## **Horticulture Periodic Review of Faculty**

## **Rating System and Instructions**

## **Review Period January 1, 2018 to December 31, 2018**

## **Overview of the Periodic Review of Faculty (PROF) Process**

1. **Objective**

Constructive feedback is essential to the development of faculty and team productivity and performance. Per the guidelines for the OSU salary increase process, a fully satisfactory PROF is required for a salary increase.

1. **General Instructions**

A PROF form and your position description (PD) will be emailed to you. Complete only applicable sections of the form. You can use the Annual Activity report in Digital Measures (DM) at <http://digitalmeasures.oregonstate.edu/>, or prepare a current CV that follows the college/department P&T template. You can cut and paste the documentation from your CV into each section of the PROF form, or highlight the appropriate section of the CV using gray shading and refer to the CV page number in the PROF form. Rate yourself in each category by shading the performance indicator you believe is appropriate. The Department Head (DH) will underline the performance indicator that the faculty member has achieved in this evaluation period. Ratings by the faculty member and DH will both be shown on the form.

1. **Rating Scale**

U - Unsatisfactory

F - Fair

**S** - Satisfactory

**S&P** - Strong and Positive

**E** - Exceptional

Performance expectations for S, S&P, and E are described in each review category in the instructions. However, the ratings for U and F apply to all review categories and are defined as follows: Fair rating means that the satisfactory standard is met in some areas, but not in others. Performance is not fully satisfactory. Improvement is needed to meet job responsibilities. Unsatisfactory rating indicates that the performance requirements for a satisfactory rating are generally not being met and that performance in a specific area, or overall, is unacceptable. An overall “U” rating means that action must be taken to maintain employment.

1. **Submission of the PROF Packet**

**DUE: Friday, February 1, 2019**

The complete PROF packet will include the PROF form, PD (if revised), and CV. Email your PROF packet to the Administrative Manager.

1. **Schedule PROF Meeting**

Contact the Administrative Manager to schedule meeting with DH for face-to-face review of PROF.

1. **Finalizing the PROF Process**

The completed PROF form will be returned to you by the DH or Administrative Manager via DocuSign. Read the PROF, add any comments you wish, sign, date, and submit the form.

## **Teaching and Advising (Thesis)/Mentoring**

1. **Instructional Summary**

The teaching evaluation will take into consideration the class size, demographics of majors, undergraduate/graduate level course, SET scores, and peer evaluation of teaching when available. With these guidelines in mind, the intent of this section is for the faculty member and DH to assess classroom performance given all information available. Graduate student advising is not considered here and is separately evaluated in sectionB. 2. Advising (Thesis)/Mentoring, as some faculty have graduate student advisees and do not have a major responsibility in classroom teaching.

1. Ratings for Teaching

**S** - Is teaching assigned class(es) using relevant teaching methods. Has written learning objectives for class(es). SET scores are near the CAS average (CAS average is historically lower than the HORT average). Suggestions for teaching improvement arising from peer evaluations of teaching are considered and used as deemed appropriate.

**S&P** - Is teaching assigned class(es) using relevant teaching methods. Has written learning objectives for class(es) and is consistently making small program changes to better meet these objectives. Has outlined assessment procedures to demonstrate meeting stated learning objectives. Is involved in departmental discussions on teaching. SET scores are near the departmental average, which tends to be slightly higher than the College, with exceptions allowed as noted above for difficult class structures.

**E** - Meets all criteria for S&P but has made and can document major changes/innovations in class design to better meet learning objectives. Is able to demonstrate through established assessment techniques that student learning has truly occurred. Is consistently involved in departmental discussions on teaching and curriculum improvement. Has at least occasional involvement in professional development activities related to improving teaching skills.

1. Report of accomplishments: Include any significant changes you attempted or adopted.
2. For each class during the review period, you will have a SET report (unless your course enrollment is below 6 students). The report will include the overall rating and scores for each of the 12 elements of your SET report. If SET scores were not available for your class due to low student numbers, indicate the course and enrollment on the PROF form.

