



Guide to Faculty Annual Reviews

Resource for Faculty

West Virginia University at Parkersburg is dedicated to faculty development and growth. Yearly faculty reviews can be an important part of the process as a means for faculty to set goals and remain on track to achieve them. This guide is an interactive resource that was developed to assist faculty in planning and completing reviews and to provide faculty with guidance in preparing for the review meetings.

Contents

Why Do Faculty Annual Reviews?	4
Overview of the Faculty Annual Review Process	5
The Dean's Role	5
Selecting Data Points for the Faculty Annual Review	6
Example Topics of Discussion During Faculty Annual Review	8
Faculty Self-Assessment Form	8
Timeline	9
Instructions for Filling Out the Self-Assessment Form	9
1. Faculty Requirements	9
2. Teaching Metrics	10
Items to consider in the Teaching Metrics narrative:	10
3. Enhancing University Effectiveness	12
Items to consider in the University Effectiveness narrative:	13
4. Professional Activities	13
Items to consider in the Professional Development narrative:	14
Items to consider in the Engaging in Community and/or Professional Activities narrative:	15
Faculty Self-Assessment Form Considerations	15
Faculty Evaluation Resolution Process	16
Rubrics	17
The Overall Process	20

Why Do Faculty Annual Reviews?

Faculty Annual Reviews have been more widely employed in recent years for a number of reasons. Deans may simply have been given a mandate to complete them, which, for many, is reason enough. Although Deans may have a number of opportunities to engage with faculty around their individual and institutional goals, Faculty Annual Reviews provide Deans with opportunities to discuss the following.

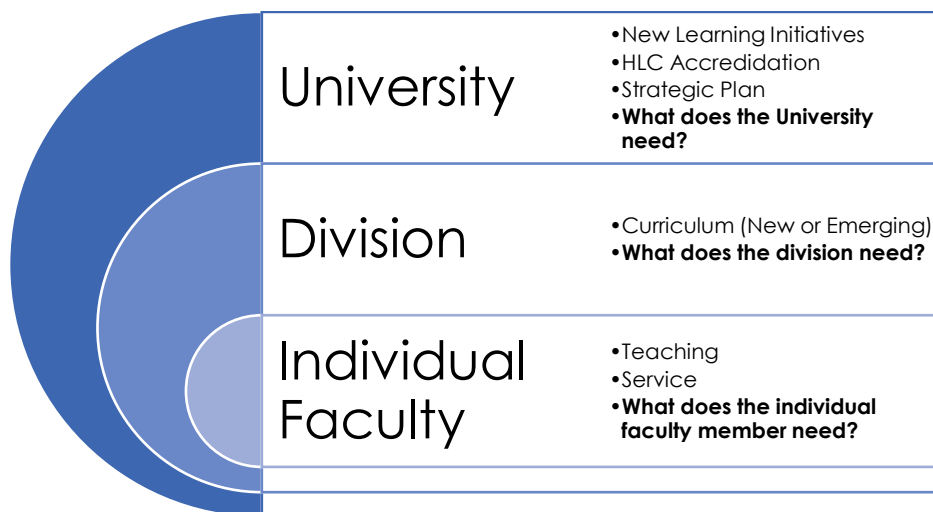
Engagement and Relationship: The Faculty Annual Review can be an opportunity to acknowledge and appreciate faculty members' contributions and accomplishments, and to provide feedback. It also offers an opportunity to “demystify” the work of the Dean, conveying dedication to each faculty member’s path, not only toward promotion and/or tenure but in other career and professional areas as well.

Progression toward Promotion and/or Tenure: The Faculty Annual Review is an excellent way to gauge faculty progress and can engage the faculty member in taking ownership of the process. It is an opportunity to provide constructive feedback or coach the faculty member in areas of growth and career development.

Outcomes Measurement: The Faculty Annual Review can collect yearly data to inform internal evaluation, accreditation, funding opportunities, and more.

Communication: The Faculty Annual Review can be an important, individualized component of internal communication of division goals, new initiatives in and outside of the division. (See Figure 1).

