

**FACULTY ANNUAL SELF-ASSESSMENT**

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| **Faculty Member:** |  | **ID#:** | **Date:** |
| **College:** |  | **Academic Year:** |  |
| **Department / Program:** |  |  |  |

INSTRUCTIONS

This faculty annual self-assessment affords faculty an opportunity to provide a comprehensive summary of accomplishments and contributions to the areas evaluated in the annual self-assessment report. The self-assessment focuses on teaching, professional development, and college service. Faculty are responsible for completing a self-assessment that provides evidence of professional accomplishments that support the mission and goals of the division, academic department, and the institution.

Faculty will be assessed on the criteria for excellence in the performance of faculty “Duties and Responsibilities” listed in the categories found below. After reviewing the faculty’s self-assessment, the Department Chair / Program Coordinator will choose from among the following ratings to assess the level of accomplishment for each of the performance categories as well as an overall appraisal rating. The College Dean, will also review the assessment report and either confirm or change the Chair / Program Coordinator ratings as needed.

# TEACHING LOAD

**List All Courses And Labs Taught for the Appraisal Period** **Summer – Fall – Spring**

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| **Semester/Year** | **Number of Sections** | **Course Number** | **Type\*** |
| Example Summer 2020 | 2 | ENGL 101 | Lecture |
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| **TOTAL Sections** |  |

**Lectu\*re, Lab, Independant Study, Clinical, etc.**

**List All Course Releases or Extra Service Agreements for the Appraisal Period**

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| **\*Course Releases and/or Service Stipends and Description** | **Semester/Year** |
| Example:  Chemistry Department Chair (1 teaching release) | Fall/Spring 2018-20 |
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| ***\*Please NOTE:*** *Only list items for which you received either compensation or release time.* ***Service commitments will be entered in a separate section.*** | |

**FACULTY SELF-ASSESSMENT**

**The faculty self-appraisal is comprised of a set of performance categories which reflect the principles that guide "Teaching Excellence" in the WVSU Faculty Handbook. Teaching excellence is the most important of the three criteria, and excellence in other areas cannot compensate for a deficiency in teaching. An excellent teacher is one whose work is characterized by commitment to subject, to student, and to constant**

**DIRECTIONS**

For each performance category enter either a concise narrative statement, or a bulleted list, that will provide enough information to assess your accomplishments, initiatives, and contributions in each area. To help guide your response, be sure to review the description of each category in **Appendix I – Faculty Annual Self Report & Chair’s Evaluation Form.** Feel free to use this form as a worksheet as you fill out this information.

***NOTE:*** *Bullet points may not always effectively communicate your accomplishments and might gloss over details that would assist in evaluating your accomplishments and could affect ratings for an individual category or for the overall appraisal. It is recommended to provide a brief, but detailed narrative when appropriate.*

1. **TEACHING**

**A West Virginia State University Faculty Member**

* ***Facilitates learning***
* ***Conveys the fundamental body of knowledge in the discipline and how to apply that knowledge***
* ***Teaches students how to critique, analyze, and build upon that body of knowledge***
* ***Shows students how to apply concepts and provide evidence to demonstrate that knowledge***
* ***Employs current materials, applies contemporary research, and uses effective methods of instruction***
* ***Provides meaningful feedback to students in an effective and timely evaluation process***

**FACULTY SELF-ASSESSMENT OF TEACHING**

***ESSENTIAL PERFORMANCE FACTORS***

*Teaching is the central responsibility of faculty members and the most important area of faculty evaluation. While standards may vary somewhat by discipline, certain characteristics of teaching are valued across the College: well- planned, carefully organized courses; effective delivery of material; clear student learning outcome expectations; innovation in subject matter and pedagogy; courses that meet program and College objectives; sufficient opportunity for out-of-class contact between instructor and students; demonstrated effort to keep course content current; use of appropriate methods of feedback and student assessment.*

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|  | *Scholarly work and accomplishments in instructional activities may take on a variety of forms, including guiding independent learning activities and student creative performance, intradepartmental collaboration with colleagues, and development and improvement of curriculum.*  **In the space below, enter either a concise narrative statement or a bulleted list that provides evidencewith adequate information to assist in assessing your accomplishments in teaching during the past year.** |  |
|  | **ENTER RESPONSE HERE** |  |
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| **FACULTY REVIEW OF STUDENT EVALUATIONS:** |
| After reviewing students’ evaluations of your courses, please enter a response that will address or confirm the feedback this is contained in them. |
| **ENTER RESPONSE HERE** |
| **OPTIONAL ATTACHMENTS (Teaching)**  **File attachment(s)** – Faculty may attach documents that they believe would support the teaching accomplishments that are listed/named in their self-assessment.  ***Please Note:*** *Any attachment(s) must be original work or may be artifacts related to courses taught and may include collaborative work with another faculty member(s). Attached material must be directly related to a specific item that is documented by the faculty member in their self-assessment on teaching.* |

