

TEACHING EVALUATION SUMMARY

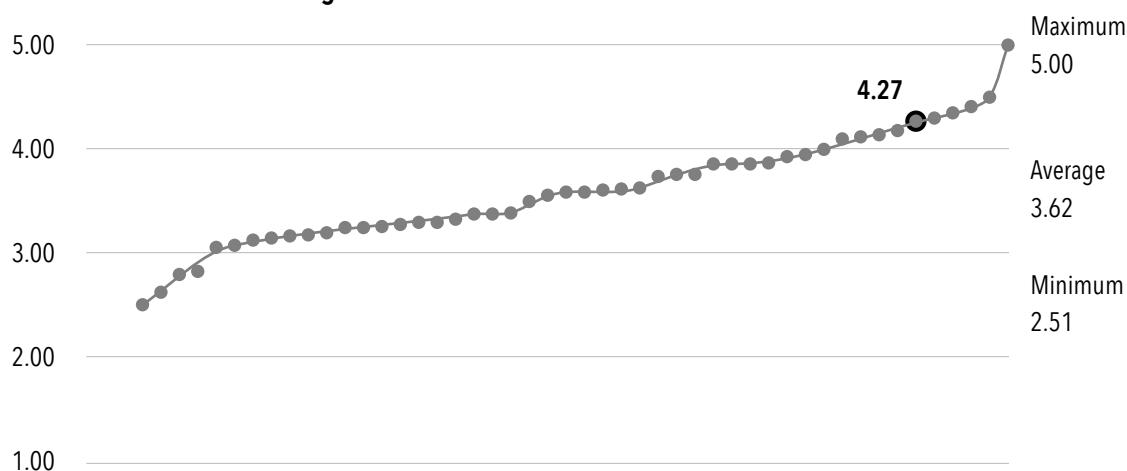
Below are recent scores, calculated as averages across five primary indicators¹ (i.e., course design, instructional practices, inclusion practices, assessment practices, and course impact), included in the university's *voluntary* student learning experience evaluations:

Table 1. Learning Experience Evaluation Scores

Course	Semester	N	n	Rate	Score
EDUC 570 – Research Methods and Data Analysis	SU18	26	16	62%	3.52
EDUC 442 – Education for Social Change	FA18	15	15	100%	3.93
EDHP 552 – The Politics of Difference	SP18	22	15	68%	3.69
	SP19	23	10	43%	3.58

Additionally, all non-tenure-track faculty are required to complete the Faculty Annual Performance Review (FAPR) survey each calendar year, which is comprised of documenting contributions to research, teaching, and service. The FAPR is evaluated by the Faculty Promotions Committee and assigned a merit score by the Dean. As a full-time clinical faculty member, my score is comprised exclusively of teaching and service and does not include research productivity. My 2018 merit score was a **4.27** on a 5-point scale, ranking in the **90th percentile** of all full-time, non-tenure-track faculty.

Figure 1. 2018 FAPR Merit Score Distribution



My teaching was recently recognized by USC Rossier Dean as one of three selected representatives and fellows for the Center for Excellence in Teaching's Faculty Leadership Institute. Additionally, the USC Rossier Student Organization selected me as a **2019 Faculty Member of the Year** as well as receiving the Rossier Postsecondary Administration and Student Affairs Network's **2019 Outstanding Faculty Member Award**. Receiving these two awards was especially humbling in that the nominations and voting are entirely determined by the students.

¹ All indicators are calculated using a 4-point scale.



USC University of
Southern California

Individual Report for Instructor Davis (27309-20183 : EDUC-422 Education for Social Change (27309))