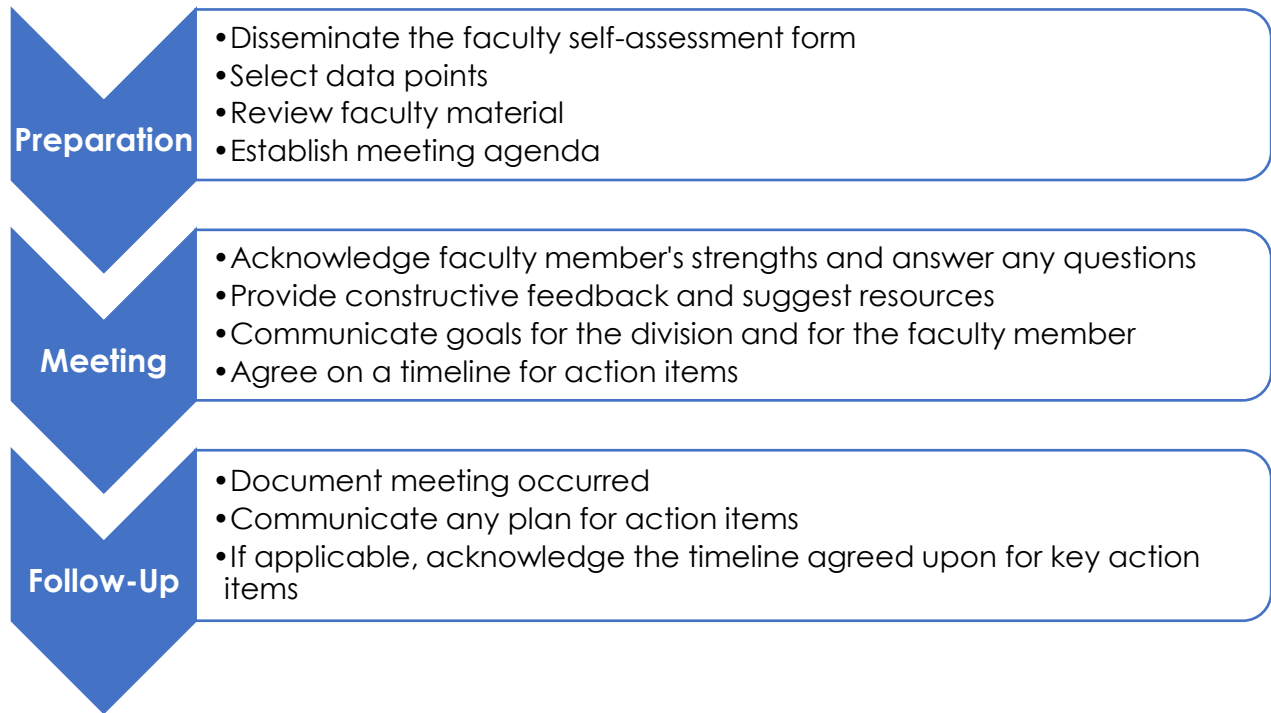
Figure 1. Engaging Perspectives
Aligning Goals



Overview of the Faculty Annual Review Process

An overview of the Faculty Annual Review Process is illustrated below (See Figure 2). It is important to note that the process involves preparation—for both the Dean and the faculty member. In subsequent sections, determination of what exactly is done in preparation and how that preparation is collected and utilized is covered in detail.

Figure 2. Overview of Annual Review Process



The Dean's Role

The Dean bears ultimate responsibility for the Annual Review Process. The Dean is responsible for scheduling the review meeting with each faculty member. The review meeting is not intended to be a 'check-in'. The time required may vary from faculty member to faculty member; nevertheless, ensuring fairness for all faculty members is important.

The construct of the Annual Review Meetings

How much structure? Deans should determine:

- How much the faculty member contributes to the conversation
- Objectives to accomplish in the meeting, such as review or goal-setting, providing feedback, problem-solving, etc.
- Any contributions of mentors and/or other resources

These are just some examples for consideration.

Any follow-up plans to occur as a result of the Annual Review

At minimum, documentation that the Faculty Annual Review Meeting indeed occurred is required. Deans may also elect to sign-off on the faculty member's self-assessment and/or goals for the coming academic year, or provide a written response and/or follow-up plan.

