

**APPENDIX XI-1:
Annual Faculty Performance Plan and Evaluation Form**

CONFIDENTIAL DOCUMENT

ANNUAL FACULTY PERFORMANCE PLAN AND EVALUATION

Annual

New Hire

Improvement Plan

FACULTY MEMBER INFORMATION:

Name: _____
(LAST, FIRST, MIDDLE)

Position Rank/Title: _____

Tenure Track (tenure/on-track/non-tenure track): _____

Starting Date in Position: _____

College/School: _____

Department: _____

Evaluation Period FROM: _____ TO: _____

Evaluation Date: _____

Periodic Reviews DATE: _____ DATE: _____

Evaluator

Evaluator Title

Date

ANNUAL FACULTY PERFORMANCE PLAN AND EVALUATION

INSTRUCTIONS

In the space provided under each of the three evaluation areas (1) teaching/advising, (2) research/scholarship/creative works and (3) service, the faculty member should list specific and measurable objectives and work projects to be accomplished during this performance period. Potential qualifying activities are listed in Appendix III Portfolio Preparation and in the following sections below.

These objectives/work projects should be submitted for review and discussion with the departmental chair or in the case of units without chairs, with the dean at the beginning of the annual performance period. Weights for each area should be established in accordance with the guidelines set forth in the Faculty Handbook (see Section VI).

At the end of the performance period, the faculty member should document the actual results accomplished and submit the completed form to the person conducting the evaluation. In the area of teaching/advising, the documented performance results must include results from the Student Rating of Instruction in addition to any other agreed upon objectives. The evaluator (chair or dean) will meet with the faculty member to conduct the performance evaluation in each of the three areas and to determine an overall annual rating. A sample rating calculation process is contained in Attachment 1 below. A copy of the completed evaluation form should be provided to the faculty member. The faculty member has the right to submit a rebuttal. In the event that a rebuttal is submitted, the rebuttal must be included, along with the completed evaluation form.

The rating scale for each of the areas of evaluation is:

- 5 = Exceeds Expectations**
- 4 = Meets Expectations/High Level**
- 3 = Meets Expectations/Average Level**
- 2 = Partially Meets Expectations**
- 1 = Does Not Meet Expectations**

A. Guide to Completing the Faculty Performance Plan

For additional qualifying activities in each category, see Appendix III Guide for Portfolio Preparation.

Teaching/Advising

Teaching students is central to the mission of the University and as such, faculty must demonstrate excellence in teaching, both in preparation and delivery of content. In addition, faculty must be ever mindful of the central goals of teaching effectiveness and that is student demonstration of knowledge, skills and dispositions. Effectiveness of teaching and learning may be measured through a variety of assessment methods.

Below are a few examples for the identification of objectives for the upcoming year (*examples are not exhaustive*):

1. Course Delivery	2. Course Content	3. Advisement
<ul style="list-style-type: none"> • Foster students' achievement by balancing high expectations and appropriate levels of support • Measure learning through assessments • Instructional methods promote a respectful learning environment that stimulates student learning and engagement 	<ul style="list-style-type: none"> • Content of the course contributes to students' attainment of knowledge and skills • Course content is relevant and aligned with current professional practice • Recent course syllabus • Use research or scholarly and creative work to improve instruction • Incorporate scholarship from professional organizations in the field to improve teaching 	<ul style="list-style-type: none"> • Mentoring students • Advising students in the department • Advising students regarding career choices • Academic advisement contributes to students' professional development as appropriate for their chosen field.

Research/Scholarship and Creative Works

Faculty engagement in their respective disciplines is vital to a vibrant and strong academy. Faculty are expected to be engaged in research, scholarship and creative works in their disciplines and should be recognized for their expertise.

Below are a few examples for the identification of objectives for the upcoming year (*examples are not exhaustive*):

<ul style="list-style-type: none"> • Research and/or scholarly and creative works contribute to the field • Research and/or scholarly and creative work will be submitted for external funding • Relationship and participation with professional organizations • Research and or scholarly and creative work will be published or presented • Involve students in research and/or scholarly and creative work • Chair or serve on thesis committees • Consultation with innovative practitioners in business, public sector, or non-profit organizations • Presentations to faculty discussing teaching innovation or early-stage intellectual contributions • Instructional development of new courses, curriculum, course content, software and other instructional innovations.
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Service

Service to one's discipline, department, the University and community is essential to the University's success. Each faculty is responsible for performing a broad range of services that sustain the quality and legacy of the University. Faculty are expected to engage in service to their respective disciplines, department, the University and community.

Below are a few examples for the identification of objectives for the upcoming year (*examples are not exhaustive*):

- Service that contributes to needs of the institution (advisor to student organizations, etc.)
- Service that contributes to the faculty member's profession
- Committee work at the departmental or the University level
- Serving on boards or advisory councils
- Working with community groups to develop solutions to problems
- Service that contributes to work with colleagues to ensure their success
- Service that contributes to needs identified in the community, state, nation or the world
- Participation in institutional governance, including Faculty Senate Committees
- Working with the local community as a volunteer

Faculty Member Name: _____

EVALUTION AREA: TEACHING / ADVISING

Weight: _____

Rating: _____

Objectives:

Results/Outcome (*Include results of Student Rating of Instruction*):

Faculty Member Name: _____

EVALUTION AREA: RESEARCH/SCHOLARSHIP/CREATIVE WORKS

Weight: _____

Rating: _____

Objectives:

Results/Outcome (*Include results of Student Rating of Instruction*):

Faculty Member Name: _____

EVALUTION AREA: SERVICE

Weight: _____

Rating: _____

Objectives:

Results/Outcome (*Include results of Student Rating of Instruction*):

Faculty Member Name: _____

B. Evaluator's Summary and Overall Evaluation

Using the results from the three areas of evaluation previously noted, use this section to summarize and document the faculty member's overall evaluation results.

