



Employee Name _____

Title/Department _____

Full-time Adjunct

FACULTY ANNUAL EVALUATION

CONFIDENTIAL

For Academic Month / Year
_____ through _____

STATEMENT OF PURPOSE: This instrument accords with the university’s ongoing continuous quality improvement (IE) efforts and with SACSCOC 3.7.2’s mandate that the “institution regularly evaluates the effectiveness of each faculty member in accord with published criteria, regardless of contractual or tenured status.”

Performance Review Checklist Summary *(Consider all applicable criteria in each category)*

Category A – Academic Engagement

[S] Superior [C] Competent [M] Marginal [U] Unsatisfactory [NA] Not Applicable

Category B – Scholarly & Professional Development Activities

[S] Superior [C] Competent [M] Marginal [U] Unsatisfactory [NA] Not Applicable

Category C – Service Activities

[S] Superior [C] Competent [M] Marginal [U] Unsatisfactory [NA] Not Applicable

Category D – Outreach Activities

[S] Superior [C] Competent [M] Marginal [U] Unsatisfactory [NA] Not Applicable

Category E – Other Strengths/Accomplishments

[S] Superior [C] Competent [M] Marginal [U] Unsatisfactory [NA] Not Applicable

Category F - (Deans/Directors) Administrative Responsibilities

[S] Superior [C] Competent [M] Marginal [U] Unsatisfactory [NA] Not Applicable

(NOTE: S= exceeds expectations C=meets expectations M=needs improvement U=needs intervention)

I have discussed the Performance Review with my supervisor. My signature implies neither my agreement nor disagreement with the Performance Review contents.

Employee

Date

Supervisor

Date



1. Evaluation Checklist

To be completed first by the employee and then the supervisor.

Ratings: Read the criteria for each item and mark the appropriate check box.

[S] Superior [C] Competent [M] Marginal [U] Unsatisfactory [NA] Not Applicable

Category A – Academic Engagement: (SACSCOC 3.7.2) <i>Completed by supervisor</i>	
<p>Supervisor Review</p> <p>1. Observation of classroom teaching (attach observation form) See Appendix 1 for sample observation form</p> <p><input type="checkbox"/> [S] Superior – Exceeds Expectations.</p> <p><input type="checkbox"/> [C] Competent – Meets Expectations.</p> <p><input type="checkbox"/> [M] Marginal – Needs Improvement.</p> <p><input type="checkbox"/> [U] Unsatisfactory- Needs Intervention</p> <p><input type="checkbox"/> [NA] Not applicable.</p> <p>2. Observation of online teaching (attach observation form) See Appendix 2 for observation form</p> <p><input type="checkbox"/> [S] Superior – Exceeds Expectations.</p> <p><input type="checkbox"/> [C] Competent – Meets Expectations.</p> <p><input type="checkbox"/> [M] Marginal – Needs Improvement.</p> <p><input type="checkbox"/> [U] Unsatisfactory- Needs Intervention</p> <p><input type="checkbox"/> [NA] Not applicable.</p> <p style="text-align: center;">3. Staff Development</p> <p><input type="checkbox"/> [S] Completed above minimum requirement.</p> <p><input type="checkbox"/> [C] Completed one activity each quarter.</p> <p><input type="checkbox"/> [M] Completed below minimum requirement.</p> <p><input type="checkbox"/> [U] Did not complete any staff development.</p> <p><input type="checkbox"/> [NA] Not applicable.</p> <p style="text-align: center;">4. Student Satisfaction</p> <p><input type="checkbox"/> [S] High student evaluations.</p> <p><input type="checkbox"/> [C] Average student evaluations.</p> <p><input type="checkbox"/> [M] Low student evaluations.</p> <p><input type="checkbox"/> [U] Very Low student evaluations.</p> <p><input type="checkbox"/> [NA] Not applicable.</p>	<p>Supervisor Review</p> <p style="text-align: center;">5. Retention</p> <p><input type="checkbox"/> [S] High student retention data.</p> <p><input type="checkbox"/> [C] Average student retention data.</p> <p><input type="checkbox"/> [M] Low student retention data.</p> <p><input type="checkbox"/> [U] Very Low student retention data.</p> <p><input type="checkbox"/> [NA] Not applicable.</p> <p style="text-align: center;">6. Adherence to Teaching Responsibilities</p> <p><input type="checkbox"/> [S] Completes tasks and recommends improvements.</p> <p><input type="checkbox"/> [C] Completes mandatory tasks with no prompting.</p> <p><input type="checkbox"/> [M] Requires prompting to complete teaching tasks.</p> <p><input type="checkbox"/> [U] Often does not complete assigned teaching tasks.</p> <p><input type="checkbox"/> [NA] Not applicable.</p> <p style="text-align: center;">7. Adherence to University Policies and Procedures</p> <p><input type="checkbox"/> [S] Completes tasks and recommends improvements.</p> <p><input type="checkbox"/> [C] Completes mandatory tasks with no prompting.</p> <p><input type="checkbox"/> [M] Requires prompting to complete teaching tasks.</p> <p><input type="checkbox"/> [U] Often does not complete assigned teaching tasks.</p> <p><input type="checkbox"/> [NA] Not applicable.</p> <p style="text-align: center;">8. Academic Advisement (faculty advisors only)</p> <p><input type="checkbox"/> [S] Mentors students in making academic decisions.</p> <p><input type="checkbox"/> [C] Assists students when requested or as needed.</p> <p><input type="checkbox"/> [M] Some assistance on request. Lacks follow through.</p> <p><input type="checkbox"/> [U] Unavailable to assist students.</p> <p><input type="checkbox"/> [NA] Not applicable.</p>
<p>Employee's observations and comments (Include accomplishments and challenges)</p>	<p>Supervisor's observations and comments</p>