Comparison CAS SET scores will be available on the Horticulture shared drive under (S:), [\\casfiles.biossys.oregonstate.edu](file:///%5C%5Ccasfiles.biossys.oregonstate.edu), “Share,” “HORT,” “SET Scores,” “SET Scores – Templates for Faculty”. Use the comparison scores from the MS Word documents in the “SET Scores – Templates for Faculty” folder. There is a document for each calendar year. Insert your individual SET scores and comparison scores into your CV for the review period. An example of how this looks can be found below:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Course # | Term | Enrolled | Course SET Median | Instructor SET Median |
| HORT XXX | W 2015 | 32 | Your5.6 | HORT5.2 | CAS5.0 | Your5.7 | HORT5.4 | CAS5.0 |

Instructions to access individual SET scores are listed below.

Log in to “Online Services”:

https://adminfo.ucsadm.oregonstate.edu/prod/twbkwbis.P\_GenMenu?name=bmenu.P\_MainMnu

1. Click on Faculty & Advisors.
2. Click on Instructor Access to Student Evaluation.
3. A new window should pop up. If not, click on the Continue button on the screen.
4. A list of your courses will be shown, categorized by term. Find the course in question under the correct term.
5. Click on the Excel icon under the “Ratings” column for the course in question.
6. A box will pop up and ask you if you’d like to open or save the file. You can simply open the file to view your scores or you may choose to save the file on your computer.
7. To find your scores, look under the “Median” column for the “As a whole” and “Instructor’s contribution” rows. The Course SET Median is your “As a whole” score, and the Instructor SET Median is your “Instructor’s contribution” score.

## **Advising (Thesis)/Mentoring**

* + - 1. Ratings for Advising (Thesis)/Mentoring

**S** - Occasionally has a graduate student working on a thesis project with their program or serves as co-major professor for graduate students or serves as mentor for a Postdoctoral Scholar, Postdoctoral Fellow or has undergraduates doing research with their project that results in scholarly outcomes, not just hourly work. Alternatively, this rating can be achieved on an ongoing basis by playing a significant role as an engaged member of a graduate student thesis committee and enabling the research of that student. The faculty member is effective in advising these students.

**S&P** - Consistently has a graduate student with their project for whom they serve as major professor, or in the case of off-campus faculty, as co-major professor. Alternatively, this rating can be achieved by playing a significant role as an engaged member of several graduate student thesis committees and enabling the research of these students. In lieu of a graduate student, every 3-4 years this rating can be achieved by having undergraduates doing research work with their project that results in scholarly outcomes (not just hourly work) or by serving as the mentor for a Research Associate (Post Doc), Postdoctoral Scholar, or Postdoctoral Fellow when consistent with your position description. The faculty member is effective in advising these employees/students.

**E** - Consistently has two or more graduate students for whom they are major professor, or in the case of some off-campus faculty, as co-major professor. One graduate student position can be accounted for by playing a significant role as an engaged member of several graduate student thesis committees and enabling the research of these students or by serving as the mentor for a Research Associate (Post Doc), Postdoctoral Scholar, or Postdoctoral Fellow. Faculty performing at this level typically involve undergraduates whose research work results in scholarly products as part of their programs. The faculty member is effective in advising these employees/students.

* + - 1. **Optional:** Dissertation/Thesis Impact Metric

Your students’ dissertations/theses are also posted in *Scholars Archive (SA@OSU)* <https://ir.library.oregonstate.edu/>. Please provide total downloads in the review period for your last five students. Search *SA@OSU* (<https://ir.library.oregonstate.edu/>) for your students’ surnames; double click on the title of each work; click on “View Usage Statistics” at the bottom of the right sidebar; report the review period downloads for each document and other statistics that seem of interest. **NOTE:** Student publications and presentations will be reported under D. Scholarship and Creative Activity, of these instructions.

* + - 1. Report of accomplishments: Include undergraduate research experience/thesis.
1. **Other Assignments**
2. **Research Program**

For those that have a research appointment, provide information on your research program under this section. Focus your comments on the rating criteria below, which includes progress toward research objectives, peer recognition, impacts, and program funding. (NOTE: Publications, presentations, etc., will be listed under D. Scholarship and Creative Activity.)

1. Ratings for Research Program Planning and Execution

**S** - Has established a research program with defined goals and objectives and is using effective methodologies to achieve these goals.

**S&P** - Can document through publications (as reported in D. Scholarship and Creative Activity), invited presentations (as reported in this section), or consistent success in securing grants or other funds that there is peer recognition of program research activities.

**E** - Can demonstrate through invited presentations, publications, citations, patents, adaptation of program developed methods and procedures, and other appropriate means that research activities are having an impact on one’s research area.