Selecting Data Points for the Faculty Annual Review

Careful selection of data from faculty for reviews is critical, and depends heavily on what each division needs, as well as the goals for its faculty, the division, and University. Faculty who will soon be up for promotion and/or tenure may require a more detailed review. Following are some of the data points to consider.

Self-Assessment

Perhaps the most useful data point is the **Faculty Self-Assessment**. Typically, a self-assessment will outline a faculty member's key accomplishments and progress over the past academic year as well as proposed goals for the coming academic year. Areas of focus include **Teaching Metrics**, **University Effectiveness**, and **Engaging in Professional Activities**.

The level of detail included may vary from each faculty member. Striking a balance between faculty effort in completing the self-assessment (which is a necessary detail for the Dean to review) and the time and effort for the Dean to adequately review the material provided can be challenging. The ultimate goal is that the faculty member does what is necessary to keep them on track for promotion and tenure and to meet their personal career goals. Excessive documentation that may be construed as 'busywork' should be avoided.

Goals

Faculty Members are required to have at least one goal in Teaching Metrics, University Effectiveness, and Professional Activities. Goals should be relative to the Strategic Plan of WVUP and/or Mission. Deans may provide guidance in determining the goals for the review period. Goals are to be written in alignment with the SMART acronym as defined below:

- **S**pecific (simple, sensible, significant)
- **M**easurable (meaningful, motivating)
- **A**chievable (agreed, attainable)
- **R**elevant (reasonable realistic and resourced, results-based)
- **T**ime bound (time-based, time limited, time-sensitive)

Curriculum Vitae/Resume

As part of the Annual Review Process, each faculty member must review and update their Curriculum Vitae and/or Resume. The CV or resume should be submitted with the Self-Assessment.

Teaching Evaluations

Each faculty member is required to access and review teaching evaluations from students. In the Self-Assessment, the faculty member is to summarize his/her reflections of the evaluations, looking for patterns over the course of the year(s). Direct, quoted comments are not to be copied/pasted into the Self-Assessment. The intent of the reflection is in the spirit of continuous improvement.

Feedback from Mentor(s)

If the division has a formal mentoring program in place, a Dean may want to include feedback from the mentor, verbally and/or through some documentation, that the mentor has reviewed the faculty member's Self-Assessment. This could be a simple check-box or sign-off, or could be a separate statement depending on goals and needs.

Peer, "360," and Other Evaluations

For some faculty, collecting evaluations of the faculty member's performance from peers and/or others who are familiar with the faculty member's work can provide valuable information as to faculty strengths, areas for growth, and progress toward promotion and/or tenure. For example, faculty may ask a peer to visit their class and provide feedback to the faculty member. A "360" evaluation may be useful for faculty involved in administrative work with numerous people. Again, weighing the value of this data against the resources required to collect and analyze this data is important and thus may be practical for targeted rather than general use.

Ratings

Each component of the Annual Performance Review (Teaching Metrics, University Effectiveness, and Engaging in Professional Activities) is to be rated by the Dean in accordance with the following:

Exceeds Expectations. Regularly exceeds expectations. Requires little to no additional direction to achieve the core goals of the role.

Consistently Meets Expectations. Consistently meets expectations and sometimes exceeds expectations. Achieves a majority of core goals for the role.

Needs development. Does not consistently meet expectations that are appropriate for the position. Additional direction and support are needed. Willing or able to improve but lacks results required for role.

Rubrics for each of the components have been developed to assist the Dean to objectively assign a rating. It is important to note that the faculty member **MUST** meet all the criteria in Exceeds Expectations in order to receive said rating. The same is true for Consistently Meets Expectations.

When assigning an Overall Composite Weighting, the faculty member must achieve an Exceeds Expectations in Teaching Metrics in order to receive an overall rating of Exceeds Expectations. The faculty member must also have at least an Exceeds Expectations in one other category to receive an Overall Rating of Exceeds Expectations. In order to achieve an overall rating of Exceeds Expectations, the faculty member should not receive a Needs Development in any category.

