VINCENNES UNIVERSITY

FACULTY

EVALUATION

PLAN

Approved: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Table of Contents**

**Preamble . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 3**

**Self-Report of Performance for Vincennes University Full-time Faculty . . . . . . . . . . . . 4-6**

**Sample Indicators of Professional Performance for Full-time Faculty . . . . . . . . . . . . . 7-11**

**Summative Performance Review for Vincennes University Full-time Faculty . . . . . . 12-14**

**Rating Categories for Evaluations . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 15**

**Professional Growth Plan (PGP) for Vincennes University Full-time Faculty . . . . . . . . 16-17**

**Course Improvement Plan . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 18-19**

**Timeline for Completion of Faculty Evaluation Process . . . . . . . . . . . . . . . . . . . . . . . . . . 20**

**Appeal Process . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .. . . . . . . . . . . .. 21-22**

**Performance Review for Vincennes University Adjunct Faculty . . . . . . . . . . . . . . . . . . 23-24**

**I. PREAMBLE**

**Principles**

Vincennes University is a premier learning institution, widely recognized for leadership in innovation, delivery of successful educational experiences and its commitment to enhancing student learning.

As such, the university provides an environment of dynamic growth and innovative change, which is reflected in teaching and scholarship, curricula, community service, faculty, administration, and staff. VU affirms that student learning is its primary mission; delivery of the highest quality educational services is central to all its endeavors.

The university is committed to the development of an academic environment that fosters the following principles:

**Collaboration**

The university practices collaboration among its various constituencies in governance, operations, and planning to ensure broad commitment to its mission.

**Civil Environment**

The university and its members are committed to maintaining a professional environment based on mutual respect and academic integrity.

**Academic Freedom and Responsibility**

Academic freedom is the basis for the discovery, dissemination, and advancement of knowledge. The university vigorously protects academic freedom and cultivates an environment of openness in which all members of the university engage in diverse perspectives and ideologies with tolerance and fairness. With this comes the responsibility “to respect the dignity of others, to acknowledge their right to express differing opinions, and to foster and defend intellectual honesty, freedom of inquiry and instruction, and free expression on and off campus” (AAUP, “A Statement of the Association’s Council: Freedom and Responsibility”).

**Diversity**

The university recognizes that diversity, in its many facets, throughout all of its constituencies is a source of renewal and vitality.

**Faculty Productivity**

The university endorses the concept that the work of faculty needs to be defined in ways that reflect the full range of academic, professional, and civic responsibilities. VU recognizes the importance of effective teaching in a learning-centered university and affirms the value of faculty applying their expertise in service to the community.

**Equity**

The evaluation process for all faculty will be fair and without prejudice to the individual.

**Professional Development**

Providing a sense of stability and cohesiveness requires an institution’s commitment to the welfare and development of its employees. The administration and individual faculty members share the responsibility for professional growth. The administration provides faculty members with opportunitiesand resources to continue their professional development. Individual faculty members, in turn, take the initiative in promoting their own growth as teachers, scholars, and, where appropriate, as practitioners.

**Institutional Effectiveness**

VU affirms that assessment of all functions is an essential step for improvement and continual renewal. Through the engagement of all members of the college community to assess**,** review and revitalize our offerings and services**,** the university ensures that it provides the highest quality education, scholarly activity, and service to the community**.** Institutional effectiveness is the measure by which the institution demonstrates its quality and commitment to student learning.

**Self-Report of Performance for Vincennes University Full-time Faculty**

To be completed annually by March 22nd by each full-time faculty member

Name:

Department/Program/Area:

College and Teaching Location:

Present Rank:

Years of Service at VU: Academic Year:

Status: Contract Tenured

**Based on the current year Professional Growth Plan (PGP), complete this self-evaluation.**

**I. TEACHING EFFECTIVENESS & PERFORMANCE OF ASSIGNED TASK (60%)**

**I have met the university’s faculty expectations.** See page 7 for a list of faculty expectations.

Using bullet points, describe in sufficient detail your strengths ***beyond faculty expectations.*** (Your description may include a brief narrative, specific examples, explanations, etc.) See pages 7-8 for examples.

**II. PROFESSIONAL DEVELOPMENT (20%)**

**I have met the university’s faculty expectations.** See page 8 for a list of faculty expectations.

Using bullet points, describe in sufficient detail your strengths ***beyond faculty expectations.*** (Your description may include a brief narrative, specific examples, explanations, etc.) See pages 8-9 for examples.

