

**ACADEMIC SELF-EVALUATION AND
PROFESSIONAL GROWTH PLAN*****TO BE COMPLETED BY FACULTY MEMBER***

Name _____ Date _____

Current Rank _____ Department _____

Evaluation Form for period _____ through _____

PURPOSE OF EVALUATION

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.

DEFINITION FOR RATING CATEGORIES

- O** ***Outstanding*** – Consistently exceeds performance expectations.
- 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.
- NI** ***Needs Improvement*** – Does not always meet expectations. Immediate and substantive improvement in performance is required.
- U** ***Unsatisfactory*** – Fails to meet reasonable expectations. Immediate and substantive improvement in performance is required.

Evaluation to be used for:

1. Effectiveness and self-improvement
2. For promotion to _____
3. For reappointment to _____
4. For continuing appointment
5. Other (such as merit or sabbatical leave) _____

Category #1 – Effectiveness in Teaching/Librarianship

Provide a variation and give examples for each criterion under documentation. Use additional pages if necessary. Refer to and add an appendix of sample items, etc., if desired.

- A. Long and short-term organization and preparation.
- B. Use of teaching/librarianship techniques appropriate to objectives and circumstances.
- C. Evaluation of student academic performance as noted by grading policies, adoption of various teaching methods, meeting learning needs of students. Refer to classroom observation form. (Use similar criteria for librarian evaluation of patron/employee performance).
- D. Availability to assist students (patrons) on individual basis.
- E. Definition and clarification of goals, objectives, and policies in academic/work responsibilities.
- F. Promotion of a stimulating environment for learning.
- G. Selection, integration, and adoption of available resources.
- H. Academic advisement. (May not apply to librarians.)
- I. Subject matter knowledge within field of specialization.

DOCUMENTATION:

Category #2 – Professional Growth

Check the items which apply to you. Each item checked must be documented in writing. Use additional pages if necessary. Add an appendix if desired.

Professional growth within field of specialization as evidenced by:

- | | | | |
|-----------------------------|--|-----------------------------|--------------------------------------|
| <input type="checkbox"/> A. | formal academic work | <input type="checkbox"/> G. | formal research projects |
| <input type="checkbox"/> B. | workshops, seminars, and other educational experiences | <input type="checkbox"/> H. | honors, awards, licenses |
| <input type="checkbox"/> C. | informal/independent academic work including reading, study, project, travel | <input type="checkbox"/> I. | work/consultation experience |
| <input type="checkbox"/> D. | sabbatical leave activities | <input type="checkbox"/> J. | artistic performance and exhibitions |
| <input type="checkbox"/> E. | professional associations | <input type="checkbox"/> K. | grants (personal/academic) |
| <input type="checkbox"/> F. | professional writing | <input type="checkbox"/> L. | other |
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DOCUMENTATION

Performance Category #3 – Professional Service

Check the items that apply to you. Each item checked must be documented in writing. Use additional pages if necessary.

- A. Department/Division committees and service
- B. College service:
 - 1. Faculty Governance offices held, committees, and service
 - 2. UUP offices held, committees and service
 - 3. Service with student groups
 - 4. Other college service
- C. University service (SUNY-wide)
- D. Community service
- E. Grants
- F. Other _____

DOCUMENTATION

Professional Growth Plan

This form 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 _____

This form, completed by the faculty member and jointly reviewed/ revised by the faculty member, Department Chair and/or Dean, must be submitted to the Vice President for Academic Affairs by no later than June 1 of the initial year of appointment and by the same date for each evaluation thereafter.

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.