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.

I. 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

II. 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

III. 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.

Participate in community events such as band concerts, health fairs, cable shows, etc., that support the university mission.