**III. SERVICE TO THE UNIVERSITY OR COMMUNITY REPRESENTATIVE (20%)**

**I have met the university’s faculty expectations.** See page 9 for a list of faculty expectations.

Using bullet points, describe in sufficient detail your strengths ***beyond faculty expectations.*** (Your description may include a brief narrative, specific examples, explanations, etc.) See pages 9-11 for examples.

Faculty Signature Date

**Self-Report of Performance for Vincennes University Full-time Faculty**

**Sample Indicators of Professional Performance for Full-time Faculty**   
(To aid administrative evaluation and self-report)

*The first set of bulleted items in each section is contractual in nature, which faculty members are expected to fulfill. The bulleted items under “Sample Indicators of Strength” are examples that constitute strengths beyond faculty expectations and can be used as goals for the Professional Growth Plan. This is not intended as a comprehensive list. Individual indicators might not be represented.*

1. **TEACHING EFFECTIVENESS & PERFORMANCE OF ASSIGNED TASK (60%)**

The faculty is expected to provide an effective teaching environment that is conducive to student learning. The classroom and coursework should contain elements that recognize and enhance components of the learning process, employ effective delivery of instructional materials, and are responsive to the personal and professional needs of students.

***Faculty Expectations***

The faculty will fulfill his/her responsibilities for effective teaching and the facilitation of student learning, which include activities such as

* Teaching students in courses as assigned
* Meeting all classes at the appointed time and for the scheduled amount of time
* Holding office hours and responding to student emails within 48 business hours.
* Grading students fairly and consistently
* Being prepared for classes with appropriate handouts, laboratory materials, tests, and syllabi that are clear, consistent, and current
* Following institutional standards and procedures for grade reporting
* Providing the respective dean, department chair, and each student with a copy of the syllabus for each class
* Fulfilling responsibility of release time and assigned tasks
* Creating a positive classroom climate that facilitates student learning
* Assessing student learning outcomes
* Utilizing current knowledge and relevant examples
* Being student-centered in decisions to accommodate student needs

**Sample Indicators of Strengths:**

*These examples constitute strengths* ***beyond faculty expectations*** *and can be used as goals for the Professional Growth Plan. This is not intended as a comprehensive list. Your individual indicators might not be represented.*

**A. Learning Process**:

1. Use a variety of modalities to promote authentic learning
2. Introduce and reinforce life-long learning skills
3. Incorporate student retention activities as a component of course structure

**B. Instructional Delivery**:

1. Develop presentations that are enthusiastic, stimulating, thought provoking, and engaging to students
2. Consider student readiness and learning comprehension in coursework
3. Accommodate diversity of learning styles and limitations
4. Incorporate group-learning activities where applicable
5. Provide tutoring and review sessions
6. Use a variety of learning strategies and presentational styles
7. Employ current instructional technology
8. Use extended classroom activities such as field trips, etc.
9. Manage external sites such as clinical settings, co-ops, apprenticeships, internships, etc. in a capacity beyond faculty expectations

**C. Curriculum Development**:

1. Develop and/or analyze program assessment activities
2. Participate in course and program assessment process and implementation
3. Participate in UCC course implementation
4. Develop program, department and course goals and objectives, and pursue them through the University planning process
5. Integrate general education outcomes in reading, writing, and speaking intensive courses
6. Ensure viability of transfer courses and programs, and network with counterparts at other institutions
7. Use advisory committee input to ensure viability of courses and programs
8. Maintain currency of the curriculum and reading materials
9. Network with peers, colleagues, and other employees
10. Work with other disciplines to integrate content with related programs
11. Work with support staff (e.g., counselors, librarians, computer laboratory coordinators)
12. Work with and support the state-wide curriculum objectives
13. **PROFESSIONAL DEVELOPMENT (20%)**

The faculty is expected to participate in activities that provide professional growth and expertise. Institutional support will be given as possible for activities aligned with the University mission and goals. The faculty may demonstrate professional development through activities that maintain currency in their discipline, continuing education, scholarly activity, and organizational memberships.