Performance Period/Academic Year: _____

Performance Area	Weight (%)	Rating
1. Teaching/Advising		
2. Research/Scholarship		
3. Service		
TOTAL		

COMMENTS:

OVERALL RATING: *(Please refer to Attachment 1 below for guidance on rounding)*

- 5 = Exceeds Expectations
- 4 = Meets Expectations/High Level
- 3 = Meets Expectations/Average Level
- 2 = Partially Meets Expectations
- 1 = Does Not Meet Expectations

Evaluator Name

Evaluator Signature

Date

Faculty Member Name: _____

C. Faculty Member's Comments

Use this section for faculty member to make any comments or observations about this evaluation.

The faculty member's signature indicates receipt and discussion of the evaluation but does not necessarily mean that the faculty member agrees with the evaluation. If the faculty does not agree, he/she should submit a rebuttal and in the end has the right to refuse to sign.

Faculty Member's Signature

Date

Reviewing Dean's Comments/Recommendation, if any:

Dean's Name

Dean's Signature

Date

ATTACHMENT 1: CALCULATION OF PERFORMANCE RATINGS

Calculation of the overall performance rating is to be carried out using the standard method for calculating weighted averages. Each area of service has a weight, expressed as a percent effort, and a rating. For each area of service, convert the percent weight to a decimal (i.e. 35%/0.35) and multiply the rating by this decimal. The result is the weighted contribution that each area of service makes to the overall rating. To determine the overall rating, simply add the contributions from the three areas of service. An example calculation is shown in Table 1 below.

In the example, the faculty member chose to be considered on the basis of 45% effort in Teaching, 35% effort in Research, and 20% effort in Service. The ratings for the example calculation are: Teaching = 4; Research = 3; and Service = 5.

Table 1.
SAMPLE CALCULATION OF OVERALL PERFORMANCE RATING

Area of Evaluation	Weight (0-100%)	Decimal (0.00 - 1.00)	Evaluator's Rating (1 - 5)	Weighted Contribution
<i>Teaching</i>	<i>45%</i>	<i>0.45</i>	<i>4</i>	<i>1.80</i>
<i>Research</i>	<i>35%</i>	<i>0.35</i>	<i>3</i>	<i>1.05</i>
<i>Service</i>	<i>20%</i>	<i>0.20</i>	<i>5</i>	<i>1.00</i>
TOTAL	100%	1.00	-	3.85

The faculty member's overall performance rating is determined to be 3.85. The rounding conventions are shown in Table 2 below.

Table 2.
ROUNDING CONVENTIONS TO BE USED FOR PERFORMANCE RATING

Calculated Rating	Overall Rating Given
4.50-5.0	5
3.5-4.49	4
2.50-3.49	3
1.50-2.49	2
1.00-1.49	1

Thus, the example faculty member would receive an **Overall Performance Rating of 4**.

**APPENDIX XI-2:
Adjunct Faculty Teaching Effectiveness Evaluation**

ADJUNCT FACULTY TEACHING EFFECTIVENESS EVALUATION

Adjunct Faculty Member Information:

Name: _____

(LAST, FIRST, MIDDLE)

College/School: _____

Department: _____

Course Title: _____ Course Number: _____

Evaluator (*Department Chair*): _____

Bethune-Cookman University recognizes that excellence in teaching is one of the most important attributes of all faculty members. Please assess the adjunct faculty member's *teaching effectiveness* based on your observations of his/her instructional techniques, course administration, Student Rating of Instruction, and course materials including course syllabi and indicate your ratings below.

Distribution: Following discussion with the adjunct instructor, the ***Department Chair*** forwards the original and a copy of the evaluation to the ***College/School Dean*** and a copy of the evaluation to the ***adjunct faculty member***. The ***Department Chair*** retains a copy of the evaluation for the department's files. The ***School Dean*** forwards the original evaluation to the Provost, who sends it to Human Resources for inclusion in the adjunct faculty member's personnel files.

ADJUNCT INSTRUCTOR'S NAME: _____

The rating scale for each of the areas of evaluation is:

- 5 = Exceeds Expectations
- 4 = Meets Expectations/High Level
- 3 = Meets Expectations/Average Level
- 2 = Partially Meets Expectations
- 1 = Does Not Meet Expectations

Evaluation Area	Rating
1. Command of the subject	
2. Knowledge of the relationship between the instructor's discipline and the liberal arts tradition	
3. Knowledge of current developments and pedagogy in the instructor's discipline	
4. Ability to relate one's subject to other areas of knowledge	
5. Skill in communicating with students	
6. Ability to plan and execute a substantive, well-organized course	
7. Ability to stimulate and broaden student interest in the subject matter	
8. Capacity to challenge students	
9. Ability to use effective teaching methods and student evaluation methods	
10. Demonstrates attributes of integrity, open-mindedness, and objectivity in teaching	
11. Exceeded average student evaluation scores for school and department faculty	
12. Availability and completeness of course syllabi (including student learning outcomes) in accordance with University requirements	
13. Effective use of instructional technology including the University's Learning Management System to teach and administrate assigned courses	
14. Timely submission of midterm and final student grades	
Total Points	
Average Overall Rating (Total Points divided by 14)	

ADJUNCT INSTRUCTOR'S NAME: _____

DEPARTMENT CHAIR'S COMMENTS:

Department Chair's Signature

Date

ADJUNCT INSTRUCTOR'S COMMENTS:

Adjunct Instructor's Signature

Date

Dean's Signature

Date