1. Ratings for Overall Program Management

**S** - Has developed an effective strategy for meeting overall program goals and objectives. Uses base resources effectively and has secured minimal additional funds or other resources (graduate student assistance, volunteer assistance, and research staff) to execute program plans.

**S&P** - Is able to consistently secure a moderate, and occasionally significant, level of additional program funding to execute program activities. This funding is often used for graduate student salaries and tuition, research staff support, and support for visiting scientists, etc. Secures funds from an array of sources. Manages project personnel effectively.

**E** - Is able to consistently secure a high level of additional program funding to execute program activities. This funding is often used for graduate student salaries and tuition, research staff support, and support for visiting scientists, etc. Funds are from an array of sources and occasionally or consistently includes national competitive grant funds. Manages project personnel effectively.

## **Extension Program**

For those that have an Extension appointment, provide information on your program under this section. Include client presentations, workshops, etc. here, or highlight the appropriate section of the CV using gray shading and refer to the CV page number in the PROF form, or use the Annual Activity Report in DM. Please comment on aspects of the criteria below that include progress toward objectives based on client needs, impacts of programs, and program support. (NOTE: Publications, presentations, etc., will be listed under D. Scholarship and Creative Activity.)

1. Ratings for Extension Program Planning and Execution
**S** - Has established an extension education program with measurable goals and objectives based on clientele needs. Clientele can include other OSU faculty, agency personnel, field practitioners, etc. Documentation on how clientele input was obtained is required. Conducts presentation or program evaluations, three clientele evaluations of teaching (CET) each year, per 1.00 FTE of extension funding and obtains at least average scores. Obtains a peer evaluation of extension/outreach teaching (one per year, per 0.75 FTE of extension funding).

**S&P** - Consistently evaluates extension programs to determine if goals and objectives are being met and document short-term impacts of programs. Consistently receives above average ratings in program evaluations.

**E** – Builds upon expectations for “S&P” and can document using appropriate methodologies that extension programs are leading to medium and long-term impacts in target audiences.

1. Ratings for Overall Program Management

**S** - Has developed an effective strategy for meeting overall program goals and objectives. Uses base resources effectively and has secured minimal additional funds or other resources (graduate student assistance, volunteer assistance) to execute program plans.

**S&P** - Is able to consistently secure a moderate, and occasionally significant, level of additional program funding to execute program activities. This funding is often used for graduate student salaries and tuition, research staff support, and support for visiting scientists, etc. Secures funds from an array of sources. Manages project personnel effectively.

**E** - Is able to consistently secure a high level of additional program funding to execute program activities. This funding is often used for graduate student salaries and tuition, research staff support, and support for visiting scientists, etc. Funds are from an array of sources and occasionally or consistently includes national competitive grant funds. Manages project personnel effectively.

1. **Scholarship and Creative Activity**
2. **Ratings for Scholarship and Creative Activity**

**S** - Annually creates scholarly works appropriate to position description. These can include newsletters, web content, departmental publications, extension publications, refereed publications, abstracts, proceedings, books, etc. The number of scholarly works will vary by position type and be specific to your position description, with field-based research and extension publications typically produced at a lower rate than lab-based research. In general, a minimum of one refereed journal article and/or 1-2 significant extension publications (not updates or minor revisions of an existing work) is expected each year, depending on position description, as part of the scholarly works output. Lead authorship is not required but the faculty member must demonstrate that a significant personal contribution was made toward co-authored works. All faculty with scholarship expectations must demonstrate that they are operating in the “scholarship cycle”: idea generation, proposal development, resource acquisition, do needed work, preliminary data/results sharing, analysis, final reporting, final publication(s).

**S&P** - Annually creates scholarly work as outlined above, with two or more refereed publications and/or three or more significant extension publications annually.

**E** - Annually creates scholarly work as outlined above with works including invited papers, books, proceedings of invited national or international presentations, etc. This rating requires evidence of national leadership and peer recognition in one’s research area. The scientific contributions of scholarship as indicated by journal impact factor and extent of peer citations or peer and clientele adoption will be considered in the context of the position description.

1. **Report of accomplishments**
2. **Publications in print/online**
	1. This section is intended for reporting of peer-reviewed publications, juried exhibits, book chapters, extension publications, proceedings articles, abstracts from conferences without published proceedings, newsletters, trade/industry journal articles, and websites; presentations to peers; grants and contract support; patent awards, etc. Nontraditional forms of scholarship and creative activity are also important to document here.