***Faculty Expectations***

**Participate in at least two activities as provided per year such as, but not limited to:**

* **Workshops**
* **Training**
* **Conferences**

**Sample Indicators of Strengths:**

*These examples constitute strengths* ***beyond faculty expectations*** *and can be used as goals for the Professional Growth Plan. This is not intended as a comprehensive list. Your individual indicators might not be represented.*

**A. Personal Advancement in the Discipline**:

1. Extensively read literature within the field
2. Attend and present internally or externally
3. Network with colleagues and professional organizations
4. Maintain professional certification
5. Demonstrate knowledge of resources
6. Conduct classes that reflect current pedagogical practices
7. Participate in Center for Teaching and Learning presentations
8. Visit area industries and businesses
9. Develop classroom activities to reflect new techniques and technology (e.g., new equipment, preparation of experiments)

**B. Structured Educational Activities**:

1. Attend workshops or classes related to the discipline
2. Participate in upgrading technical skills (e.g. computer training, laboratory and mechanical upgrades)
3. Complete academic courses for degree or certificate programs
4. Participate in activities or programs to obtain or maintain licensure or certification
5. Present or produce seminars, lecture series, concerts, exhibits, plays, etc.
6. Develop and present in-service workshops and faculty development programs

**C. Scholarly Activity**:

1. Demonstrate expertise in the discipline such as musical performances, art exhibits, etc.
2. Research effective teaching and student learning
3. Serve as expert witness, content authority, adjudicator, etc.
4. Write articles and book reviews, review texts for publishing houses, etc.
5. Build skills directed toward effective learning

**D. Memberships**:

1. Active participation in professional groups or organizations
2. Serve as an officer in a professional group or organization
3. Represent the University in formal settings

1. **SERVICE TO THE UNIVERSITY AND/OR COMMUNITY REPRESENTATIVE (20%)**

The faculty should be engaged actively in processes that promote outstanding programs designed for student success and/or engage in activities that are of value to the community and responsive to the University mission and values. University Service includes curriculum development, student-centered scheduling, attracting and keeping qualified adjunct faculty, and management of resources. Evidence of Community Service activities as a representative of Vincennes University may include participation in community activities and committees, being a community partner, and engagement with other educational institutions.

***Faculty expectations:***

The faculty will fulfill his/her responsibilities to contribute to University Community Service, which includes but is not limited to

* Attending department, college, and faculty meetings
* Advising students in academic and program areas. If there are no students in the advisor's major, the advisor will advise General Studies students.

**Sample Indicators of Strengths**:

*These examples constitute strengths* ***beyond faculty expectations*** *and can be used as goals for the Professional Growth Plan. This is not intended as a comprehensive list. Your individual indicators might not be represented.*

**A. Course Schedules**:

1. Work with other disciplines to avoid schedule conflicts
2. Make data-driven decisions
3. Schedule courses so students can complete their programs in a timely fashion
4. Teach at nontraditional times, days, and sites

**B. Identify, Mentor, and Evaluate Adjunct Faculty**:

1. Assist with orientation
2. Provide educational resources
3. Support continuing education
4. Promote growth, development, and retention of adjunct faculty
5. Be a resource person
6. Participate in the interview and hiring process
7. Participate in an organized mentoring program
8. Develop appropriate discipline and program handbooks, etc.

**C. Augmenting Resources**:

1. Seek funding source alternatives through grant opportunities and fundraising
2. Seek equipment and support materials
3. Use external personnel such as guest lecturers, visiting artists, etc.
4. Obtain materials by loan and lending

**D. Resource Management**:

1. Work with others to manage the budget and use funds effectively
2. Work with off-site personnel to coordinate student opportunities for clinicals, apprenticeships, and internships
3. Support advisory committee functions

**E. Service to Students**:

1. Promote student accountability and preparedness
2. Conduct student-teacher conferences
3. Schedule additional student-teacher sessions as needed
4. Assigned forty (40) or more advisees per semester.
5. Identify and follow up with students on personal issues, making referrals as necessary
6. Serve as a role model in professional conduct, enthusiasm, and positive attitude
7. Promote long-range career and educational planning
8. Serve as an advisor to a club
9. Participate in activities such as Job Fair, Wellness Fair, College Open Houses, etc
10. Participate in decisions about textbook selections and course and program review or additions
11. Be involved with student activities

**F. Committee Work**:

1. Participate in University committees as a member or resource
2. Serve on internal governance committees, sub-committees, and other University task forces and any other committees
3. Participate in search committees.

**G. Recruitment and Retention**:

1. Participate in calling campaigns, college night, midnight breakfast, etc.
2. Organize seminars for visiting students
3. Open classes to prospective students
4. Sponsor activities such as science and health fairs, etc.
5. Recruit students by writing letters and hosting on-site visit opportunities
6. Make school visitations
7. Participate in retention activities by calling or contacting at-risk students
8. Offer alternative scheduling (e.g., 8-week, late-start classes)
9. Participate in JAG and Knox County Junior Days tours.