1. **PROFESSIONAL DEVELOPMENT**

**A West Virginia State University Faculty Member**

* **Remains current and competent in the discipline, staying vigilant and continuously monitoring advances in related scholarship.**
* **Creates and sustains an on-going program of self-development and improved pedagogy.**
* **Seeks opportunities for any of the following:**
* **Professional growth (formal research and publication, production in one’s art, professional performance, etc.)**
  + Presentations before professional societies or other meetings
  + Workshop and conference participation
  + Active involvement in professional associations or community organizations
  + Academic career advancement through course work

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| **FACULTY SELF-ASSESSMENT OF PROFESSIONAL DEVELOPMENT** | | |
|  | ***ESSENTIAL PERFORMANCE FACTORS***  *Each faculty member is expected to be intellectually active. Professional development may take many forms (see below), including active engagement in intellectual activities within one’s own discipline, demonstrating efforts to stay current in one’s field.*  ***The following are types of activities that should be included:***   * *Conferences/Workshops attended/conducted* * *Professional presentations, papers presented/published/submitted for publication* * *Scholarly research or professional creativity* * *Collaborating on research projects with students* * *Interdisciplinary work with colleagues* * *Development of research and collaboration with other professionals* * *Active involvement in professional organizations* * *Developing and conducting artistic performances* * *Coursework recently completed or in progress* * *Any other ways in which you remain current in your discipline*   **DIRECTIONS** |  |
|  | **Enter either a concise narrative statement or a bulleted list that providesnadequate information to assist in assessing your level of engagement in Professional Development activities during the past year.**  ***Please Note:*** *For conferences or workshops, in addition to their title(s), you may also include a brief description of their benefit to your teaching or professional activities at WVSU.* ***You may also choose to attach a copy*** *of any travel summaries that were submitted for university funding.* |  |
| **ENTER RESPONSE HERE** | | |

**OPTIONAL ATTACHMENTS (Professional Development)**

**File attachment(s)** – Faculty may attach documents that they believe would support the professional development activities that are listed/named in their self-evaluation.

***Please Note:*** *Any attachment(s) must be original work and may include collaborative work with another faculty member(s). Attached material must also be directly related to a specific item that is documented by the faculty member in their self-appraisal.*

# COLLEGE SERVICE

**A West Virginia State University Faculty Member**

* ***Actively and productively participates in college-wide, division, and department councils, task forces, and committees***
* ***Creates programs/activities for the district that benefit students***
* ***Performs other service activities designed to further the accomplishment of the college’s mission***
* ***Represents the college in the community serviced by the college district***
* ***Engages in professionally-related community service***

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| **FACULTY SELF-ASSESSMENT OF COLLEGE SERVICE** |
| ***ESSENTIAL PERFORMANCE FACTORS***  *Faculty members should be actively engaged in service at either the program, department, division, or college level, or a combination thereof. College service provides opportunities for faculty to exercise a leadership role and assist the College in attaining its institutional strategic goals and mission. Characteristics of excellent service include dependability, thoughtfulness, active participation and preparedness regarding committee assignments; acceptance of responsibility and leadership roles; helping professional organizations meet goals; helping student organizations meet goals; and providing opportunities for students to interact with communities beyond the College.*  **DIRECTIONS**  **Enter either a concise narrative statement or a bulleted list that provides adequate information to assist in assessing your level of engagement in service activities during the past year. Include detailed information about the type of service and your role, with title (if applicable). Please highlight achievements and contributions as a result of the service provided.**  ***Please Note:*** *When listing activities, do not include contracted activities, or activities that are expected of all faculty members such as attending graduation, department meetings, etc.* |
| **ENTER RESPONSE HERE** |

**OPTIONAL ATTACHMENTS (College Service)**

**File attachment(s)** – Faculty may attach documents that they believe would support their activities related to college service, including community service activities that are related to the college that are listed/named in their self- evaluation.

***Please Note:*** *Any attachment(s) must be original work and may include collaborative work with another faculty member(s). Attached material must also be directly related to a specific item that is documented by the faculty member in their self-appraisal. Un-related attachments will not be considered in the appraisal.*

**IV. EVALUATION OF PROFESSIONAL DEVELOPMENT GOALS**

**DIRECTIONS**

*The faculty member will list their goals from the appraisal period and indicate the level of accomplishment.* ***Provide explanations for goals that were partially accomplished or not accomplished.***

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| **Goals for Year 20\_\_ - 20** | **Goal Completion** | **Comments** |
|  |  |  |
|  | **Accomplished**  **Partially Accomplished Not Accomplished** |  |
|  |  |  |
|  | **Accomplished**  **Partially Accomplished Not Accomplished** |  |
|  |  |  |
|  | **Accomplished**  **Partially Accomplished Not Accomplished** |  |
|  |  |  |
|  | **Accomplished**  **Partially Accomplished Not Accomplished** |  |

**GOAL SETTING**

## The faculty member, if needed, under consultation with the Department Chair / Program Coordinator should agree on a minimum of three (3) goals for the next academic year. These goals will be reviewed as part of the following year’s Faculty Performance Appraisal. Goals should be related to the major appraisal areas of **Teaching**, **Service**, and **Professional Development.**

To help guide your goal-setting, keep in mind the **S.M.A.R.T.** approach. Effective goals are:

***Specific ~ Measurable ~ Achievable ~ Relevant ~ Time-bound***

**Goals for Year 20 - 20**