Example Topics of Discussion During Faculty Annual Review

To get the most out of the Annual Review Meeting, consider discussing the following topics:

- Goals, and plans for reaching them (include short-term and long-term)?
- How my current activities and commitments fit with my professional goals? Are there areas in which I am spending too much time?
- Where I see myself in three years? At the time of my first promotion or tenure review?
- What is my most significant accomplishment of the past year? What am I most proud of? What is going well for you right now?
- How can the division help me succeed?

Faculty Self-Assessment Form

A regular and thoughtful performance review is a critical tool for professional advancement in an academic career. This self-assessment form is designed to guide an annual performance review for faculty who are engaged in teaching. A major goal of the annual review is to assist faculty in assessing their progress toward promotion and in reaching their professional goals. The annual review may also be used as a basis for making other personnel decisions, such as granting multi-year term appointments, tenure, and performance-based increases. The reviewer will be the Dean.

The self-assessment form also serves as a guide as to the expectations of how a faculty member's work and scholarship should be focused to support the institution's Strategic Plan and Mission.

The faculty at WVU Parkersburg hold a variety of roles and responsibilities. These differences in responsibilities are an asset to the institution and help the institution fulfill its Mission and reach its Strategic Plan goals. The faculty self-assessment form was developed to highlight these differences in responsibilities in order to showcase the strengths of an individual faculty member.

Performance reviews are typically completed on an annual basis. Term and tenured faculty may have different submission requirements. A faculty member may also request a review during the cycle, if needed. The faculty member is responsible for completing and compiling the information requested in the self-assessment form along with an updated curriculum vitae or resume. The completed forms should then be submitted to the Dean and followed-up by a meeting to complete the review process. Both the Dean and faculty member should sign and date the form at the end.

Timeline

Faculty should complete and submit their self-assessment form by the end of Inservice Week in January along with an updated curriculum vitae (CV) or resume. As outlined in Title: IV-8-Section III-1 of the WVUP Answer Book, tenured faculty (not fully-promoted), tenure-track faculty, term faculty, instructional specialists with academic appointments, temporary faculty, and part-time faculty must complete and submit the faculty self-assessment form every year.¹

As outlined in Title: IV-8-Section III-3 of the WVUP Answer Book, fully-promoted, tenured full professors may choose to submit the full faculty self-assessment form every three years. During the interim period fully, promoted, tenured full professors will submit an abbreviated, self-reflective report.

Instructions for Filling Out the Self-Assessment Form

The self-assessment form is broken up into four main sections that a faculty member will complete.

1. Faculty Requirements

This section includes requirements that a faculty member must complete during an academic year. This section can be completed by checking either yes or no. For example, if a faculty member attended both graduation ceremonies during the year, then they would check yes. If, however, a faculty member attended the May graduation ceremony but did not attend the December graduation,

¹ For those considering applying for a multi-year term appointment or tenure, see the Faculty Self-Assessment Form Considerations section.

then the faculty member would mark no. If this was excused by the faculty member's Dean or the Vice President for Academic Affairs (VPAA), then the excused box would also be checked. If no was checked for any item, the faculty member should also provide an explanation in the box at the bottom of this section for why that item was marked no.

2. Teaching Metrics

The Teaching Metrics section consists of four sections, a-d, that focus on supporting students through teaching.

In **Section 2.a**, the faculty member should complete the table by listing all courses taught throughout the year, the type of course (e.g. face-to-face, fully online, hybrid), the semester the course was taught, and the number of students who completed the course. More rows can be inserted if necessary.

Section 2.b provides a space to reflect on student evaluations received from all semesters taught. The faculty member should type into the box. The box will expand as it is filled. The faculty member should not copy and paste student comments from the evaluations into this section but should try to truly reflect on what they are hearing from students, looking for patterns in the feedback both positive and critical.

Section 2.c provides a space for the faculty narrative on teaching. This is where a faculty member should discuss how they supported students throughout the year. The faculty member should type into the box. The box will expand as it is filled. The faculty member may choose to fill this section out using bullets points or write in paragraph form.

The faculty at WVUP have a variety of different roles, responsibilities, and strengths that together enhance the effectiveness of the institution and help to support students. Below is a list of possible topics that a faculty member may want to include in their narrative. There may be things a faculty member does that is not provided in the list. A faculty member should include these as well. This will serve as a record for a faculty member for the review period.