Project Title: **Learning Experience Evaluations - Fall 2018**

Project Audience: **15**

Responses Received: **15**

Response Ratio: **100%**

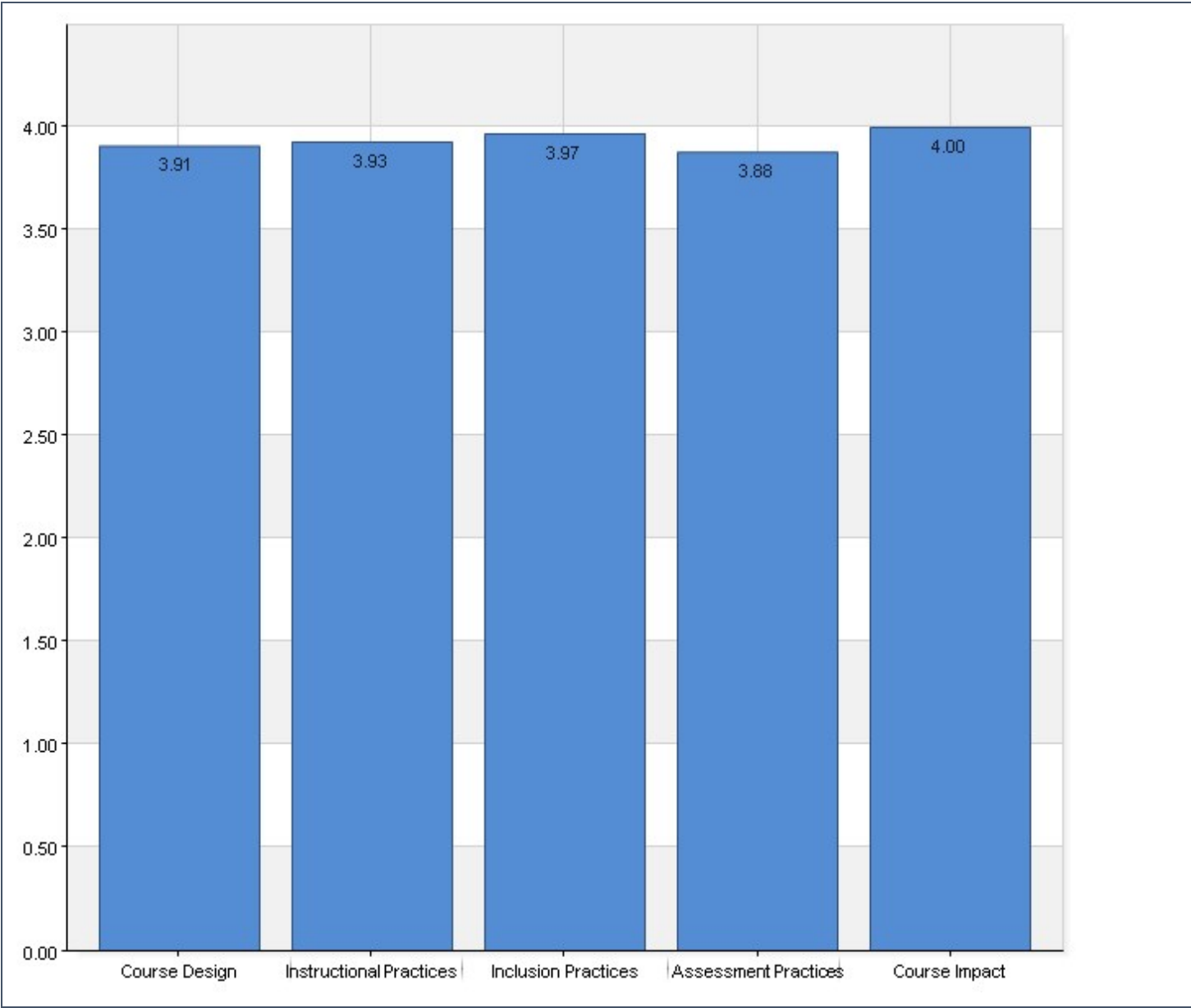
Report Comments

Please download and save a PDF copy of this report

Creation Date: **Mon, Jan 21, 2019**

LEARNING EXPERIENCE SUBSCALE ANALYSIS

Learning Experience Subscale Average Score



Competency	Course-instructor	Standard Deviation
Course Design	3.91	+/-0.36
Instructional Practices	3.93	+/-0.25
Inclusion Practices	3.97	+/-0.18
Assessment Practices	3.88	+/-0.42
Course Impact	4.00	+/-0.00



USC University of Southern California

Individual
Report
for
Instructor
Davis
(26728-
20181
:
EDHP-
552
The
Politics
of
Differenc
(26728))

Project USC
Title: Learning
Experience
Evaluation
-
Spring
2018
Project 22
Audience: 15
Responses 68.
Received:
Response
Ratio:

