annual Review <input type="checkbox"/> Other
Faculty Member's Rank:	Supervisor/Evaluator:
Primary School/College:	Supervisor/ Evaluator's Position:
Primary Department:	
Years of service as a CDU faculty member: ____	

Primary School/College:

- ☐ College of Medicine
- ☐ College of Science and Health
- ☐ School of Nursing

Primary Department/Program:

- ☐ MPH (1)
- ☐ Gen Ed (2)
- ☐ Rad Tech (3)
- ☐ PA (4)
- ☐ HLS (5)
- ☐ ELM (6)
- ☐ FNP (7)
- ☐ RN-BSN (8)
- ☐ Research (9)
- ☐ Urban Health (10)
- ☐ OMSA (11)
- ☐ Fam Med (12)

Percentage of the time allocation effort contributed to:

- ____% Teaching
- ____% Research
- ____% Service
- ____% Professional development
- ____% Administration
- ____% Institutional activities



ANNUAL FACULTY PERFORMANCE APPRAISAL FORM

Describe your current teaching load:

Semester (Yr) F _____ Sp _____ Sum _____	Course Number/Title	1 - primary instructor 2 - team taught	Credit Hours	Number Of Students	Number Of Contact Hours Per Course	Number Of Contact Hours Per Week
					Lecture: __	Lecture: __
					Laboratory: __	Laboratory: __
					Clinic: __	Clinic: __
					Total: ____	Total: ____



ANNUAL FACULTY PERFORMANCE APPRAISAL FORM

1. TEACHING SCHOLARSHIP addresses the faculty member's ability to create a learning environment that facilitates student development of knowledge and skills. This section covers activities related to course preparation, instructional design, course delivery, student interaction, and assessment of learning. For the current academic year, rate the faculty member's performance progress from **(1) unsatisfactory, 2 needs improvement, (3) meets expectations, (4) exceeds expectations, (5) to outstanding**. Please consider the quality, quantity, and completeness of the activities. Select "N/A" for items that are not applicable.

Teaching Scholarship	Self-Rating							Supervisor-Rating						
	1	2	3	4	5	N / A		1	2	3	4	5	N / A	
Course preparation:														
<input type="checkbox"/> Develop a course syllabus that is complete, accurate, and includes institutional/program standards and policies.														
<input type="checkbox"/> Adhere to required texts and other resources, including those required by the department or division.														
<input type="checkbox"/> Follow college policies and procedures for administering and encouraging participation in assessments and course evaluation.														
<input type="checkbox"/> Other (please specify)														
Instructional Design:														
<input type="checkbox"/> Include course activities that align with course learning outcomes.														
<input type="checkbox"/> Design assessment strategies that effectively measure student achievement of course objectives and student learning outcomes.														
<input type="checkbox"/> The course includes learning activities that build upon the CDU Advantage.														
<input type="checkbox"/> Develop, revise, and implement new curriculum/courses/clerkship.														
<input type="checkbox"/> Develop and/or revise evaluation methods/materials.														
<input type="checkbox"/> Other (please specify)														



ANNUAL FACULTY PERFORMANCE APPRAISAL FORM

Teaching Scholarship (Continued)	Self-Rating							Supervisor-Rating						
	1	2	3	4	5	N / A		1	2	3	4	5	N / A	
Delivery and student interaction:														
<input type="checkbox"/> Distribute the course syllabus to students during the first week of classes.														
<input type="checkbox"/> Respond constructively and respectfully to student comments, questions, email correspondence.														
<input type="checkbox"/> Foster meaningful faculty-student interaction.														
<input type="checkbox"/> Provide students with prompt feedback (usually within one week) on activities and assignments.														
<input type="checkbox"/> Facilitate activities that foster learning among student peers.														
<input type="checkbox"/> Incorporate activities that facilitate active learning.														
<input type="checkbox"/> Use technology and other supporting materials to meet instructional objectives.														
<input type="checkbox"/> Academic advising.														
<input type="checkbox"/> Other (please specify)														
Instructional Effectiveness:														
<input type="checkbox"/> Conduct timely assessments of student learning; having at least one assessment within the first six weeks of class.														
<input type="checkbox"/> Follow college policies and procedures for administering and encouraging participation in student surveys.														
<input type="checkbox"/> Use previous semester's faculty teaching evaluations as a platform for improvement.														
<input type="checkbox"/> Other (please specify)														
<p>Provide a reflective narrative that identifies: 1) the teaching goals outlined in the faculty member's "Individualized Faculty Development Plan," 2) the teaching scholarship achievements, strengths, and areas for growth.</p> <p>Please attach additional narrative pages as needed and select supporting documents (i.e., teaching evaluation reports, course syllabi, assessment activities, student projects, e-portfolio etc.).</p>														

Teaching Scholarship Performance:

_____ Self-rating
 _____ Supervisor rating



ANNUAL FACULTY PERFORMANCE APPRAISAL FORM

2. RESEARCH SCHOLARSHIP address the faculty member's engagement in activities associated with his/her recognized area of expertise. Scholarship activities may include manuscript submissions, research projects, and grantsmanship. For the current academic year, rate the faculty member's performance progress from **(1) unsatisfactory, 2 needs improvement, (3) meets expectations, (4) exceeds expectations, (5) to outstanding**. Please consider the quality, quantity, and completeness of the activities. Select "N/A" for items that are not applicable.

