

## **Expanded List of Annual Evaluation Activities and Sources of Evidence**

This document provides an expanded list of elements that could be considered as part of the faculty annual evaluation process. These include examples of activities and behaviors that may represent performance within the realms of teaching, research/creative activity, and service, as well as sources of evidence that can be used to assess the presence of the activities and behaviors. Faculty members may use this list to assist in proactively presenting an account of their yearly activity and its impact. Chairs and members of committee A may use the list to contemplate inclusion of alternate or additional activities and behaviors, or to identify supplemental sources of evidence for documenting performance.

### **Teaching: Examples of Activities and Behaviors**

#### **Direct Teaching**

- Teaching standard load
- Developing a new course
  - Developing new transdisciplinary courses or coursework
- Revising an existing course
- Teaching a course for the first time
- Teaching a difficult course
- Co-teaching with another faculty member
  - Co-teaching with a faculty member outside your discipline

#### **Efforts to Improve Teaching**

- Deepening and contextualizing the learning experience in a course by involving community experts in design and implementation
- Revising curriculum and community placement with community partner based on student feedback and community partner observation
- Incorporating student reflection on positionality and personal growth through classwork
- Incorporating/ engaging in high impact teaching practices:
  - Undergraduate research experiences
  - Service Learning
  - Study abroad/ study away
  - Writing intensive
  - Collaborative projects
  - Learning communities
  - Global learning
  - Internships/coops

#### **Mentoring and Supervising Regarding Teaching**

- Supervising TAs/Instructors in a multi-section course
- Advising graduate or undergraduate students
  - On transdisciplinary projects
- Chairing and serving on graduate student committees
- Engaging in activities that support student retention
- Engaging in activities that support student success after graduation

- Contributing to the professional development of graduate and undergraduate students
- Mentoring colleagues

#### Professional Development Regarding Teaching

- Participating in training and professional development that builds skills and competencies in community engaged scholarship or specific models such as service learning, community-based participatory research, or public health practice
- Participating in training, workshops, or learning communities
- Attending workshops, training, and learning communities for continues learning of best practices in teaching, learning science, and education

#### Contributions to the Department, University, or Discipline

- Revising the curriculum
  - Enhancing curriculum by incorporating updated and real-world information from community members critical to student learning of course material
  - Integrating research and creative activities into undergraduate courses
- Conducting peer teaching evaluations
- Conducting Committee A teaching evaluations
- Learning and applying knowledge of outcomes assessment
- Gaining and applying knowledge regarding program assessment
- Leading/assisting with accreditation process
- Developing open access teaching materials
- Writing a textbook
- Developing and/or delivering continuous education and outreach courses
- Providing professional development opportunities for schoolteachers
- Investing time and effort in developing community partnerships
- Developing, implementing, and evaluating new teaching practices and disseminating them through journal articles, presentations, or other scholarly work

### **Teaching: Sources of Evidence**

#### Evidence from the Faculty Member

- Faculty narrative about teaching and impact of those activities
- Commitment to improvement in teaching and working toward teaching goals
- Activities as indicated on activity report (FAS), CV and mini vitae
  - Syllabi, instructional materials, digital, materials and other course documents
- Membership on graduate committees, number of dissertations and theses supervised, and number completed in an academic year

#### Evidence from Others

- Artifacts of community engagement
- Communication with colleagues (e.g., letters of recognition, appreciation, and awards)
- Graduate student exit interviews
- Job placement of graduates
- Receiving generally positive student evaluations and/or other student feedback
- Peer/committee A review of teaching covering preparation, materials, student engagement, etc.

- Internal and external awards and honors
- Success in recruiting as demonstrated by indicators such as received applications, completed auditions, scholarship acceptances, and enrollments
- Evidence of timely progress of graduate students towards completion of program

#### Course-based Information

- Course designation (e.g., service learning course)
- Course enrollment and consistent participation year after year
- Student learning assessments

### **Research/Creative Activity: Examples of Behaviors**

#### Production of Products of Research/Creative Activity

- Publishing journal articles, books, book chapters, performances, exhibitions, juried designs, or other research/creative activity productivity
- Editing and publication of collections of essays
- Producing peer-reviewed compositions, exhibits, or performances
- Developing and obtaining patents
- Conducting conference presentations
- Delivering invited talks/workshops/masterclasses
- Producing high impact scholarly work
- Participating in research/creative activity transdisciplinary collaboration
- Participating in planning group regarding transdisciplinary research/creative activity
- Engaging in high risk or transformative projects

#### Efforts to Obtain/Share Funding

- Developing and submitting research proposals
- Obtaining funding for research/creativity (e.g., grants, fellowships, contracts)
- Submitting transdisciplinary research/creative activity proposal
- Developing and maintaining shared unit or campus-wide resources to support research and creative activities (e.g., instruments, datasets, field sites, community connections, etc.)

