



PERFORMANCE EVALUATION  
**ACADEMIC STAFF**

**Name of Faculty Member:** \_\_\_\_\_ **Name of Evaluator:** \_\_\_\_\_

**Review Period:** April 1, 20\*\* - March 30, 20\*\* **Position of Evaluator:** \_\_\_\_\_

**Faculty:** \_\_\_\_\_ **Department:** \_\_\_\_\_

**Date Prepared:** \_\_\_\_\_

**Type of Evaluation:**  Annual  Probationary  Acting  Transfer  Review of Performance

**Courses Taught:** \_\_\_\_\_

This Performance Evaluation Instrument has five (5) sections—**Sections A, B, C, D** and **E**:

- **Sections A, B, and C**, contain performance objectives. Consider each objective, and criteria where provided, and give the score that most closely describes your assessment of the staff member’s performance using the rating scale below. Section A has a maximum score of 25; Section B, 50 and Section C, 25. The maximum overall score is 100.
- **Section D** does not attract a score. In assessing the staff member, the Supervisor must provide a narrative as required in the area for “Comments”, with supporting documents as necessary.
- **Section E** records the S.M.A.R.T. objectives set for the next review period.

RATING		DEFINITIONS
5	Exceptional	- Performance that exceeds expectations due to exceptionally high quality of work in all essential areas of responsibility, resulting in an overall superior quality of work.
4	Exceeds Expectations	- Performance from time to time exceeds expectations in essential areas of responsibility, and the quality of work overall is excellent. Annual goals are met and exceeded.
3	Meets Expectations	- Performance consistently meets expectations in all essential areas of responsibility and the quality of work overall was good. The most critical annual goals were met.
2	Needs Improvement	- Performance did not consistently meet expectations. Performance failed to meet expectation in one or more areas of responsibility, and/or one or more of the most critical goals were not met. A professional development plan is required.
1	Unsatisfactory	- Performance was consistently below expectations in most essential areas of responsibility, and/or reasonable progress toward critical goals was not made. Substantial improvement is required.

**Section A – Performance Targets of Previous Period (Maximum Score: 25)**

This section is based on S.M.A.R.T. objectives set in the appraisal process of the previous review period. In the table below, indicate these objectives, success indicators and the weightings. At the end of the performance period, consider to what extent the objectives were achieved or fulfilled. Consider to what extent each objective was achieved or fulfilled. Score accordingly, adding comments to support the rating given, especially if the score is below or above 3.

**ATTAINMENT OF PREVIOUS PERIOD’S PERFORMANCE TARGETS**

TARGETS/OBJECTIVES	WEIGHT (W) (TOTAL 1)	RATING (R) ( 1 -5)	WEIGHTED SCORE (W x R)	COMMENTS
1.				
Success Indicator:				
2.				
Success Indicator:				
3.				
Success Indicator:				
4.				
Success Indicator:				
<b>Section A: Total Score (out of 25):</b>				<i>Add this score to that of Sections B and C for the overall score.</i>

5: Exceptional

4: Exceeds Expectation

3: Meets Expectation

2: Needs Improvement

1: Unsatisfactory

**Section B – Competencies (Maximum Score: 50)**

Use this section to describe employee performance on the specific competences. In the centre column, indicate the score of 1 – 5 using the ratings indicated on page 1 and provide comments as needed. The criteria below the objective are not exhaustive and may assist in arriving at the score. Comment in the right column to support the score given.

OBJECTIVE	SCORE (1 – 5)	COMMENTS
<p><b>1. Teaching Competence and Skills</b></p> <ul style="list-style-type: none"> <li>- Understands job duties and responsibilities, including the use of a variety of teaching techniques and strategies to promote student learning.</li> <li>- Sets clear goals and specifies intended outcomes to facilitate student learning</li> <li>- Provides a variety of opportunities to stimulate learning and interest.</li> <li>- Ensures adequate feedback for students</li> </ul>		
<p><b>2. Stimulation and Enthusiasm</b></p> <ul style="list-style-type: none"> <li>- Facilitates student’s active participation and interest in the topic</li> <li>- Ensures that classes are challenging and extend student’s understandings and competences</li> <li>- Ensures that students experience good rapport and fairness in class</li> <li>- Creates an atmosphere that is conducive to student interaction and learning.</li> </ul>		
<p><b>3. Accounting for students diverse abilities and interests</b></p> <ul style="list-style-type: none"> <li>- Is available to students to discuss their concerns regarding their progress and any difficulties of the course.</li> </ul>		
<p><b>4. Organization and Preparation</b></p> <ul style="list-style-type: none"> <li>- Ensures that materials are available for students’ when needed and are appropriate for the topic.</li> <li>- Gives clear directions, so students understand what they must do to complete the assessment activities</li> <li>- Is adequately prepared for classes</li> <li>- Manages class times well to ensure that classes run smoothly and time is used well</li> <li>- Reviews teaching processes and topic design based on student feedback and achievement</li> </ul>		

