

## **Guide to Providing Feedback for Faculty Annual Evaluation**

Chairs/directors and members of committee A are encouraged to provide narrative feedback to faculty that provides guidance and coaching, motivating faculty to continue their ongoing efforts toward high standards. While many departments have established a set of questions on which faculty can provide explanation and framing of their yearly accomplishments, others have not, and in some cases, consideration of an expanded set of questions may be wise. Below are some suggested prompts to guide chairs/directors and members of committee A on providing constructive narrative feedback on faculty teaching, research/creative activity, and service performance. These prompts should be contemplated keeping in mind the distribution of effort of the faculty member.

### **Regarding Teaching, consider:**

- A wide variety of sources of information in assessing teaching performance (see Expanded Evaluation Activities and Sources document)
- How faculty members incorporated the Course Reflection Survey feedback (and other input) toward improving courses
- The teaching load and difficulty of courses taught, as well as contribution of teaching to departmental degree programs
- New efforts, including developing a new course, transforming a course for online or hybrid platforms, new assignments, the use of simulation, community-engaged learning activities, use of new teaching technologies, new classroom structures and processes, etc.
- Quality and quantity of mentoring undergraduate and graduate students and serving on student committees
- Professional development activities the faculty member engaged in to promote teaching effectiveness
- Impacts resulting from the faculty member's teaching and mentoring efforts this year on students, the department, the college, etc.
- The most relevant teaching goals for the faculty member to accomplish in the next year

### **Regarding Service, consider:**

- A wide variety of sources of information in assessing service performance (see Expanded Evaluation Activities and Sources document)
- Formal and informal service roles the faculty member engaged in, as well as hidden or less visible service
- The faculty member's time and effort involved in service, as well as service leadership roles that the faculty member took on
- Activities the faculty member engaged in that support the university's teaching and research mission or outreach or community engagement efforts
- Impacts of the faculty member's service efforts toward improving outcomes for the university, college, department, profession, as well as students, faculty, and staff, and the community at large
- The most relevant service goals for the faculty member to accomplish in the next year

**Regarding Research and Creative Activity, consider:**

- A wide variety of sources of information in assessing research/creative activity performance.
- Outcomes accomplished by the faculty member, how this progress builds on previous work (for example, products resulting from multi-year efforts), and work that is currently underway, which will result in future achievements (for example, proposals, readings, collaborations, and professional development activities that will enable future contributions)
- Activities the faculty member engaged in that support the research mission of the university (for example, providing professional development, delivering seminars, and actively building networks that enable other students and faculty to enhance their research and creative activity efforts and impact)
- Research activities focused on community engagement or transdisciplinary and collaborative research, in support of the *Lead On* strategic plan
- The broad impact of the research/creative activity on OU, the discipline, the community, and/or the broader society
- The most relevant research/creative activity goals for the faculty member to accomplish in the next year