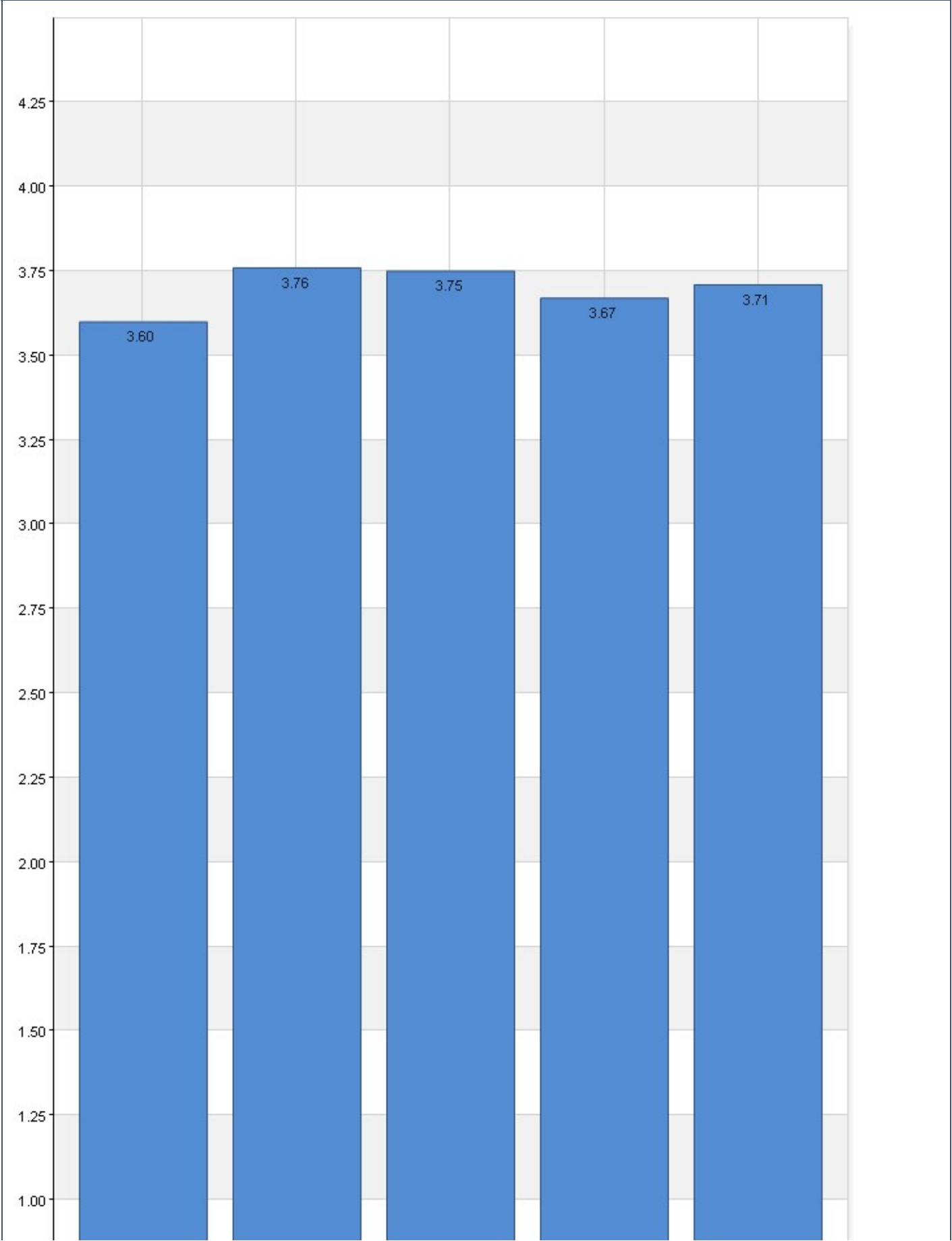
Report Comments

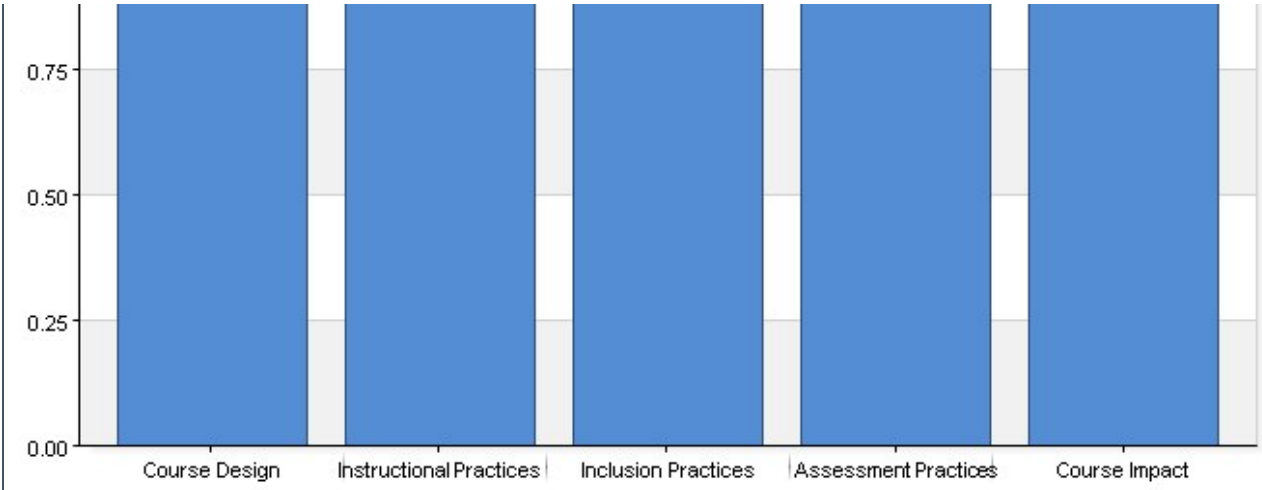
A sample report is available here: <http://oir.usc.edu/wp-content/uploads/2018/05/SAMPLE-REPORT.pdf>.