5: Exceptional

4: Exceeds Expectation

3: Meets Expectation

2: Needs Improvement

1: Unsatisfactory

OBJECTIVE	SCORE (1 – 5)	COMMENTS
<b>5. Appropriate Workload</b> - Is able to determine the correct amount of work that is appropriate for the class		
<b>6. Assessment</b> - Provides opportunities for formative assessment and feedback - Ensures the appropriateness of the summative assessment for the topic and provides opportunities for all students to achieve.		
<b>7. Research/ Scholarship</b> - Contributes to Articles /Papers presented in house - Contributes to Articles /Papers published externally - Participated in colloquia or panel discussions in house and externally - Presented papers to popular groups knowledgeable in my field and have done work that has received serious attention from others. - Showcase exhibitions, productions of original works e.g. in music, etc. - Present performances and develop repertoires - Has made presentations at staff meeting, student group and other gathering within the Institution’s community.		
<b>8. Intellectual and Professional Development</b> - Can suggest reading in any area of the general field - Is familiar with development in fields related to specialized area - Is sought by colleagues for advice on academic matters - Is current with development in specialized area and constantly renews and upgrades skills		
<b>9. Administration</b> - Submits accurate grades and reports in a timely manner - Communicates with the HOD or others as needed to assist in the coordination and review of the status of work, to exchange information or to resolve problems - Participates in various meetings as required - Is proactive in dealing with issues and working towards solutions - Actively encourages students to complete the registration process - Seeks interventions for students who have not registered		
<b>10. Confidentiality</b> - Does not divulge information to unauthorized persons - Protects information not intended for co-workers and students. - Manages sensitive information so that it does get into the wrong hands.		

5: Exceptional

4: Exceeds Expectation

3: Meets Expectation

2: Needs Improvement

1: Unsatisfactory

OBJECTIVE	SCORE (1 – 5)	COMMENTS
<b>11. Communication</b> <ul style="list-style-type: none"> <li>- Judges communication needs and determines the appropriate modes and media to satisfy the needs of the audience</li> <li>- Presents ideas effectively both orally and in writing</li> <li>- Conveys information clearly, confidently and with a professional tone.</li> <li>- Listens effectively and provides appropriate feedback.</li> </ul>		
<b>12. Service:</b> <p><b>Professional:</b></p> <ul style="list-style-type: none"> <li>- Actively participates in professional organizations</li> </ul> <p><b>University:</b></p> <ul style="list-style-type: none"> <li>- Is an effective and active member of committee(s) in The Mico.</li> <li>- Undertakes various administrative responsibilities in the Department / Faculty</li> <li>- Is involved in student organizations</li> <li>- Participates and actively supports the University College’s functions and activities.</li> <li>- Assists in recruiting students</li> </ul> <p><b>Community:</b></p> <ul style="list-style-type: none"> <li>- Participates in community and public service through the church, service or civil organizations.</li> </ul>		
<b>Raw score (out of 60)</b>		<i>Note that the maximum raw score is 60.  Convert this to a score out of 50 by multiplying the raw score by 0.833  e.g. a raw score of 55/60 = a Section score of 45.8/50; (55 x 0.833 = 45.8)</i>
<b>Section B: Total Score (out of 50):</b>		<i>Add this score to that of Sections A and C for the overall score.</i>

**Section C – Student Assessment (Maximum Score: 25)**

Use this section to record the overall student assessment of this staff member as represented by an average of the HR scores on the Course Evaluation Summaries received from the Curriculum Unit. All courses evaluated during the review period are to be used. In the centre column, indicate the score of 1 – 5 using the ratings indicated on page 1 and provide comments as needed.

COURSES EVALUATED BY STUDENTS	SCORE	COMMENTS
<b>Section C: Total Score (out of 25):</b>		<i>Add this score to that of Sections A and B for the overall score.</i>

**Section D – Overall Performance and Comments**

Use this section to indicate any recommendations and improvements that would be required.

<b>Summary of Overall Performance</b>	
Overall Score out of 100 (adding scores from Sections A, B, and C)	
<b>Employee's Comments</b>	<b>Department Head/Evaluator's Comments</b>
<b>Employee's Comments</b>	<b>Dean/Reviewer's Comments</b>
<b>Employee's Comments</b>	<b>VP Academic Affairs</b>

5: Exceptional

4: Exceeds Expectation

3: Meets Expectation

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1: Unsatisfactory

**Section E – Performance Targets for Next Review Period**

In the table below, indicate the objectives and success indicators of each, for the upcoming review period. Objectives should be **SMART –Specific, Measurable, Attainable, Realistic and Time-bound**. The weight indicates the relative importance, e.g. an objective with weight 0.4 is more important than one with weight 0.3. Weight should total 1.0. In setting targets, consider the extent to which previous objectives were achieved or fulfilled and the areas that the appraisal process have indicated are in need of improvement. Consider also the Institutional Strategic Objectives as represented in your Department Operational Plan.

**PERFORMANCE TARGETS FOR NEXT REVIEW PERIOD**

TARGETS/OBJECTIVES	WEIGHT (W) (TOTAL 1)	COMMENTS
1.		
2.		
3.		
4.		

<b>OFFICIAL USE:</b>
Improvement Plan:
Recommendations:

By signing below, it is acknowledged that I have participated in the review process. I understand that I have the right to respond in writing to this form within two weeks from the date I have received this form in accordance with the Evaluation Procedure.

Faculty Member: \_\_\_\_\_ Date: \_\_\_\_\_

Department Head/Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

Dean/Reviewer: \_\_\_\_\_ Date: \_\_\_\_\_

VP Academic Affairs: \_\_\_\_\_ Date: \_\_\_\_\_