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**Faculty Annual Performance Review Form**

**Academic Year 2023-2024**

**Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Name of Department or Program \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Title \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Review Period: AY2023-2024 (summer, fall, spring)**

Faculty Member Responsibility:

* Completes the top portion of each area in the Performance Review Form (PRF) by indicating yes or no for each category. Please provide an explanation for answers of NO.
* Answers each question in each category, which may include a narrative or a list of all applicable activities.
* Provides supporting documents

Department Chair/Director and Dean Responsibility:

* Review all material submitted by the faculty member
* Determines a performance ranking for each category
* Provides justification for the performance ranking given in each area
* Determines the final overall performance ranking of the faculty member including justification.
* Meet with faculty member to discuss and sign PRF

**Teaching Category (to be filled out by faculty member)**

Teaching is understood to include all of the activities associated with the instruction of students and the creation and promotion of an engaging and effective learning environment. Teaching duties extend outside of the classroom and include, but are not limited to: instructional assignments with assigned credit hours; course preparation including syllabus preparation/ revision, group or individual office hours, evaluation of student learning objectives, grading, mentoring of students, writing letters of recommendation, and assessment of departmental and state-wide learning objectives; curriculum development, review of literature and research in their subject area for the purpose of teaching, on-going review and incorporation of best practices of instructional methodology and subject area and emerging pedagogies; and meeting all policy and other campus requirements for standards of teaching, including regular and substantive interaction.

The evaluation of teaching effectiveness should be measured through careful consideration of a broad range of evidence, both direct and indirect, including peer observations of teaching, teaching materials, student evaluations (numerical evaluation scores, representative comments from narrative evaluations), and/or curriculum development.

\_\_\_ Quality of Teaching Materials (attach examples)

\_\_\_ Peer Reviews (attach evaluation)

\_\_\_ Assessment of Student Learning Outcomes (attach examples)

\_\_\_ Curriculum Development/Revisions

\_\_\_ Student Evaluations (attach copies)

\_\_\_ Other (please provide a list plus any accompanying support documents)

*Please answer the following questions regarding your teaching:*

***Teaching Loads***

1. List courses taught for academic year 2023-2024 (specify semester and course credit hour load) and what format they were taught in (live, online, hybrid):

***Teaching Pedagogy***

1. Are you teaching or interested in teaching a distance education course? Are you interested in developing or learning additional instructional technologies?
2. Have you integrated new pedagogical approaches to your subject matter that have proved successful? Please discuss how they improved your instructional practices or student outcomes. If you have tried new approaches that were not successful, please discuss as well and what you learned from them.

***Peer Observation***

Peer observation can be a valuable tool for faculty development and improvement. Overall, peer observation promotes a culture of continuous improvement in teaching and learning, ultimately benefiting both faculty and students. It contributes to professional growth, increased and strengthened collaborations, new perspectives, helps identifies areas of strengths and areas needed for improvement, and overall strengthens our accountability as faculty to the highest standards of the profession.

1. Have you completed peer reviews/peer observations of your teaching? Have you conducted peer previews/peer observations of your colleagues? Please include copies of the evaluations. *Please plan to have peer reviews/peer observations yearly (can include within discipline or outside of discipline reviews based on focus on content review vs instructional review).*

**Service Category (to be filled out by faculty member)**

Service work includes activities that contribute to department/division and/or branch campus,

support the mission of UNM, and may contribute to the economic, cultural, and educational

development of the state and/or local communities. Assigned service duties are agreed upon by

the department/division chair and dean and MAY include (but not limited to): Participation in faculty or campus governance activities; participation in department/division-, campus- and/or system-wide committees; Participation in recruitment activities for students; Oversight of student clubs and groups; Participation in recruiting and hiring activities for faculty and staff; Participation in tenure and promotion panels; Coordination of community events; Mentoring and supporting junior faculty; Advising or providing expertise to UNM initiatives; Coordination of, internships, field assignments, work placements or other discipline-specific activities; student mentoring.

The evaluation of service should highlight contributions to the department, University, profession, or community in one’s professional capacity. Please include list of specific activities.

\_\_\_ Committee Work

\_\_\_ Campus Community Service

\_\_\_ Off-Campus Community Service (defined in Section B.1.2.3 of the UNM Faculty Handbook)

\_\_\_ Service to Students

\_\_\_ Other (please provide a list plus any accompanying support documents)

*Please answer the following question about your college and community service:*

1. Please list and describe all non-teaching services to both UNM- Taos and the broader community.

**Professional Activity/ Professional Development/Scholarly Work Category (to be filled out by faculty member)**

Professional Activity/Professional Development, and Scholarly Work includes work carried out

in order to produce and disseminate new knowledge or creative works, while also

encompassing other work founded in the faculty member’s role as a professional, such as

continued training and certification. The branch campus workload policies will address the

expectations of Professional Activity/Professional Development, and Scholarly Work that are in

alignment with the branch campus’s promotion and tenure standards. Professional

Activity/Professional Development, and Scholarly Work include activities agreed upon by the

department/division chair and dean. The following is not an exhaustive list:

Professional Activity/Professional Development:

• Pursuing advanced degrees, certifications, and/or discipline-based training

• Professional development as required to maintain licensure standards

• Attendance at workshops/webinars

• Leadership and/or participation in professional organizations

Scholarly Work:

• Grant writing and principal investigator (PI) duties

• Community-engaged scholarship and service learning

• Pedagogical research

• Publication or original work including the development and sharing of creative works,

such as artistic and literary exhibition

• Conference presentations/panels

• Mentoring undergraduate students engaged in research activities

The evaluation of professional activity should describe attendance or presentations at conferences, online or distance participation in professional development activities, describe publications that contribute to scholarship or pedagogy in the field, identify creative work in the arts, and practice in a professional field; provide highlights of other activities to provide support for the overall professional activity evaluation such as on-going projects or grants and long-term plans.