Creation Date: **Thu, Aug 02, 2018**



Learning Experience Subscale Analysis





Competency	Course-instructor	Standard Deviation
Course Design	3.60	+/-0.50
Instructional Practices	3.76	+/-0.43
Inclusion Practices	3.75	+/-0.44
Assessment Practices	3.67	+/-0.48
Course Impact	3.71	+/-0.59

To: Charles Davis
Assistant Professor of Clinical Education

From: Karen Symms Gallagher *Karen*
Emery Stoops and Joyce King Stoops Dean
Rossier School of Education
University of Southern California

Date: June 5, 2019

RE: Faculty Performance Review and Contract for 2019-2020

The 2018-2019 academic year has been a year of learning, improving and growing as a community of faculty, staff and students through our scholarship, practice and the care and concern we take to show each other.

Looking Back

As all of us reflect on the past academic year, we have much to be proud of. On May 9th and 10th, we graduated 302 doctoral students and 566 master's students, respectively. Thank you for educating, mentoring and leading all of our graduates who will become change agents and leaders in their respective fields.

The quality of our students and the impact of our academic degree programs led to the US News and World Report ranking the Rossier School as the 12th best graduate school of education for 2019. For the 2018-2019 academic year, I set three areas of focus for our academic programs: 1) recruitment and retention; 2) quality of programs and learning experiences; and 3) evaluation, assessment and implementation. The goals of these objectives was to improve through data and transparency, advance our mission towards equity and inclusion, and implement the recommendations from the Diversity Task Force and the Academic Program Review (APR).

In addition to your leadership in our academic degree programs, the research and scholarship of our faculty has also influenced policy makers and leaders in both K-12 and higher education. During the 2018 calendar year, Rossier faculty were awarded over \$10,000,000 through 55+ awards, grants and contracts.

Through our "Rossier Way: Creating a Culture of Caring," we continued our book club series in both the fall and spring. In the fall, we read Tommy Orange's best-selling work, *There There* and in the spring, we read *Lost Children Archive* by Valeria Luiselli. This series is about seeing fiction as a way to actualize our mission and to make it more accessible. It is about building community and realizing our very own interconnectedness across the USC Rossier family.

University of Southern California

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Faculty Annual Performance Review

The 2018 Faculty Annual Performance Review (FAPR) was organized by the Office of Faculty Affairs and Rossier faculty served as reviewers. The faculty reviewers, independent of one another, rated each FAPR and a final recommendation, including the primary reviews and essays were forwarded to me for final review. The review was based on a holistic judgment of the FAPR submitted by each faculty member.

When considering salary increases for the coming year, several factors framed my decision-making. The first was high productivity and citizenship, as demonstrated by the FAPR and the peer review scores received from the faculty committees. This was counterbalanced by a merit pool of 3.5%. After reviewing all faculty salaries for full-time and part-time faculty, all faculty, including tenured and RTPC full professors, received percentage based merit increases. To keep salary increases within the merit pool range, no merit increases were above five percent.

You will find attached your contract for 2019-2020, your peer scores from the FAPR, your merit score assigned by me, and your expected faculty profile and teaching schedule for the coming year.

Your merit score for 2018-2019 is 4.27, which constitutes a 3.3% increase. [REDACTED]
[REDACTED]

You have been renewed as Chief Research Officer, USC Race and Equity Center for 2019-2020, all subject to university policy. Please return your appointment letter to Michael O'Neill by June 30, 2019.

I want to offer my thanks to you for your work and commitment to the school, our new mission and our students. None of these advancements and achievements would be possible without you. I wish you continued success in the coming year.

Please mark your calendar for our annual Fall Kick-off meeting on Monday, August 19th at the Sheraton Grand Los Angeles Downtown. The meeting will begin at 11:30 a.m.

I offer my sincere appreciation for your efforts and dedication to the Rossier School. Thank you for your many contributions.

Enclosures: 2019-2020 Faculty Contract
Faculty Annual Performance Review Results
Faculty Profile and Teaching Schedule for 2019-2020
Administrative Appointment Memo (if applicable)
Supplemental Documentation related to your contract