

Form Applies Only to Faculty Hired 2013-14 Academic Year and Thereafter



SUNY
Cobleskill

State University of New York
College of Agriculture and Technology
Cobleskill, New York

**ACADEMIC FACULTY SELF-EVALUATION FORM, PROFESSIONAL
GROWTH PLAN & ACADEMIC EMPLOYMENT HISTORY**

TO BE COMPLETED BY FACULTY MEMBER

Name _____ Date _____

Current Rank _____ Department _____

Evaluation Form for period _____ through _____

PURPOSE & INSTRUCTIONS

The purpose of the self-evaluation document shall be to promote professional growth and to help provide a basis for the review of performance of the teaching faculty and librarians.

Evaluation to be used for (Check all that apply):

- 1. Effectiveness and self-improvement
- 2. Promotion to _____
- 3. Reappointment to a _____ year term
- 4. Continuing appointment

Criteria listed are meant to be illustrative not definitive (refer to Faculty Handbook for Criteria for Reappointment, Continuing Appointment, and Promotion). Faculty should seek to include as many of the evaluation criteria as are applicable and add lines for any other criteria to be considered. APPC recommends a minimum of ten (10) criteria spread across the three (3) categories, with no less than four (4) in the Teaching/Librarianship category and two (2) in each of the others.

Each criterion chosen must be documented in writing and given a rating of HE, E, or ME. Use additional pages as necessary but do not exceed ten (10) pages of narrative for each category. Add an appendix of items referenced in your documentation and included in your folder.

DEFINITIONS FOR RATINGS (Only the following ratings should be used):

- HE** *Highly Effective* – Often exceeds the performance expectations.
- E** *Effective* – Generally meets performance expectations. Employee may exceed expectations or needs improvement in some areas. Performance is at the expected and usual level.
- ME** *Minimally Effective* – Does not always meet expectations. Immediate and substantive improvement in performance is required.

Category #1a – Effectiveness in Teaching

For ease of completion, Category #1 is split between Teaching and Librarianship. Please use the section that applies to you.

Rating

- ___ 1. Instructional proficiency in speech, organization of material, style of presentation, stimulation of critical thinking
- ___ 2. In-depth knowledge of content area
- ___ 3. Current/proven pedagogical practices
- ___ 4. Interacting with students outside of classroom setting
- ___ 5. Engaging advisees regularly

Rating

- ___ 6. Developing appropriate course content, curriculum, and/or teaching materials
- ___ 7. Creating/implementing appropriate instruments for student assessment
- ___ 8. Adapts/enhances course content based on feedback
- ___ 9. _____
- ___ 10. _____

DOCUMENTATION:

Category #1b – Effectiveness in Librarianship

For ease of completion, Category #1 is split between Teaching and Librarianship. Please use the section that applies to you.

Rating		Rating	
___	1. In-depth knowledge of specialization	___	7. Creates and maintains instruments for assessing effectiveness
___	2. Uses feedback to improve operations and/or performance	___	8. Promoting services
___	3. Managing area/s of responsibility (supervising/evaluating staff, policies, procedures, etc.)	___	9. Developing liaison relationships
___	4. Understanding of overall operations, commitment to goals/services	___	10. Developing programs
___	5. New initiatives	___	11. _____
___	6. Integrating information literacy into the curriculum	___	12. _____

DOCUMENTATION:

Category #2 – Scholarship

Rating

- ___ 1. Pursues advancement of knowledge base and performance levels
- ___ 2. Develops marketable instructional materials or instruction material to enhance course presentation
- ___ 3. Creates peer-reviewed artistic works
- ___ 4. Invitations for professional presentations or performances

Rating

- ___ 5. Produces articles in refereed or editor-reviewed publications
- ___ 6. Engages in successful grantsmanship
- ___ 7. Creates published (or selected unpublished) research, books, etc.
- ___ 8. _____

DOCUMENTATION

Category #3 – Service

Rating

- ___ 1. Participates and/or leads in campus governance
- ___ 2. Participates and/or leads in University governance
- ___ 3. Supports student organizations
- ___ 4. Serves internal/external and public and/or private organizations
- ___ 5. Develops and implements local workshops
- ___ 6. Serves in professional organizations

Rating

- ___ 7. Participates in community affairs
- ___ 8. Testifies as an expert witness
- ___ 9. Serves on editorial boards
- ___ 10. Presents keynote addresses
- ___ 11. _____

- ___ 12. _____

DOCUMENTATION

Professional Growth Plan

This section is to be prepared by the faculty member and jointly reviewed/revised by the faculty member and Department Chair and/or Dean to serve as a guideline for the next evaluation. Short and long range plans should reflect faculty goals. A change may be initiated by the faculty member and amended in consultation with the Dean/Supervisor while the plan is in effect.

Name _____

Initial Appointment Date _____ Current Date _____

Short Range Professional Growth Plans

Describe in detail specific short range plans for professional growth during the coming academic year. Include separate sheet.

Long Range Professional Growth Plans

Describe in detail specific long range plans for professional growth beyond the coming academic year. Include separate sheet.

Faculty Signature Date

I reviewed this plan and agree disagree with the goals set forth. (See attached statement.)

Department Chair Signature Date

I reviewed this plan and agree disagree with the goals set forth. (See attached statement.)

Dean Signature Date

Copies of this completed form are to be retained by the faculty member, Department Chair, and Dean.