SELF-ASSESSMENT <input type="checkbox"/> [S] <input type="checkbox"/> [C] <input type="checkbox"/> [M] <input type="checkbox"/> [U] <input type="checkbox"/> [NA]	Category B– Scholarly & Professional Development Activities (SACSCOC 3.7.2)	SUPERVISOR REVIEW <input type="checkbox"/> [S] <input type="checkbox"/> [C] <input type="checkbox"/> [M] <input type="checkbox"/> [U] <input type="checkbox"/> [NA]
Below, list any scholarly and professional/personal development activities such as seminars, classes, research, conferences, publications, grants, leadership in professional associations, etc. <i>Completed first by the employee and then by the supervisor.</i>		
Employee's observations and comments (Include accomplishments and challenges)	Supervisor's observations and comments	

SELF-ASSESSMENT <input type="checkbox"/> [S] <input type="checkbox"/> [C] <input type="checkbox"/> [M] <input type="checkbox"/> [U] <input type="checkbox"/> [NA]	Category C – Service Activities (SACSCOC 3.7.2)	SUPERVISOR REVIEW <input type="checkbox"/> [S] <input type="checkbox"/> [C] <input type="checkbox"/> [M] <input type="checkbox"/> [U] <input type="checkbox"/> [NA]
Below, list any service activities internal to the Sullivan University System, such as assigned temporary duties, service on committees and task forces, inter-campus relations, conducting internal training or presentations, etc. <i>Completed first by the employee and then by the supervisor</i>		
Employee's observations and comments (Include accomplishments and challenges)	Supervisor's observations and comments	

SELF-ASSESSMENT <input type="checkbox"/> [S] <input type="checkbox"/> [C] <input type="checkbox"/> [M] <input type="checkbox"/> [U] <input type="checkbox"/> [NA]	Category D - Outreach Activities (SACSCOC 3.7.2)	SUPERVISOR REVIEW <input type="checkbox"/> [S] <input type="checkbox"/> [C] <input type="checkbox"/> [M] <input type="checkbox"/> [U] <input type="checkbox"/> [NA]
Below, list any outreach activities external to the Sullivan University System, such as membership in community/civic service organizations; participation in charitable or service events, community education, etc. <i>Completed first by the employee and then by the supervisor</i>		
Employee's observations and comments (Include accomplishments and challenges)	Supervisor's observations and comments	