Items to consider in the Teaching Metrics narrative:

- Instructional Strategies (new and old)
- Innovation in Course Delivery
- New Course Development
- Program Modifications
- Collaborations with Colleagues
- Assessment of Institutional Learning Outcomes
- Assessment of Course Learning Outcomes
- Advising Students (# of assigned advisees and how this affects workload)
- Use of Open Educational Resources (OER)

- Contributions to Department Curriculum or Course Design
- Study Sessions/Tutored Students
- Field Work with Students
- Additional Office Hours
- Letters of Recommendation/Student Reference
- Collaborations with Other Institutions
- Use of Course Review Rubric for Blackboard

Section 2.d is the goal section for teaching. First, the faculty member should look back at their previous self-assessment form and discuss whether their teaching goals that were set the previous year were met. The faculty member should reiterate those goals for the reader. A faculty member may want to expand on how these goals were met. In addition, if a faculty member's goals were not met, they should discuss possible reasons why.

Next, teaching goals should be set for the upcoming year and listed in this section. This does not need to be expansive but may include a list of realistic, attainable goals that a faculty member can set to work towards in the coming year. A faculty member should consider a variety of factors as goals are set, such as, but not limited to, their reflection on student evaluations, experience in and out of the classroom, or course or institutional assessment data to help set goals. The faculty member should also consider how their goals will support the Mission and Strategic Plan of the institution.

At the end of this section, there is a box for a Teaching Metrics Rating. This will be filled out by the Division Dean.

Teaching Observations by a Dean or Designee

A teaching observation by a Dean or designee may be completed to add to a faculty member's review folder. A division may decide on a calendar for teaching observations for all or specific faculty in a division. However, it is recommended that if a faculty member falls into Needs Development for Teaching Metrics for one or more review periods, a teaching observation should take place. A Dean may also schedule a teaching observation for a faculty member who consistently falls into the Exceeds Expectations for Teaching Metrics as a means to learn more about what that faculty member does in the classroom, which could be shared with other faculty for professional development.

If a Dean or designee does complete a teaching observation, they should do so with as little interference or distraction to the faculty member and students in the classroom as possible.

A teaching observation rubric can be found within the Teaching Metrics rubric.

3. Enhancing University Effectiveness

The Enhancing University Effectiveness section consists of 4 sections, a-d, that concentrate on how a faculty member's work contributes to the efficacy of the institution.

In **Section 3.a**, the faculty member should complete the table by listing all of the committees on which the faculty member served throughout the year, whether the committee was a division or college-wide committee, role served (e.g. Chair, Secretary, Member), and the term (i.e. spring, summer, fall semester). Rows can be added if necessary. A faculty member must serve on at least one committee in both the spring and fall semesters.

Section 3.b includes a table where a faculty member may include their participation in Administration Initiatives. An Administration Initiative is not a committee that regularly meets year after year but is organized for a specific goal for a limited amount of time. A faculty member may be asked individually to complete a specified task and/or participate on a committee. Some examples of Administration Initiatives might include the faculty who were asked to participate on the Higher Learning Commission (HLC) Committee to prepare for the upcoming HLC visit.² Another example would be when some faculty were asked to read through the new bookstore proposals and provide feedback to administrators.

If a faculty member was involved in an Administration Initiative, they should include the title of the initiative, the administrator who organized the initiative, the role played (e.g. Chair, Secretary, Member), and the goal of the initiative. More rows may be added if needed.

Administrative Initiatives are not required for faculty. If a faculty member did not participate in an initiative, then the faculty member should leave this section blank.

Section 3.c provides a space for a faculty member to discuss how their work contributed to University Effectiveness. The faculty member should type into the box. The box will expand as it is filled. The faculty member may choose to fill this section out using bullets points or write in paragraph form.

Below is a list of possible topics that a faculty member may want to include in their narrative. There may be things a faculty member does that is not provided in the list. A faculty member should include these as well. This should serve as a record for a faculty member for the review period.

² HLC is our institution's accrediting body.

