Annual Reviews of Full-Time Associated Faculty
Ohio State Mansfield

Annual reviews of full-time Associated Faculty serve multiple purposes. First, they help support our faculty by recognizing professional achievements in the classroom and beyond, creating an official record of those achievements, and supporting and encouraging the ongoing work of creating rich and vibrant learning experiences for students at Ohio State Mansfield. Second, they serve as an opportunity to gather together information from faculty, students, and peer reviewers in order to facilitate formative self-reflection, improvement, and innovation. The primary means of gathering this information are Student Evaluation of Instruction (SEI) reports (both quantitative and qualitative), Peer Evaluation of Teaching (PET) reports, and individual faculty members’ annual reports. Third, annual reviews are used to determine merit-based salary increases.

For the purposes of annual reviews on the Mansfield campus, full-time Associated Faculty are defined as Associated Faculty on 12-month contracts at 75% or greater FTE. All such faculty members must submit an annual report each year to the Associate Dean by January 31. The annual report will address the faculty member’s teaching and related professional achievements for the previous calendar year. For example, by January 31, 2018 full-time Associated Faculty members must submit a report addressing the 2017 year (typically Spring 2017 semester and Autumn 2017 semester, but also including Summer 2017 teaching if applicable). Faculty should submit annual reports in electronic form according to the following format.

Annual Report Format

1. COURSES TAUGHT
   Please list all courses you taught during the calendar year being reviewed, arranged by semester.

2. FORMATIVE TEACHING ACTIVITIES
   You are expected to engage in at least one formative teaching activity each calendar year. Briefly describe the formative teaching activities you engaged in during the calendar year being reviewed, following the sample guidelines listed below in Appendix A under “evidence required” for each of the various examples of typical activities. You may wish to highlight an especially noteworthy achievement that resulted from your participation in such an activity.

3. YOUR INTERPRETATION OF THE SEI DATA (INCLUDING STUDENT COMMENTS)
   Please comment briefly on your SEI data for the calendar year being reviewed. For example, you might describe a teaching achievement of yours that is reflected in the data; offer greater context for some of the data; or explain which complaints or suggestions you hope to address in item #4 (below). Please note: you do not need to submit the SEI data itself because the Associate Dean’s office receives this data through other means.
4. YOUR TEACHING GOALS FOR THE FUTURE
Regardless of how effective we are as teachers, it is always possible to improve. Please identify two teaching goals you will work to achieve during the coming year. These might include formative teaching activities you plan to engage in (see Appendix A, below, for examples); specific teaching strategies you plan to implement or improve (see Appendix B, below, for ideas); ways of maintaining your energy level and positive attitude in the classroom; and/or new technologies you will use to enhance or diversify your teaching strategies.

In this section of your annual report, you have the option of including a one- or two-paragraph “teaching statement” that explains your general approach to teaching. This statement may address what you want your students to learn from your courses, what skills you want them to develop by the end of your courses, and the primary strategies and techniques you use to help students achieve what you hope they will achieve.

5. PET LETTERS (optional)
If you were observed by another faculty member during the year and a PET report was created as a result, please list the observer’s name and the semester during which the observation was conducted. You are encouraged to use the PET evaluation as a formative teaching activity (see item #2, above) according to the guidelines described in Appendix A, item 8 (below).

6. TEACHING AWARDS (optional)
Please list any teaching awards or formal recognitions for teaching excellence that you received during the year being reviewed. These could include, for example, commendations from the Thank-a-Prof system maintained by the University Center for the Advancement of Teaching (UCAT) or our annual campus Award for Excellence in Teaching.

7. SERVICE (optional)
Please list service activities on our campus that you participated in or led during the year being reviewed. Please also list service on other OSU campuses as well as non-OSU community service you engaged in as a visible representative of OSU.

8. SCHOLARSHIP (optional)
List any scholarly works you authored or co-authored that were published online or in print during the year being reviewed. Please attach a copy of or link to the publication. Please also list any scholarly presentations you gave during the year, including your presentation title, conference title, location, date, and website or conference program.

Appendix A: Examples of Formative Review Activities

1. Attend a workshop on some aspect of teaching (either within the university or at a professional society) and specify what changes or new ideas you have incorporated into your teaching based on the ideas presented in the workshop.
   Evidence required: Date, topic, and sponsor of the workshop. Summary of aspects of teaching learned at the workshop and how they have been incorporated into teaching.
2. Have a faculty member with a similar area of content expertise (either within OSU or at another institution) review your syllabus and other major instructional materials (including assignments and exams) for a course. Whenever possible, this review should include a face-to-face meeting in which the reviewer provides specific and concrete feedback to the faculty member being evaluated.

   Evidence required: Name, rank, institution, and subject area of reviewer. Summary and analysis of strengths identified, areas for improvement, and changes made as a result. Optional: reflections on the process of the review.

3. Review of course-related website materials (just as above in example #2 but for an online or hybrid course). In this case, the reviewer should be someone with established expertise in online instruction. Whenever possible, this review should include a face-to-face meeting in which the reviewer provides specific and concrete feedback to the faculty member being evaluated.

   Evidence required: Name, rank, institution, and subject area of reviewer. Summary and analysis of strengths identified, areas for improvement, and changes made as a result. Optional: reflections on the process of the review.

4. Development and refinement of teaching philosophy.

   Evidence required: Report of activities engaged in (e.g., workshops attended, books or articles read, consultations with experts) to support the process; reflection on how the experience enhanced your philosophy of teaching; and the completed statement of your teaching philosophy.

