Guidelines for Performance Appraisal Form for Faculty

The goal of the faculty performance appraisal process is to provide a meaningful assessment of faculty, promote the development of goals and expectations, foster and support faculty development, and support the continuous improvement of teaching and learning. SACS requires accredited institutions to conduct an effective faculty evaluation. According to the SACS Criteria for Accreditation, Section 6: “The institution publishes and implements policies regarding the appointment, employment, and regular evaluation of faculty members, regardless of contract or tenure status.” ([www.sacscoc.org/principles.asp](http://www.sacscoc.org/principles.asp))

This manual provides guidelines to assist you in completing the appraisal form for faculty and instructors. The manual is organized by the sections found in the appraisal form. For each section, suggestions are provided for how to construct your answer and, where applicable, the supporting documentation is noted. You are encouraged, however, to add any information or documentation that you feel is important.

**Part 1: Instructional Effectiveness and Student Success**

*Section 1.A:* In reviewing the academic performance in your classes, choose a course that you taught this academic year and review the data of students attaining proficiency in the specific learning outcomes of that course. What pedagogically did you do that most contributed to the success of your students in the past year?

Self-explanatory

*Section 1.B:* Choose a learning outcome for which it was challenging for students to attain proficiency and describe what teaching and assessment strategies you will implement to help students meet (or exceed) the learning outcome.

Self-explanatory
Part 2: Relevant Feedback from Students and Supervisors

Section 2.A: Student Assessments of Teaching
Reflect on the feedback from Student Assessment of Courses and Faculty including numerical ratings and the comments provided. Describe how this information is or will be used to enhance your teaching.

There are a number of different ways you might consider summarizing the information.

- Examine the average ratings for each item and note which items received especially high or low ratings.
- If prior year reports are available, note any significant changes in ratings from the prior year.
- If any of these ratings were the focus of a prior year’s improvement plan or goal, comment on how they reflect the progress made on the plan or goal.

Section 2.B: Instructional Observation Instrument
Reflect on the comments provided by your supervisor on your instructional observation instrument. Describe how this information is or will be used to enhance your teaching.

Self-explanatory

Part 3: Continuing Professional Development

Section 3.A: Summarize your professional development activities in the past year.
Examples could include graduate coursework, continuing education to maintain professional licensing, PTLC workshops, Human Resources workshops or classes, conferences, webinars, online courses, books read and presentations made.

Section 3.B: Explain how the activities in 3.A have enhanced your teaching and student learning.
Self-explanatory
Part 4: Service to the Department, Campus, College, and Community

Section 4.A: Service to Department, Campus, and College
Describe your role, involvement, and contributions to college-related services such as committees, leadership roles, assistance in student activities, cluster involvement, Business Partnership Council, undertaking special tasks or assignments, etc.

Responses should include more than a list of committees and should provide an explanation of the extent to which the faculty member contributed to the activity, including any leadership roles on College or campus committees.

Section 4.B: Community Service (Optional)
Describe how your community service activities support the College’s mission statement, Strategic Plan Goals and/or institutional learning outcomes.

Self-explanatory

Part 5: Performance Goals

Section 5.A: Prior year goal assessment
Describe the extent to which you attained your goals in the last year.

Self-explanatory

Section 5.B: Future goals
In consultation with your supervisor, create at least two S.M.A.R.T. Goals (Specific. Measurable. Attainable. Realistic. Timeline.) that will contribute to your department, campus and/or college.

Self-explanatory

Part 6: Additional Comments (optional)

If there is any additional information that you would like to have considered in your performance appraisal, please provide it here.

Self-explanatory