\_\_\_ Conference Attendance

\_\_\_ Conference Presentations

\_\_\_ Continuing Education

\_\_\_ Professional Organization Participation

­­­*\_\_\_* Publications (*only required for tenure-track faculty moving to full professor*)

\_\_\_ Other (please provide a list plus any accompanying support documents)

*Please answer the following question about your professional activity/professional development/scholarly work:*

1. List all professional development that you have participated in during the past year. What have been the key takeaways from these professional development/activities and how do they inform your instructional or professional practices?
2. List any books, publications, artwork or shows produced in the past year.
3. List all presentations given in the past year.

 **Goal Setting for Next Year**

1. What classes will you be teaching for Academic Year 2024-2025? (Please list Course Number, Course Name, and Credit Hours or credit hour equivalence for agreed upon Workload Contract with Chair and Dean)
2. Are there any additional duties that you would like to undertake for the upcoming academic year?
3. Do you have a course reassignment for the upcoming academic year? Please describe the duties associated with this course reassignment.
4. How do you envision your faculty role in student advising and/or mentoring of faculty?
5. What are two or three professional goals that you would like to accomplish in academic year 2024-2025? Are there ways that you envision UNM-Taos leadership helping to support your achieving those goals?

**Rating for Teaching (to be filled out by supervisor):**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |
| --- | --- |
| **Performance Rating** | **Criteria** |
| **Excellent** | * Lessons are designed to challenge and engage students by utilizing multiple means to convey content. Assignments and materials reflect higher-level learning and critical thinking.
* Reviews from supervisors demonstrate excellent classroom management and content delivery, plus steady improvement in any key areas indicated.
* Reviews from peers demonstrate excellent classroom management and content delivery, plus steady improvement in any key areas indicated.
* Consistent assessment practices and data are evident across all areas of teaching, and can serve as an example to others.
* Creative application of innovative curricular development with sound and current theory supporting practice.
* Above average evaluation scores with positive reviews. May include specific notes about excellence.
 |
| **Effective** | * A variety of materials exist to convey content and engage students.
* Acceptable reviews from supervisors are present.
* Acceptable reviews from peers are present.
* Evidence of assessment practice is present, but shows room for improvement.
* Evidence of curricular development is present with working justification.
* Evaluations present with solid scores.
 |
| **Not Effective**  | * Lesson materials are of questionable quality and do not promote critical thinking or engagement. May have no materials.
* Supervisor reviews may be present, but improvement through time is not shown or unacceptable practices are demonstrated.
* Peer reviews may be present, but improvement through time is not shown or unacceptable practices are demonstrated.
* Some evidence of assessment is present, but may not be thorough, consistent, or in keeping with best practices. May have no materials.
* Some evidence of curricular development is present, but may lack justification. May have no materials.
* Evaluations may be present, but scores show a need for improvement or they are unacceptable.
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**Supervisor comments that support this rating:**

**Rating for Service (to be filled out by supervisor):**

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| --- | --- |
| **Performance Rating** | **Criteria** |
| **Excellent** | * Has served on multiple committees each semester with active or leadership roles in at least one.
* Initiative is shown in service to the campus; leadership roles or event creation and organization is shown.
* Has represented the campus at the community level on several occasions during the year.
* Has taken initiative to address student needs on a larger or campus-wide level.
 |
| **Effective** | * Has served on at least one committee each semester.
* Steady activity in campus events and service, but with little leadership displayed.
* Has represented the campus at the community level at least once during the year.
* Solid evidence of service to students outside of basic job requirements.
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| **Not Effective** | * No committee work is present.
* Minimal activity at the campus level. May have no activity.
* Minimal off-campus service is present. May have no activity.
* Minimal evidence beyond minimal job requirements of service to students. May have no evidence.
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**Supervisor comments that support this rating:**

**Rating for Professional Development/Scholarly Work (to be filled out by supervisor):**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |
| --- | --- |
| **Rating** | **Criteria** |
| Excellent | * Regularly attends national or regional-level conferences relevant to the discipline or academic interest area – two or more per year.
* Presents regularly at national, regional, or local conferences on relevant subjects – two or more per year.
* Consistent effort shown toward relevant skills improvement and documentation of implementation.
* Regular and active participation in professional organizations evident—may include higher level service or integral event participation.
* Several publications of any type (book review, article, manuscript, etc.) in peer-reviewed journals or other peer-reviewed platforms.
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| Effective | * Steady attendance at conferences relevant to the discipline or academic interest area - at least one per year.
* Presents at conferences on relevant subjects – at least once per year.
* Evidence of regular attendance/effort at events, classes, workshops, etc.
* Regular participation in professional organizations.
* Some evidence of publication, of any type (book review, article, manuscript, etc.).
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| Not Effective | * Limited conferences attended, or unclear relation to the discipline or academic interest area. May have no conference attendance.
* Some presentations, but limited in number or scope. May have no presentations.
* Some evidence of advancing relevant skills present, but limited in scope or applicability. May have no evidence.
* Some evidence of participation in professional organizations. May have no participation.
* No evidence of publication.
 |

**Supervisor comments that support this rating:**

**Overall Evaluation (to be filled out by supervisor and reviewed with faculty member prior to obtaining signatures):**

The overall evaluation is based on ratings in the areas of teaching, service and scholarly work.

\_\_\_\_\_\_ Excellent

\_\_\_\_\_\_ Effective

\_\_\_\_\_\_ Not Effective

**Supervisor comments that support this rating:**

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**Department Chair/Director Signature Date**

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**Instructor Signature Date**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Dean of Instruction Signature Date**