#### Community Engaged Research and Communication

- Conducting research/creative activity with community partners
- Disseminating research in the community
- Presenting research in the media
- Engaging with local, state, and federal government and agencies to provide expertise in policy conversations
- Investing time and effort in developing community partnerships
- Refining a research question, or confirming its validity, through co-generation with community partner
- Involving the community to: develop or refine research questions, improve study design, interpret data, and develop policy recommendations, or other interventions with community partners.
- Sharing scholarship through open access venues
- Participating in media interviews related to scholarship

- Contributing to scholarly blogs

#### Professional Development

- Participating in training and professional development that builds skills and competencies in community engaged scholarship or specific models such as service learning, community-based participatory research, or public health practice
- Engaging in development activities and workshops regarding research such as grant writing workshops, manuscript development, project planning, and project management
- Learning about administrative skills to benefit research project management, such as managing conflict, mentoring, organizational structures, time management, planning, budgeting, and more
- Participating in trainings related to best practices in research and creative activities (e.g., safety training, new methods, ethics, etc.)

#### Integrated Activities (Combine Research/Teaching/Service)

- Co-authoring or co-creating manuscripts/performances/proposals with students
- Conducting and sharing results of climate surveys for your unit, program, discipline, professional society, etc.
- Providing professional development regarding research/creative activity to faculty peers and postdocs
- Chairing and serving on graduate student committees
- Providing graduate training and mentoring in courses that support research and creative activities

### **Research/Creative Activity: Sources of Evidence**

#### Evidence from the Faculty Member

- Faculty narrative about research/creative activities and impact of those activities
- Activities as indicated on activity report (FAS), CV and mini vitae
  - Publications, performances, conference presentations, publishing with students, etc.
  - Consider alternative ways of valuing co-authorship with students and other junior colleagues

#### Evidence from Others

- Artifacts of community engagement (e.g., flyers, meeting notes, emails with community members, invitations to collaborate/present)
- Artifacts of professional development participation (e.g., certificates, emails, summaries, action plans)
- Communications with colleagues (e.g., letters of recognition, appreciation, and awards)
- Graduate student exit interviews
- Letters or awards from community partners
- News media reports
- Policy documents
- Research awards

#### Assessment of Impact

- Impact of the scholarly work (# of citations or download, mentions in media, other impact metrics, etc.)

- Impact of the scholarship on the field or discipline
- Impact of the scholarship on the broader community
- Reputation of the venue for scholarly work (publisher, journal, performance venue, design competition, etc.)

### **Service: Examples of Behaviors**

#### Professional Service

- Reviewing papers and proposals
- Judging competitions or similar events
- Serving as editor for a journal, book series, press, etc.
- Acting as conference Chair or co-chair of conference aimed at professional development, such as mentoring (pre-tenure faculty, post-docs, senior graduate students, etc.)
- Serving on committees within a professional society

#### Service Related to Students

- Writing recommendation letters
- Advising student organizations

#### Department/College/University Service

- Serving on committees at the department, college, university, or discipline level
  - Such as: Policy committees, Standing committees, search committees, faculty governance
- Leading and/or participating in conversations across colleges/departments/disciplines to facilitate learning across boundaries and work to the betterment of OU, the state, the nation, and/or the world
- Strengthening ties between OU students, faculty, staff and alumni, and OU's adjacent communities broadly defined (geographic, professional communities, etc.)
- Facilitating networks and communities to allow faculty to meet potential collaborators for research, teaching, and service projects
- Participating in planning group or committee regarding transdisciplinary research/creative activity
- Supervising and maintaining specialized classrooms, such as labs, studios, etc.
- Holding an administrative role

#### Professional Development Regarding Service

- Participating in leadership development programs and activities
- Developing administrative skills such as managing conflict, mentoring, organizational structures, time management, planning, budgeting, etc.

#### Outreach and Community Engagement

- Engaging in K-12 disciplinary activities
- Presenting a topical issue in the media
- Engaging with local, state, and federal government and agencies to provide expertise in policy conversations

### **Service: Sources of Evidence**

#### Evidence from the Faculty Member

- Faculty narrative about service efforts, accomplishments, and impacts

- Activities as indicated on activity report (FAS), CV and mini vitae

#### Evidence from Others

- Communications with colleagues (e.g., letters of recognition, appreciation, and awards)
- Evaluation of K-12 service activity
- Evaluation of knowledge to implementation gap timelines
- Implementation of positive systemic/local structural policy changes quantified by pre- and post-surveys
- Improved student retention numbers
- New community growth or collaboration or formation of groups working on a specific topic
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- Letters of outreach to communities for partnerships
- List of committee members from official source (e.g. professional organization website)

#### Assessment of Impact

- Products of committee work showing duties, duration of assignments, accomplishments, completed tasks
- Notes or emails describing service accomplishments
- Evaluation of administrative role