Research and Scholarship:

Research and Scholarship	Self-Rating						Supervisor-Rating					
	1	2	3	4	5	N/A	1	2	3	4	5	N/A
<input type="checkbox"/> Prepare one or more research manuscripts for journal submission.												
<input type="checkbox"/> Published one or more articles in peer-reviewed journals.												
<input type="checkbox"/> Secure funding to advance teaching and research scholarship.												
<input type="checkbox"/> Develop and implement new curriculum.												
<input type="checkbox"/> Other (please specify)												
<p>Provide a reflective narrative that identifies: 1) the research and scholarship goals outlined in the faculty member's "Individualized Faculty Development Plan," 2) the research and scholarship achievements, strengths, and areas for growth.</p> <p>Please attach additional narrative pages as needed and select supporting documents (i.e., abstracts, publications, grant submissions, etc.).</p>												

Research and Scholarship:

☐ Self-rating
☐ Supervisor rating



ANNUAL FACULTY PERFORMANCE APPRAISAL FORM

3. PROFESSIONAL DEVELOPMENT addresses the faculty member's engagement in systematic processes to improve overall knowledge and skills in higher education academia. Professional development activities may include disciplinary and pedagogical training, institutional leadership, and personal development. For the current academic year, rate the faculty member's performance progress from **(1) unsatisfactory, 2 needs improvement, (3) meets expectations, (4) exceeds expectations, (5) to outstanding**. Please consider the quality, quantity, and completeness of the activities. Select "N/A" for items that are not applicable.

Professional Development	Self-Rating							Supervisor-Rating						
	1	2	3	4	5	N/A		1	2	3	4	5	N/A	
<input type="checkbox"/> Presented or attended at national, state, and local conferences related to the discipline or role.														
<input type="checkbox"/> Organized, led, or attended workshops, seminars, or other training activities.														
<input type="checkbox"/> Maintained professional organization memberships.														
<input type="checkbox"/> Editorial service on peer-reviewed journal.														
<input type="checkbox"/> Provided consultation and intellectual contributions to advance faculty, departments, and institutional initiatives.														
<input type="checkbox"/> Other (please specify)														
<p>Provide a reflective narrative that identifies: 1) the professional development goals outlined in the faculty member's "Individualized Faculty Development Plan," 2) the professional development achievements, strengths, and areas for growth.</p> <p>Please attach additional narrative pages as needed and select supporting documents (i.e., program roster, registration documents, continuing education unit notification, certificates etc.).</p>														

Professional Development:

☐ Self-rating
☐ Supervisor rating



ANNUAL FACULTY PERFORMANCE APPRAISAL FORM

4. SERVICE ACTIVITIES address the faculty member's engagement in university-related participation within the institution and within the local community. Service activities may include student engagement, committee membership, and community involvement. For the current academic year, rate the faculty member's performance progress from **(1) unsatisfactory, 2 needs improvement, (3) meets expectations, (4) exceeds expectations, (5) to outstanding**. Please consider the quality, quantity, and completeness of the activities. Select "N/A" for items that are not applicable.

Service Activity	Self-Rating						Supervisor-Rating					
	1	2	3	4	5	N/A	1	2	3	4	5	N/A
<input type="checkbox"/> Mentor junior faculty members.												
<input type="checkbox"/> Participated and support student activities beyond the classroom.												
<input type="checkbox"/> Participated and led college committees and programs.												
<input type="checkbox"/> Represent the university through service with community organizations.												
<input type="checkbox"/> Other (please specify)												

Provide a reflective narrative that identifies: 1) the service activity goals outlined in the faculty member's "Individualized Faculty Development Plan," 2) the service activity achievements, strengths, and areas for growth.

Please attach additional narrative pages as needed and select supporting documents (i.e., number of service activities, committee membership roster, completed projects, letter from a community agency etc.).

Service Activity:

_____ Self-rating
 _____ Supervisor rating



ANNUAL FACULTY PERFORMANCE APPRAISAL FORM

5. INSTITUTIONAL COMMITMENT addresses the faculty member's engagement in activities that advance the mission and enhance the university's effectiveness. Institutional commitment activities may include maintaining appropriate office hours, attending unit/program meetings, convocation and other ceremonies. For the current academic year, rate the faculty member's performance progress from **(1) unsatisfactory, 2 needs improvement, (3) meets expectations, (4) exceeds expectations, (5) to outstanding**. Please consider the quality, quantity, and completeness of the activities. Select "N/A" for items that are not applicable.

Institutional Commitment Activities	Self-Rating							Supervisor-Rating						
	1	2	3	4	5	N / A		1	2	3	4	5	N / A	
<input type="checkbox"/> Advise students (Using current and accurate resources).														
<input type="checkbox"/> Provide a timely responsive to students, faculty, and staff inquiries.														
<input type="checkbox"/> Adheres to university communication policies.														
<input type="checkbox"/> Creates an environment that promotes collegiality and student success.														
<input type="checkbox"/> Performs responsibilities in a professional and productive manner.														
<input type="checkbox"/> Promotes the CDU Advantage through teaching, service, and research activities.														
<input type="checkbox"/> Participated in institutional assessment activities.														
<input type="checkbox"/> Other (please specify)														
<p>Provide a reflective narrative that identifies: 1) the institutional commitment goals outlined in the faculty member's "Individualized Faculty Development Plan," 2) the institutional commitment achievements, strengths, and areas for growth.</p> <p>Please attach additional narrative pages as needed and select supporting documents (i.e., committee assignments and rosters, completed projects, university recognition etc.).</p>														

Institutional Commitment:

_____ Self-rating
 _____ Supervisor rating



ANNUAL FACULTY PERFORMANCE APPRAISAL FORM

Faculty member – Supervisor Consultation Form

Faculty Member Comments:

Supervising Evaluator Comments:

The above Annual Faculty Appraisal has been completed and reviewed in consultation with the faculty member.

Faculty Signature: _____ Date of Review: _____

Supervising Evaluator Signature: _____ Date of Review: _____