Items to consider in the University Effectiveness narrative:

- Mentoring new Full-Time Faculty
- Mentoring Adjunct Faculty
- Collaborations with Colleagues
- Assisted with College Accreditation
- Assisted with Discipline-Related Accreditation
- Contributed to College-Wide Assessment Activities
- Contributed to the Division through Course Scheduling
- Participated in Division-Level Curriculum Development
- Created and/or Continued Relationships with Businesses or Organizations Due to a Faculty Member's Field/Discipline/Program
- Participated in Student Recruiting Events
- Budget Development
- Grant Writing
- Program Articulation with other Colleges/Education Providers
- Collaborations with Other Institutions

Section 3.d is the goals section for enhancing university effectiveness. First, the faculty member should look back at their previous evaluation form and discuss whether their goals for this section that were set the previous year were met. The faculty member should reiterate those goals for the reader. A faculty member may want to expand on how these goals were met. In addition, if a faculty member's goals were not met, they should discuss possible reasons why. Next, goals for this component should be set for the upcoming year and listed in this section. This does not need to be expansive but may include a list of realistic, attainable goals that a faculty member can set to work towards in the coming year. The faculty member should also consider how their goals will support the Mission and Strategic Plan of the institution.

At the end of this section, there is a box for an Enhancing University Effectiveness Rating. This will be filled out by the Division Dean.

4. Professional Activities

The professional activities section consists of five sections, a-f, that focus on professional development and engagement in the community.

Section 4.a provides a space for a faculty member to discuss their professional development throughout the year. The faculty member should type into the box. The box will expand as it is filled. The faculty member may choose to fill this section out using bullets points or write in paragraph form.

Below is a list of possible topics that a faculty member may want to include in their narrative. There may be things a faculty member does that is not provided in the list. A faculty member should include these as well. Dates, locations, and time spent in professional development should be included for applicable items,

such as conferences, seminars, sessions, and presentations. This should serve as a record for a faculty member for the review period.

Items to consider in the Professional Development narrative:

- Professional Development in Field
- Completed Graduate Level Course(s)
- Completed a Higher Degree
- Presented at a Conference
- Attended a Conference/Seminar/Session to Enhance Teaching
- Attended a Conference/Seminar/Session in Discipline
- Attended a Conference/Seminar/Session in Assessment
- Attended a Conference/Seminar/Session in Other University-related Subject That Increases the Knowledge of the Faculty Member (i.e. Technology, OER, Advising)
- Publications, Lectures, or Papers Presented
- Engaged in Research
- Engaged in Entrepreneurial Endeavors Related to the Position

Section 4.b is the goals section for professional development. First, the faculty member should look back at their previous evaluation form and discuss whether their goals for this section that were set the previous year were met. The faculty member should reiterate those goals for the reader. A faculty member may want to expand on how these goals were met. In addition, if a faculty member's goals were not met, they should discuss possible reasons why.

Next, goals for this component should be set for the upcoming year and listed in this section. This does not need to be expansive but may include a list of realistic, attainable goals that a faculty member can set to work towards in the coming year. The faculty member should also consider how their goals will support the Mission and Strategic Plan of the institution.

Section 4.c includes a table for service or membership in local or regional organizations, the role played (i.e. President, Treasurer, Member), and the term of service (i.e. length of service). Additional rows may be added as needed.

Section 4.d includes a table for service or membership in national organizations, the role played (i.e. President, Treasurer, Member), and the term of service. Additional rows may be added as needed.

Section 4.e includes a table for participation in college sponsored clubs and events, role played (i.e. club advisor, volunteer, spectator), and the term a club was sponsored or the date an event took place. Additional rows may be added as needed.

Section 4.f provides a space for a faculty member to further discuss their engagement in organizations, boards, clubs, and other service to the community. Faculty may also include the approximate amount of time spent in certain activities. For example, a faculty member may spend many hours in a year serving in an organization in the community. Engagement in the community is part of the university's Strategic Plan. Many faculty are active in the community, and in doing so, fulfilling one of the university's major goals.

The faculty member should type into the box. The box will expand as it is filled. The faculty member may choose to fill this section out using bullets points or write in paragraph form.