5. Observe an expert teacher. Make arrangements to watch another faculty member teach a class. The faculty member should be selected either because s/he has received distinction for teaching or because s/he has more experience in teaching a relevant subject. Make arrangements to meet with that faculty member prior to the class period to gain an understanding of the goals, purposes, and proposed teaching methods. Meet again after the completion of the class for debriefing.

   Evidence required: Name, rank, institution, and subject area of expert teacher. Summary and analysis of what was learned and what changes were made as a result. Optional: reflections on the process.

6. Use and audio-visual medium to record yourself teaching. Make arrangements to have a class period recorded. Identify a faculty peer or professional from the Mansfield campus or UCAT to watch the videotape, and use both self-reflection and the process of watching with another expert to identify strengths and areas for growth.

   Evidence required: Name, rank, institution, and subject area of selected peer. Date, course number, and topic of the recorded class period. Summary and analysis of strengths identified, areas for improvement, and changes made as a result. Optional: reflections on the process.

7. Classroom observation by professional from UCAT.
Evidence required: Name of UCAT professional, course observed, and date. Summary and analysis of strengths identified, areas for improvement, and changes made as a result. Optional: reflections on the process of the review.

8. PET review (assigned by the PET Committee of the Mansfield campus). You will typically have a PET review every other year, but you may request a PET review more frequently by contacting the Associate Dean.

Evidence required: Name of reviewer, course observed, date, and PET report. Your own summary and analysis (i.e., in addition to the reviewer’s report) of strengths identified, areas for improvement, and changes made as a result. Optional: reflections on the process of the review.

Appendix B: Effective Teaching Strategies
(from the Mansfield campus PET guidelines)

1. Organization: ways of organizing and structuring the class and subject matter
   • The instructor clearly states or posts the goals or objectives of the class
   • The instructor explains the relation of this class to the previous one
   • The instructor explains how each topic fits into the overall course
   • The instructor clearly indicates transition between topics.
   • The instructor summarizes topics periodically and at the end of class.
   • The instructor writes key terms on the board or displays them via the overhead projector.

2. Clarity and Content Knowledge
   • The instructor conveys a sense of intellectual rigor and expert knowledge of the subject matter.
   • The instructor defines new or unfamiliar terms.
   • The instructor communicates the reasoning process behind operations or concepts.
   • The instructor repeats difficult ideas several times and gives multiple examples of each concept.
   • The instructor points out practical applications of concepts.
   • The instructor identifies sources, perspectives, and authorities in the field.
   • The instructor solicits students’ questions and answers them thoroughly and clearly.

3. Presentation Skills: verbal and nonverbal techniques to encourage student attention
   • The instructor uses the available space by moving about while presenting.
   • The instructor gestures with hands and arms and exhibits facial gestures or expressions.
   • The instructor makes eye contact with students.
   • The instructor speaks at an adequate volume and enunciates words clearly.
   • The instructor speaks at an appropriate pace, emphasizing important points by pausing, speaking slowly, etc.
   • The instructor speaks in a dramatic or expressive way that conveys enthusiasm and interest.

4. Rapport: quality of interpersonal relations between instructor & students
   • The instructor addresses students by name.
• The instructor encourages student participation and creates a positive classroom atmosphere.
• The instructor treats all students equally.
• The instructor uses humor effectively.
• The instructor demonstrates flexibility in responding to student concerns or interests.
• The instructor welcomes multiple points of view.
• The instructor celebrates diversity and avoids statements that demean particular groups.

5. Instructional Strategies for Lectures, Discussions, and Group Work (if applicable)
   • The instructor pitches questions, concepts, and discussion prompts at an appropriate level.
   • The instructor raises intellectually stimulating and challenging questions.
   • The instructor allows “wait time” after asking questions.
   • The instructor uses “advance organizers” to help students prepare for each class meeting.
   • The instructor keeps class discussion focused on the topic and signposts the direction of the discussion.
   • The instructor demonstrates active listening techniques and helps students develop their responses.
   • The instructor draws nonparticipating students into the discussion and prevents others from dominating.
   • The instructor uses appropriate media and visual aids.
   • The instructor provides clear directions and goals for group work and actively facilitates group activities.

6. Instructional Strategies for Laboratories, Studios, or Field Settings (if applicable)
   • Experiments or exercises are well chosen and well organized.
   • Procedures or techniques are clearly explained and demonstrated.
   • The instructor is thoroughly familiar with the experiments or exercises as well as all equipment or tools used.
   • Assistance is always available during the experiments or exercises.
   • The experiments or exercises develop important skills and help achieve course goals or objectives.
   • The experiments or exercises are of appropriate length and level of difficulty.
   • The instructor provides help in interpreting data.
   • The instructor’s emphasis on safety is evident.
   • Criticism of procedures or techniques is constructive.

7. Overall Course Structure: evaluation of the syllabus, handouts, Carmen site, exams, and other assignments
   • The various materials listed above are well-organized and written clearly.
   • The syllabus includes all relevant information (especially required statements such as GE goals).
   • If used, the Carmen website for the course provides helpful tools and resources for students.
   • The course structure reflects the goals and strategies articulated in the instructor’s teaching statement.
   • Exams and other assignments accurately assess students’ attainment of course goals.
   • The workload required of students is appropriate for the level of the course.

This document is kept current by the Associate Dean.
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