SELF-ASSESSMENT <input type="checkbox"/> [S] <input type="checkbox"/> [C] <input type="checkbox"/> [M] <input type="checkbox"/> [U] <input type="checkbox"/> [NA]	Category E – Other Strengths/ Accomplishments (SACSCOC 3.7.2)	SUPERVISOR REVIEW <input type="checkbox"/> [S] <input type="checkbox"/> [C] <input type="checkbox"/> [M] <input type="checkbox"/> [U] <input type="checkbox"/> [NA]
Below, list your innovations, accomplishments and/or strengths not mentioned previously that have positively affected the Sullivan University System, your institution, your peers or your students. <i>Completed first by the employee and then by the supervisor</i>		
Employee's observations and comments (Include accomplishments and challenges)	Supervisor's observations and comments	

Category F – Administrative Responsibilities: Academic Deans/Directors (SACSCOC 3.2.10)

Completed by supervisor

Supervisor Review	
1. Academic Program Leadership (SACSCOC 2.7.2; 3.3.1.1; 4.1)	
<input type="checkbox"/> [S]	Superior – Exceeds Expectations.
<input type="checkbox"/> [C]	Competent – Meets Expectations.
<input type="checkbox"/> [M]	Marginal – Needs Improvement.
<input type="checkbox"/> [U]	Unsatisfactory- Needs Intervention
<input type="checkbox"/> [NA]	Not applicable.
2. Curriculum Development (SACSCOC 3.4.10; 4.2; 4.5; 4.9)	
<input type="checkbox"/> [S]	Superior – Exceeds Expectations.
<input type="checkbox"/> [C]	Competent – Meets Expectations.
<input type="checkbox"/> [M]	Marginal – Needs Improvement.
<input type="checkbox"/> [U]	Unsatisfactory- Needs Intervention
<input type="checkbox"/> [NA]	Not applicable.
3. Supervision of Faculty (SACSCOC 3.7.1; 3.7.2)	
<input type="checkbox"/> [S]	Superior – Exceeds Expectations.
<input type="checkbox"/> [C]	Competent – Meets Expectations.
<input type="checkbox"/> [M]	Marginal – Needs Improvement.
<input type="checkbox"/> [U]	Unsatisfactory- Needs Intervention
<input type="checkbox"/> [NA]	Not applicable.
4. Addressing Student Issues (SACSCOC 4.5)	
<input type="checkbox"/> [S]	Superior – Exceeds Expectations.
<input type="checkbox"/> [C]	Competent – Meets Expectations.
<input type="checkbox"/> [M]	Marginal – Needs Improvement.
<input type="checkbox"/> [U]	Unsatisfactory- Needs Intervention
<input type="checkbox"/> [NA]	Not applicable.

Supervisor Review	
5. Management of Course Schedule	
<input type="checkbox"/> [S]	Superior – Exceeds Expectations.
<input type="checkbox"/> [C]	Competent – Meets Expectations.
<input type="checkbox"/> [M]	Marginal – Needs Improvement.
<input type="checkbox"/> [U]	Unsatisfactory- Needs Intervention
<input type="checkbox"/> [NA]	Not applicable.
6. Promoting Student Retention	
<input type="checkbox"/> [S]	Superior – Exceeds Expectations.
<input type="checkbox"/> [C]	Competent – Meets Expectations.
<input type="checkbox"/> [M]	Marginal – Needs Improvement.
<input type="checkbox"/> [U]	Unsatisfactory- Needs Intervention
<input type="checkbox"/> [NA]	Not applicable.
7. Supporting Admissions	
<input type="checkbox"/> [S]	Superior – Exceeds Expectations.
<input type="checkbox"/> [C]	Competent – Meets Expectations.
<input type="checkbox"/> [M]	Marginal – Needs Improvement.
<input type="checkbox"/> [U]	Unsatisfactory- Needs Intervention
<input type="checkbox"/> [NA]	Not applicable.
8. Adherence to Policies & Procedures	
<input type="checkbox"/> [S]	Superior – Exceeds Expectations.
<input type="checkbox"/> [C]	Competent – Meets Expectations.
<input type="checkbox"/> [M]	Marginal – Needs Improvement.
<input type="checkbox"/> [U]	Unsatisfactory- Needs Intervention
<input type="checkbox"/> [NA]	Not applicable.