**H. Active University Citizen**:

1. Recognize and support needs and resources outside the respective discipline
2. Participate in the development of University-wide goals, objectives, and accreditation activities
3. Attend and support voluntary University activities
4. Cover for other faculty during absences
5. Participate in grant writing activities

**I. Community Partnerships**:

1. Serve on community boards
2. Promote and participate in educational partnerships with K-12 districts, four-year institutions, and work environment
3. Network with K-12 and four-year counterparts
4. Seek out internship and service learning opportunities
5. Participate in public forums
6. Train or consult in business and industry
7. Establish workshops, academies, and business/industry partnerships.
8. Establish continuing relationships with school systems
9. Showcase student work
10. Serve as a judge for high school fairs and competitions.
11. Participate in community events such as band concerts, health fairs, cable shows, etc., that support the university mission. **Summative Performance Evaluation for Vincennes University Full-time Faculty**

To be completed annually by the Department/Program/Area Chair

Name:

Department/Program/Area:

College:

Present Rank:

Years of Service at VU: Academic Year:

Status: Contract Tenured

**Teaching Effectiveness & Performance of Assigned Task (.60) =**

**Professional Development (.20) =**

**Service to University or Community Representative (.20) =**

**TOTAL**

**FACULTY COMMENTS (if desired)**

Check here if comments are attached.

**Faculty’s Signature Date**

(Signature does not imply agreement with the evaluation.)

**Chair’s Signature Date**

**Dean’s Signature Date**

**Provost’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_**

**I. TEACHING EFFECTIVENESS & PERFORMANCE OF ASSIGNED TASK (60%)**

**Excellent Very Good Good Needs Improvement Unsatisfactory**

**5 4 3 2 0**

**The faculty member has met the university’s faculty expectations.**

**Chair’s Comments:**

**Dean’s Comments:**

**II. PROFESSIONAL DEVELOPMENT (20%)**

**Excellent Very Good Good Needs Improvement Unsatisfactory**

**5 4 3 2 0**

**The faculty member has met the university’s faculty expectations.**

**Chair’s Comments:**

**Dean’s Comments:**

**III. SERVICE TO THE UNIVERSITY AND/OR COMMUNITY REPRESENTATIVE (20%)**

**Excellent Very Good Good Needs Improvement Unsatisfactory**

**5 4 3 2 0**

**The faculty member has met the university’s faculty expectations.**

**Chair’s Comments:**

**Dean’s Comments:**

**IV. SUMMARY/CONCLUSIONS**

**Excellent Very Good Good Needs Improvement Unsatisfactory**

**5 4 3 2 0**

**Chair’s Comments:**

**Dean’s Comments:**

**Summative Performance Evaluation for Vincennes University Full-time Faculty**

**Rating Categories for Evaluations**

**EXCELLENT**–This rating is reserved for outstanding contributions to teaching and learning, service work, and/or professional development that far exceeds the university faculty expectations.

**VERY GOOD**–Very good indicates that the individual performs beyond the faculty expectations in several areas and has documented evidence of such strengths, if applicable.

**GOOD** – Good is the rating that indicates that the individual is meeting the expectations of the job in a satisfactory manner. It is the standard starting point for all considerations.

**NEEDS IMPROVEMENT** – Needs Improvement indicates that attention is needed in certain specified areas of the evaluation. It usually implies that something has surfaced over that past year that needs attention in the coming year.

**UNSATISFACTORY** – Unsatisfactory indicates that the performance of the individual is not at an appropriate level of quality and that there is little expectation that the situation is temporary or that it could improve. Areas rated as Unsatisfactory are those that should have been addressed during the previous year and were not addressed or were addressed ineffectively.

**It is expected that ratings other than GOOD will require written justification as part of the evaluation narrative.**

In terms of calculation of final rating, these categories would carry the following weights:

EXCELLENT = 5 (4.6 - 5)

VERY GOOD = 4 (3.6 - 4.5)

GOOD = 3 (2.6 - 3.5)

NEEDS IMPROVEMENT = 2 (1.5 - 2.5)

UNSATISFACTORY = 0 (0- 1.4)

**Professional Growth Plan (PGP) for Vincennes University Full-time Faculty**

To be completed annually

Name:

Department/Program/Area:

College and Teaching Location:

Present Rank:

Years of Service at VU: Academic year:

Status: Contract Tenured

**Instructions:**

1. **By March 22** each faculty member submits their draft of a Professional Growth Plan (PGP). The evaluation cycle runs from March 1 - February 28-89.
2. **During** the evaluation conference, the Chair and faculty member jointly finalize a PGP for the next evaluation year taking into consideration specific areas of instructional performance that may need attention, the professional development of the individual, and institutional goals. Chair and faculty must develop one goal for Teaching Effectiveness & Performance of Assigned Task and one goal for either Professional Development or Service to University and/or Community Representative.

