



Faculty Annual Evaluation Form

Name	Enter Name – WID#	Dept./Division	Dept or Div
Position	Enter Position	Date	Select Date

“Y” → Performance on target, “+” → Exemplary performance, “-” → Performance needs adjustment,
 “IP” → Improvement plan required, “NA” = Not Applicable (See form key for additional instructions/definitions.)

Teaching		
A	Content Competence: Demonstrates appropriate knowledge within area of instruction	.
B	Pedagogical Competence: Employs effective activities and tactics to guide student development; uses appropriate and timely assessments	.
C	Adaptability: Reflects on instructional success, altering and improving pedagogy and assessments as necessary	.
D	Approachability: Has approachable demeanor and helpful disposition, with predictable access	.
E	Course Management: Clear evidence of class planning, preparation, and implementation	.
F	Innovation: Engages in curriculum/program development	.
<i>Comments</i>		

Service/Outreach		
G	Institutional Service: Contributes to maintaining the regular functioning of the institution	.
H	Outreach Efforts: Contributes positively to the institutional service area as a representative of the college	.
I	Community Service: Contributes positively to the institutional service area as a member of the public	.
<i>Comments</i>		

Creative		
J	Engages meaningfully with their own discipline	.
<i>Comments</i>		

Professionalism		
K	Collegiality: Interacts in a cordial and cooperative manner with supervisors and peers	.
L	Reliability: Displays productively responsive and dependable behavior	.
M	Institutional Commitment: Works toward fulfillment of the college’s mission and strategic objectives	.
<i>Comments</i>		

Additional comments, accolades, and/or recommendations.

Signature of Immediate Supervisor (Rater)

Select Date _____
Date

Signature of Employee

Select Date _____
Date

(Employee's signature acknowledges that this information has been discussed with immediate supervisor.)

In my opinion, the above ratings are generally: Liberal Accurate Conservative

Signature of Rater's Supervisor

Select Date _____
Date

In my opinion, the above ratings are generally: Liberal Accurate Conservative

Signature of Vice President for Academic Affairs

Select Date _____
Date

Distribution: Academic Affairs, Human Resources, Rater, Employee

Faculty Annual Evaluation Form Key

The Faculty Annual Evaluation Form consists of several criteria grouped into four categories: Professionalism, Teaching, Service/Outreach, and Creative. The first category relates to basic professional behavior and relationships, while the remaining three align with WSCC and TBR expectations regarding promotion and tenure.

The purpose of the form is to:

- Facilitate conversation between the faculty member and supervisor regarding the faculty member's overall performance
- Educate junior faculty – and remind senior faculty – of instructional expectations and their role in the broader college context
- Monitor junior faculty on their journey through rank promotion and the tenure process and provide formative feedback through their supervisor

This form is not intended to serve as a summative assessment, yielding a score. Rather, it is a formative tool. To facilitate the form as such, each criterion is marked in one of the following ways:

“Y” Performance is on target

“+” Performance is exemplary

“-“ Performance needs adjustment

“NA” Criterion does not apply

The supervisor should delineate the reason(s) for indicating “exemplary” or “needs adjustment” in the relevant comments section. A notes section is provided for additional comments, accolades, and/or recommendations.

The criteria are shown below, along with accompanying targets and/or examples.

Professionalism

Collegiality: Interacts in a cordial and cooperative manner with supervisors and peers

Targets: Builds functional peer-to-peer relationships; volunteers for service and/or leadership roles; shows courtesy; respects shared spaces/equipment

Reliability: Displays productively responsive and dependable behavior

Targets: Maintains office hours; fully completes tasks on time; provides appropriate documentation and paperwork as needed; responds to supervisor requests

Institutional Commitment: Works toward fulfillment of the college's mission and strategic objectives

Targets: Supports the mission of the college; understands stakeholders and service area; contributes to achievement of strategic plan; appreciates the role of other institutional units

Teaching

Content Competence: Demonstrates appropriate knowledge within area of instruction

Targets: Displays appropriate mastery of content; attentive to trends/developments in content area

Pedagogical Competence: Employs effective activities and tactics to guide student development; uses appropriate and timely assessments

Targets: *Understands various modes of content delivery (CON, DVC, WEB, etc.); encourages active learning; recognizes advantages/disadvantages of various assessment modes; participates in faculty development activities*

Adaptability: Reflects on instructional success, altering and improving pedagogy and assessments as necessary

Targets: *Strives to continuously improve course materials based on assessment results and feedback from various sources; updates syllabi, course materials, and other resources regularly; monitors demographic trends*

Approachability: Has approachable demeanor and helpful disposition, with predictable access

Targets: *Students have well-defined pathways to access instructor for help, with physical and/or virtual office hours clearly posted; students find interactions helpful; instructor is attentive to struggling students and exhibits enthusiasm for content and instruction*

Course Management: Clear evidence of class planning, preparation, and implementation

Targets: *Minimum D2L standards followed; course calendar clear and available to students; D2L gradebook accurate and updated regularly; classes meet as scheduled*

Innovation: Engages in curriculum/program development

Targets: *Participates in department- and division-level curricula efforts; connects course outcomes to program outcomes and to the institutional mission; updates course descriptions as needed*

Service/Outreach

Institutional Service: Contributes to maintaining the regular functioning of the institution

Examples: *Department- and division-level administrative efforts, project participation, committee assignments, club sponsorship, student advising, student research mentoring*

Outreach Efforts: Contributes positively to the institutional service area as a representative of the college

Examples: *Conducting workshops/seminars, judging competitions, recruitment activities, establishing/maintaining connections with other institutions*

Community Service: Contributes positively to the institutional service area as a member of the public

Examples: *Participation in service organizations, governing boards, leadership/mentorship programs, charity work, art/music/literary festivals*

Creative

Engages meaningfully with their own discipline

Examples: *Participation in the peer-review scholarship process, an artistic/creative production or review relative to the discipline, academic conference participation*