Below is a list of possible topics that a faculty member may want to include in their narrative. There may be things a faculty member does that is not provided in the list. A faculty member should include these as well. Dates, locations, and time spent in certain activities should be included for applicable items (i.e. public relation activities, attendance at university events, presentations, other events/activities). This should serve as a record for a faculty member for the review period.

At the end of this section, there is a box for a Professional Activities Rating. This will be filled out by the Division Dean.

Items to consider in the Engaging in Community and/or Professional Activities narrative:

- Membership in a Professional Organization
- Held a Leadership Position in a Professional Organization or Board
- Public Relations Activities
- Attendance at University Events
- Organizing/Participation/Volunteering in University Events
- Service Activity on Boards and Organizations
- Time Spent on Community Activities
- Community Presentations
- WVUP Club Activities
- Off Campus Club and Group Activities

Faculty Self-Assessment Form Considerations

Falling Into Needs Development for One or More Major Components

A faculty member who falls into Needs Development for any of the major evaluation components will work with their Dean to come up with an improvement plan and work through that plan in the upcoming year.

Promotion

Faculty who consistently meet or exceed expectations in all of the major components in the years preceding promotion may meet the requirements for promotion.

Multi-year Term Appointments, Tenure, and Performance-based Salary Increases

Faculty should consult Answer Book Title #IV-8 for criteria used to grant multi-year appointments, tenure, and performance-based salary increases. Additional documentation may be required.

Faculty Evaluation Resolution Process

If a faculty member disagrees with the ratings or feedback received from their evaluation, then a faculty member may request a Faculty Evaluation Resolution Process to the Vice President for Academic Affairs (VPAA). The faculty member must communicate to the VPAA by written notice requesting a review of their self-assessment form by a Faculty Resolution Committee within 7 calendar days of their review meeting with their Dean.

Each division shall nominate and elect two faculty members to serve on the Faculty Resolution Committee pool at the start of each Fall Semester. These names shall be submitted to the VPAA by the first week of September.

The Faculty Resolution Committee shall consist of two faculty members and one Dean from a different division. In choosing the two faculty and one Dean to serve on the Faculty Resolution Committee, the faculty and the Dean shall have the opportunity to strike names from the Faculty Resolution Committee pool and Deans in other divisions, alternating choices with the faculty striking first, until two faculty members and one Dean remain.

The committee will review the faculty member's self-assessment form. No faculty or administrator, including Deans, should discuss issues concerning the faculty to the Faculty Resolution Committee to prevent any appearance of bias or interference. The Faculty Resolution Committee shall choose one person to serve as the Chair of the committee. Each person on the committee will review the faculty member's self-assessment form and use the rubrics to rate the faculty member for each section. Upon completion of the review, the Faculty Resolution Committee will discuss and decide on the ratings for each section. Any disagreements will be resolved by a vote with the majority vote resolving the matter.

The Faculty Resolution Committee Chair shall compose a document that describes the results of the committee's review and provides a recommendation to be submitted to the VPAA within 10 calendar days after receiving notification from the VPAA.

The VPAA will then schedule a meeting with the faculty member and the Dean in an effort to resolve the disagreement.^[1] The VPAA will make the final decision.

^[1] A faculty member may lodge a formal grievance with HR. If a faculty member decides to pursue this option, then they should contact HR for further guidance.

Rubrics

These are the rubrics that the Deans will use to evaluate a faculty member.