**PGP FOR NEXT EVALUATION YEAR**

**I. TEACHING EFFECTIVENESS & PERFORMANCE OF ASSIGNED TASK**

**GOAL**

**Objective(s)**

**Resources Needed**

**Assessment Method**

**Results- Fill out and turn in on March 22nd of the following evaluation year**

**II. PROFESSIONAL DEVELOPMENT**

**GOAL**

**Objective(s)**

**Resources Needed**

**Assessment Method**

**Results- Fill out and turn in on March 22nd of the following evaluation year**

**III. SERVICE TO UNIVERSITY AND/OR COMMUNITY REPRESENTATIVE**

**GOAL**

**Objective(s)**

**Resources Needed**

**Assessment Method**

**Results- Fill out and turn in on March 22nd of the following evaluation year**

**Faculty’s Signature Date**

**Chair’s Signature Date**

**Course Improvement Plan**

Name:

Department/Program/Area:

College or Teaching Location:

Present Rank:

Years of Service at VU: Academic Year:

Status: Contract Tenured \_\_\_\_\_ Adjunct \_\_\_\_ Semester Contract

|  |
| --- |
| **Attach copies of your Aggregate Survey Dig Results to this plan.** |

Based on your Aggregate Survey Dig Result report, review the Performance Level (Upper, Middle or Lower) for each question as well as student comments, and then respond to the following questions:

1. Identify the questions for which you are ranked in the Upper level in most or all sections you teach. What are your processes and activities that you think produce your high results for these questions?

Reviewer Comments:

1. Identify the questions for which you are ranked in the Middle level. For each question, what improvements might you make to produce an Upper level ranking?

Reviewer Comments:

1. Identify the questions for which you are ranked in the Lower level. Describe your plan for improving those results.

Reviewer Comments:

**Faculty Signature Date**

**Reviewer Signature and Position (if not Chair) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date \_\_\_\_\_\_\_\_\_\_**

**Chair Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_**

**Dean Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_**

**Provost Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_**

**Timeline for Completion of Faculty Evaluation Process**

# By March 22

Faculty complete “Self-Report of Performance for Vincennes University Full-time Faculty”, “Professional Growth Plan (PGP)” of current evaluation year, “Course Improvement Plan (CIP)” and a draft of a “Professional Growth Plan (PGP)” for the following year, and submit all three documents to the Department Chair. Adjunct faculty should submit their “Course Improvement Plan (CIP)”.

# By April 8

Department Chair reviews “Self-Report of Performance for Vincennes University Full-time Faculty” and “Professional Growth Plan (PGP)” of current evaluation year and prepares draft ratings of “Summative Performance Evaluation for Vincennes University Full-Time Faculty”. The Chair also reviews the CIP of first time adjuncts and continuing adjuncts who have not met the CIP threshold.

# By April 22

Department Chair meets with College Dean to discuss and finalize ratings of “Summative Performance Evaluation for Vincennes University Full-Time Faculty” and “Vincennes University Adjunct Faculty Performance Review”.

# By May 10

Department Chair meets individually with each full-time Faculty member to discuss their “Self-Report of Performance for Vincennes University Full-time Faculty,” ratings of “Summative Performance Evaluation for Vincennes University Full-Time Faculty” and to develop one goal for Teaching Effectiveness & Performance of Assigned Task and one goal for either Professional Development or Service to University and/or Community Representative for the “Professional Growth Plan” for the following year. Discussions with Adjunct faculty will center around the “Vincennes University Adjunct Faculty Performance Review” and the “Course Improvement Plan” of first-time adjuncts and continuing adjuncts who do not meet the CIP threshold.

# By May 15

Department Chair forwards all faculty evaluation forms to College Dean.

# By June 1

College Dean reviews all faculty evaluation forms and forwards them to Provost.

# By August 1

Provost forwards signed copy of evaluation forms to faculty.