Use the Annual Activity Report in DM, or follow the college/department Scholarship and Creative Activity section of the [Curriculum vitae template](https://agsci.oregonstate.edu/sites/agscid7/files/cv_template_cas_version_053118.pdf) 05/31/18 (PDF).

* 1. List completed publications in the categories of the sample CV or highlight the appropriate section of the CV using gray shading and refer to the CV page number in the PROF form, or use the Annual Activity Report in DM.
1. **Publications in progress**
	1. List publications that have been submitted for review, or are otherwise in progress.
2. **Number of student and post doc publications refereed and other;** number of student presentations to peers; number of student and post doc presentations to clientele.
3. **Underline the student or post doc author(s) in each citation**.
	1. Also enter the citations for each refereed publication in Digital Measures at: <http://digitalmeasures.oregonstate.edu>.
4. **Other publications including websites**
5. Use the Annual Activity Report in DM, or list or cite in your CV all websites, web content, and other electronic resources that you have created and/or maintain for your project activities.
6. **Optional:** You may also choose to submit the following optional information.
	* 1. If you have evaluation information about the web content you created (number of hits, types of users, citation by others, etc.), please provide this information.
		2. If you have non-refereed documents in *Scholars Archive (SA@OSU)* <https://ir.library.oregonstat.edu>, you can easily find and download information at the SA site. Search *SA@OSU* (<https://ir.library.oregonstat.edu>) for your surname; double click on the title of each work; click on “View Usage Statistics” at the bottom of the right sidebar; report the review period downloads for each document and other statistics that seem of interest.
7. **Presentations to Peers**
	1. List presentation title, date, location, and setting (professional meeting, etc.).
	2. Provide clientele or peer evaluation ratings of your presentation(s).
	3. Indicate whether the presentation was invited or volunteered.
8. **Grants and Contract Support**
	1. In Progress

If you are funded by a multiple year grant that was awarded in a previous year, list the grant and the amount of funding your specific project received for the review period.

* 1. Awarded

List grants awarded in the review period. Give title, granting agency, and award period. List all co-PIs and as best you can, the amount of money that **your project will receive** from the total award. If a specific fund allocation was not written into the original proposal, please make your best guess at the amount you will receive. We want to avoid double counting of dollars across the college and university.

1. **Patent Awards, Cultivar Releases, and Inventions**

Report patent title and filing date, or number if granted.

1. **Service, Collegiality, and Meeting Organizational Needs**

The intent of this section is to capture your service activities and responsiveness to meeting departmental, college, and university reporting and organizational needs.

1. **Ratings for Service, Collegiality, and Meeting Organizational Needs**

**S** - Serves on assigned departmental committees and is involved in some professional level service activities at a university, state, regional, or national level. Volunteers for or agrees to occasional extra departmental service work when asked. Employee interacts effectively and appropriately with all individuals in the department. Completes all required paperwork and reports in a timely fashion for effective organization operation: annual reporting documents, Experiment Station individual or group reports, Digital Measures (DM), etc. Attendance at Horticulture Faculty Meetings, Departmental Seminars, theses defenses, and recruitment events is expected for a minimum ranking of “S”.

**S&P** - On an ongoing basis has volunteered or agreed to an appointment on a department, college, university, or professional organization committee and/or significantly contributes through active involvement to university relations in the community. Makes contributions to department, college, and university team efforts. Is sought after and valued as a team member. Cooperates across program areas as appropriate for position description. Participate at Horticulture Faculty Meetings, Departmental Seminars, theses defenses, and recruitment events.

**E** - Provides significant leadership for department, college, university, professional, or community organizations. Provides leadership, beyond job expectations, for team efforts, and in building relationships across departments, colleges, universities, etc. Provides leadership for aspects of Horticulture Faculty Meetings, Departmental Seminars, theses defenses, and recruitment events.

1. **Awards and Honors**

List any awards and honors received in the review period, or reference your CV, or use the Annual Activity Report in DM.

1. **Diversity, Equity and Inclusion**

How did you address this in the current review period?

1. **Other Planning Needs**

For example: special equipment, Family Medical Leave Act (FMLA), sabbatical, etc.

1. **Professional Development Plans**
2. **Ideas for News Releases**

Very briefly list any ideas you have for news releases about your work that might capture important impacts. This list could also include news releases needed for major future events.

1. **Notable accomplishments** in the form of a brief impact statement ot be used for the annual Provost Report. (250 characters or less)