<p align="center">Employee’s observations and comments (Include accomplishments and challenges)</p>

<p align="center">Supervisor’s observations and comments</p>

2. Professional Improvement Plan

In conjunction with the Faculty Member's supervisor and predicated upon the categories and strengths indicated above, identify measurable objectives that the Faculty Member has agreed to accomplish during the next review period as future growth/career goals. Use the space below or a separate sheet to answer all five questions below:

1. What are your professional improvement objectives for this next year?
2. How will achieving these objectives benefit you and the Sullivan University System?
3. What actions/activities will you pursue to achieve these objectives?
4. How will progress/achievement of these objectives be measured?
5. What support, assistance or resources will be needed for you to achieve these objectives?

Appendix 1 – SAMPLE Classroom Instructor Engagement Form

Classroom Instructor Engagement Form						
Use for Observation/Assessment of On-Ground Instructor (Category A, Section 1)						
NOTE: College/School/Discipline-specific form may substitute for this form						
Course:			Date:			
Instructor:			Observer:			
Item	Expectation	S	C	M	U	Notes
1. Teaching Methodologies	Utilizes a variety of teaching strategies.					
2. Instructional Delivery	Delivers learning-stimulating presentations in a clear and direct manner.					
3. Classroom Management	Controls environment to promote learning.					
4. Course/Content Knowledge	Demonstrates mastery of course content.					
5. Interaction with Students	Interacts with students in a helpful and professional manner.					
6. Instructional Materials	Utilizes teaching materials and technologies appropriately.					

S=Superior (Exceeds expectations) **C=Competent** (Meets expectations) **M=Marginal** (Needs improvement)
U=Unsatisfactory (Needs intervention)

Appendix 2 – Online Instructor Engagement Form

Online Instructor Engagement Form							
Use for Observation/Assessment of Online Instructor (Category A, Section 2)							
Course: Instructor:				Date: Observer:			
Item	Location	Expectation	S	C	M	U	Notes
Setup / Preparation of Course							
1. Welcome course announcement	Course Home Page (<i>Use pen icon to see all course announcements</i>)	Instructor posts announcement for the first day of classes					
2. Instructor bio & contact info	Syllabus & Important Course Documents folder (<i>Meet the Instructor</i>)	Instructor includes name, e-mail, meeting hours for consultation, bio at least one paragraph.					
3. Grading/late assignment policies	Syllabus & Important Course Documents folder (<i>Course Policies</i>)	Instructor's policies for late assignments are stated clearly.					
4. Assignment due dates	Syllabus & Important Course Documents folder (<i>Course Schedule</i>)	Instructor lists due days/dates for assignments in the course schedule table.					
Engagement / Interaction in Course							
1. Course announcements	Course Home Page (<i>Use pen icon to see all course announcements</i>)	Instructor posts weekly course announcements.					
2. Answering student inquiries	Course Home Page (<i>Ask the Instructor discussion forum</i>)	Instructor answers all student inquiries within 48 hours.					
3. Interaction with students	Course Home Page (<i>Ask the Instructor discussion forum</i>)	Inquiries answered in a helpful, non-condescending manner					
4. Participation in discussion forums	Course Home Page (<i>Other discussion forums</i>)	Instructor participates in discussion forums appropriate to the assignment.					
5. Timely grading of assignments	Grade book	Grades are posted up to the previous week or there is a course announcement explaining the delay.					
6. Helpful feedback on assignments	Grade book	Sample of individual student grades shows feedback in the text box (<i>note: instructor may put feedback into written assignments rather than the gradebook text box</i>)					
7. Individualized feedback	Grade book	Feedback is specific and individualized to student needs.					
8. Instructor login activity	Report tab > Category (Learner Profile) > Report (Activity Logs) > User (Name)	Instructor logs in at least 3-4 days each week and checks Ask the Instructor					

S=Superior (Exceeds expectations) **C=Competent** (Meets expectations) **M=Marginal** (Needs improvement)
U=Unsatisfactory (No evidence of engagement in this area)