# Evaluation Year – March 1 – February 28/29

Revised 3/29/2021

**Appeal Process**

Rebuttal of Evaluation:

A faculty member who disagrees with any part of the evaluation may request a reconsideration of all or part of the evaluation. Faculty comments added to or attached to the evaluation do not constitute a written rebuttal. The rebuttal must be a separate action as noted below.

Process of Rebuttal:

1. A faculty member who feels that the evaluation is not accurate has the opportunity to file a written rebuttal to the evaluation. The written rebuttal must begin with the phrase “**This is an official rebuttal of the evaluation of <Name>.**” It should be filed with the chair (with a copy to the dean) within ten business days of signing the evaluation. The rebuttal should note the sections in which the faculty member has disagreements and should include an indication how the faculty member would like to see the evaluation changed. The faculty member should present a justification for why the specified sections of the evaluation should be changed.
2. The chair must respond in writing to the faculty member within ten business days of the receipt of the rebuttal. A copy of the written response must be sent to the dean as well.
3. A copy of the rebuttal and the response must be send by the chair to the Office of the Provost for inclusion with the evaluation form.

Appeal of Evaluation:

A faculty member who remains dissatisfied with the evaluation after the rebuttal may submit a written appeal of all or part of the evaluation.

Process of Appeal:

1. The written appeal must begin with the phrase “**This is an official appeal of the evaluation of** **<Name>**.” It should be filed with the dean (with a copy to the chair) within ten business days of receipt of the response to the written rebuttal. The appeal should indicate what areas of the evaluation that were rebutted remain in dispute, the change desired, and a justification for making the change. The original rebuttal and the response to the rebuttal must also be attached to the appeal.
2. The dean must provide a written response to the faculty member within ten business days of receipt of the appeal. A copy of the response must be sent to the chair as well.
3. A copy of the appeal and the response must be sent by the dean to the Office of the Provost for inclusion with the evaluation form.

Additional Action Afforded the Faculty Member:

A faculty member who believes that actions with regard to the evaluation, rebuttal or appeal are in violation of university policy may direct a written complaint to the provost.

Process of Additional Action:

1. The complaint should be sent in writing to the provost and should note the policy that has been violated and specifically identify how the policy has been abridged with regard to the evaluation, rebuttal or appeal.
2. The provost will review the complaint and either deny the complaint or direct the dean and/or chair to reconsider the evaluation, rebuttal or appeal in a manner consistent with university policy within ten business days of the receipt of the appeal.

Notes:

1. Business days normally include Monday – Friday. They do not include days when the person is on annual or sick leave, when the person is on assignment away from the office, and when the person is not on contract.
2. Failure by the faculty member to abide by the time line terminates the rebuttal or appeal process without changing the evaluation.
3. Although evaluations are not grievable, violations of the evaluation policy and the appeals process are grievable.

**Performance Review for Vincennes University Adjunct Faculty**

To be completed annually by the Department/Program/Area Chair

Adjunct Faculty Name:

Department/Program/Area:

College or Teaching Location:

Academic Year:

Courses taught this Academic Year.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Reviewers, please check the appropriate column for each item listed below:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Instructional Responsibilities for Adjunct Faculty** | **Meets Standards** | **Needs Improvement** | **Unsatisfactory** | **N/A** |
| Submits syllabus to supervisor by date requested. |  |  |  |  |
| Syllabus complies with University guidelines. |  |  |  |  |
| Posts faculty information on Blackboard. |  |  |  |  |
| Maintains office hours as outlined in University Manual. |  |  |  |  |
| Utilizes Critical Thinking, Reading, Writing or Speaking Intensive Assignments and Rubric if required. |  |  |  |  |
| Submits course assessment data as requested. |  |  |  |  |
| Holds class sessions as scheduled. |  |  |  |  |
| Submits mid-term and final grades on time. |  |  |  |  |
| Responds to student telephone, email and/or Blackboard messages within 2 business days of receipt. |  |  |  |  |
| Responds to communication and requests from supervisor. |  |  |  |  |

Reviewer Comments:

Faculty Comments (if desired):

Check here if comments are attached.

By signing below, I acknowledge that I have been given an opportunity to review my performance appraisal with my supervisor. My signature does not necessarily imply agreement.

**Adjunct Faculty Signature**   **Date \_\_\_\_\_\_\_\_**

**Reviewer Signature and Position (If not the Chair) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_**

**Chair Signature Date \_\_\_\_\_\_\_\_**

**Dean Signature Date \_\_\_\_\_\_\_\_**

**Provost Signature Date \_\_\_\_\_\_\_\_**