Teaching Rubric

Exceeds Expectations <i>(must also meet all bullets in 'Consistently Meets Expectations')</i>
• Student evaluations reflect a faculty member who is committed to student learning, is engaging and encourages curiosity, creates a variety of learning opportunities throughout the course. • Uses assessment data to guide teaching strategies – uses data to determine what strategies work and/or when to try new teaching or to refine teaching strategies to help meet student learning outcomes. • Is fully committed to student achievement through work outside of class, such as (but not limited to) advising, study sessions outside of class, additional office hours, writing letters of recommendation, mentoring students. • Uses a variety of strategies to support student success and retain students. <u>Teaching Observation by Dean or Designee (if applicable)</u> • Faculty member is on time for class and is well organized for the lesson presented. • Faculty member uses a variety of teaching methods throughout the lesson and with success. • Faculty member ensures that students are actively engaged in the learning. • Faculty member provides feedback to students in a variety of ways.
Consistently Meets Expectations
• Student evaluations reflect a faculty member who is organized, starts and ends class on time, holds regular class meetings, is available to students, is fair, creates a safe learning environment, and/or helps guide student learning through the semester. • Tries new teaching method or refines teaching strategies to help meet student learning outcomes. • Serves the required number of office hours, meets with advisees, teaches classes as assigned, follows UCS for courses. • Uses some strategies to support student success and retain students. <u>Teaching Observation by Dean or Designee (if applicable)</u> • Faculty member is on time for class and is organized. • Faculty member uses two teaching methods throughout the lesson with success. • Faculty member asks students if they have questions and are encouraged to ask questions. • Faculty member gives feedback to students but in only one manner.
Needs Development
• Student evaluations reflect a faculty member who is unorganized, often cancels classes, often does not start and/or end class on time, is unavailable to students outside of class, and/or creates an environment that is not conducive to learning. • Is not willing to or does not change or refine teaching methods to help meet student learning outcomes • Does not do one or some of the following: serve the required number of office hours, meets with advisees, teach classes as assigned, follow UCS for courses • Consistently does not support student success and/or loses the majority of students in most courses <u>Teaching Observation by Dean or Designee</u> • Faculty member is late for class and/or not adequately prepared/disorganized in the presentation; does not bring necessary materials (handouts, markers for white boards, demonstration materials) to class; is not able to use the technology in the classroom if needed. • Faculty member uses one teaching method and does not attempt to engage students. • Faculty member does not encourage students to ask questions OR questions are not answered when asked. • Faculty member does not give any feedback to students.

Exceeds Expectations *(must also meet all bullets in 'Consistently Meets Expectations')*

- Demonstrates respect for others by maintaining a professional rapport with colleagues, staff, and administrators; considered a role model.
- Serves and/or actively seeks out to serve on a variety of committees or university wide initiatives, participating significantly on said committees to collaborate efforts to support WVUP mission and values.
- Flexible and dependable in meeting department/discipline/university needs.
- Adheres to current university policies and procedures, following current discipline/department/university processes without guidance or oversight, and works to improve these processes.
- Engages in additional activities, such as (but not limited to) mentoring faculty, collaborating with faculty, recruiting events, collaboration with other institutions or businesses, and/or other activities that increase the effectiveness of the institution.

Consistently Meets Expectations

- Demonstrates respect for others by maintaining a professional rapport with colleagues, staff, and administrators.
- Serves on one required committee in spring and fall semesters, participating regularly as required or assigned to support WVUP mission and values.
- Participates actively in department/discipline/university meetings and decisions.
- Adheres to current university policies and procedures, following current discipline/department/university processes with guidance.

Needs Development

- Does not consistently demonstrate respect for others or does not maintain a professional rapport with colleagues, staff, and administrators.
- Does not respectively serve on at least one committee or university wide initiative or does not participate regularly as required or assigned to support WVUP mission and values.
- Inconsistently completes responsibilities, assignments and/or administrative items in a timely matter.
- Repeatedly does NOT adhere to current university policies and procedures or current discipline/department/university processes.

Professional Activities

Exceeds Expectations <i>(must also meet all bullets in 'Consistently Meets Expectations')</i>
• Provides multiple sources of evidence of completing professional development or continuing education (outside of in-service week) related to discipline or teaching practices. • Attends additional professional development sessions outside of discipline or teaching and also outside of in-service week, such as (but not limited to) technology, college processes, advising, and/or student support. • Participates in a local, regional, or national organization. • Attends significant number of extracurricular activities on campus. • Is actively engaged in the community, contributing significant time to campus or community groups.
Consistently Meets Expectations
• Provides evidence of completing professional development or continuing education (outside of in-service week) related to discipline or teaching practices. • Attends all required sessions during in-service week (or was excused by Dean or VPAA)
Needs Development
• Provides little or no evidence of completing any professional development or continuing education related to discipline or teaching practices. • Did not attend required sessions during in-service week.

The Overall Process

Figure 3. The Overall Process

