

# Lansing Community College Performance Review – Academic Professional

Academic Professional Name:	Academic Year:
Division:	Department/Service/Program:
Evaluator:	

It is the responsibility of academic professionals to use their knowledge and earnest efforts to achieve successful outcomes in teaching and learning and to advance the mission of the college. Each criterion listed below refers to the behaviors and responsibilities academic professionals at Lansing Community College strive to attain. Not all criteria will be relevant to all positions. Please indicate "N/A" where you believe the criteria is "Not Applicable." If you have questions concerning the relevance of any criteria to your position, please consult with the evaluator conducting your performance review, your supervisor or the dean of your respective division.

## Self-Evaluation

Academic professional completes each relevant section of this evaluation form by marking each item as:

- 4 - Highly Effective:** *I have a command of this practice and can be a model for others*
- 3 - Effective:** *I consistently incorporate this into my practice*
- 2 - Developing:** *I incorporate this into my practice, but inconsistently*
- 1 - Opportunity for Improvement:** *I do not or I struggle to incorporate this into my practice*

Comments may be entered in the spaces provided in each section of the form.

### **PART I. TEACHING EFFECTIVENESS:**

			4 – Highly Effective	3 – Effective	2 – Developing	1 – Opportunity for Improvement	N/A – Not Applicable
<b>4 – Highly Effective:</b>	I have a command of this practice and can be a model for others.						
<b>3 – Effective:</b>	I consistently incorporate this into my practice.						
<b>2 – Developing:</b>	I incorporate this into my practice, but inconsistently.						
<b>1 – Opportunity for Improvement:</b>	I do not or I struggle to incorporate this into my practice.						
<b>N/A – Not Applicable</b>							
<b>1. Establishes positive learning/advising environment</b>	<i>Self</i>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Evaluator</i>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1a. Establishes connection/rapport with students</b>	<i>Self</i>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Evaluator</i>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1b. Solicits student input and facilitates student engagement</b>	<i>Self</i>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Evaluator</i>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1c. Demonstrates enthusiasm for the activity/service</b>	<i>Self</i>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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1 – Opportunity for Improvement:	I do not or I struggle to incorporate this into my practice.					
N/A – Not Applicable						
	<i>Evaluator</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1d.</b> Holds sessions/appointments on all scheduled days	<i>Self</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Evaluator</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1e.</b> Starts and ends sessions/appointments on time	<i>Self</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Evaluator</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1f.</b> Provides information about academic and/or support resources and services as appropriate	<i>Self</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Evaluator</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1g.</b> Communicates effectively with students	<i>Self</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Evaluator</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1h.</b> Manages learning environment (disruptive behavior, accommodates, breaks)	<i>Self</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Evaluator</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COMMENTS						
<b>2. Empowers students to learn in a variety of ways</b>						
	<i>Self</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Evaluator</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2a.</b> Uses variety of methods/strategies to address all learning styles	<i>Self</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Evaluator</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2b.</b> . Listens carefully to students and responds appropriately; acknowledges student contributions	<i>Self</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Evaluator</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2c.</b> Provides opportunity for students to apply what they are learning	<i>Self</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Evaluator</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2d.</b> Encourages students to think critically about material/information	<i>Self</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Evaluator</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2e.</b> Asks thoughtful questions to determine if students grasp material/information	<i>Self</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Evaluator</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2f.</b> Pauses long enough to after asking questions to allow students to formulate responses	<i>Self</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Evaluator</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2g.</b> Makes material/information relevant to students	<i>Self</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Evaluator</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>4 – Highly Effective:</b>	I have a command of this practice and can be a model for others.	4 – Highly Effective	3 – Effective	2 – Developing	1 – Opportunity for Improvement	N/A – Not Applicable
<b>3 – Effective:</b>	I consistently incorporate this into my practice.					
<b>2 – Developing:</b>	I incorporate this into my practice, but inconsistently.					
<b>1 – Opportunity for Improvement:</b>	I do not or I struggle to incorporate this into my practice.					
<b>N/A – Not Applicable</b>						

COMMENTS

**3. Presents material/information in an organized and clear manner**

*Self*

*Evaluator*

**3a.** Uses current, updated information, materials and methods

*Self*

*Evaluator*

**3b.** States objectives and expectations clearly

*Self*

*Evaluator*

**3c.** Organizes material well and demonstrates preparedness for sessions/appointments

*Self*

*Evaluator*

**3d.** Makes good use of session/appointment time

*Self*

*Evaluator*

**3e.** Emphasizes main points/issues

*Self*

*Evaluator*

**3f.** Uses illustrations and examples as appropriate

*Self*

*Evaluator*

**3g.** Provides continuity between concepts/issues

*Self*

*Evaluator*

**3h.** Prepares students for next session/appointment

*Self*

*Evaluator*

COMMENTS

**4. Presentation/communication style promotes student learning**

*Self*

*Evaluator*

**4a.** Addresses students in a professional and respectful manner

*Self*

*Evaluator*

**4b.** Attends to students when speaking

*Self*

*Evaluator*

**4c.** Displays appropriate patience, compassion and empathy

*Self*

*Evaluator*

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1 – Opportunity for Improvement:	I do not or I struggle to incorporate this into my practice.					
N/A – Not Applicable						
<b>4d.</b> Uses adequate and appropriate speaking tone, volume and pace when addressing students and others	<i>Self</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Evaluator</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4e.</b> Avoids distracting mannerisms (use of fillers such as “um,” excessive pacing, jingling keys or coins in pockets)	<i>Self</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Evaluator</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4f.</b> Utilizes appropriate software and systems to access and report necessary information	<i>Self</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Evaluator</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4g.</b> Demonstrates effective use of technology in the learning environment	<i>Self</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Evaluator</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4h.</b> Encourages student use of technology	<i>Self</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Evaluator</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4i.</b> Uses online communication tools effectively	<i>Self</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Evaluator</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4j.</b> Responds to student questions/emails in a reasonable amount of time	<i>Self</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Evaluator</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COMMENTS						

### Instructions for Part II: Performance Competencies

**Full-time Academic Professionals:** Full-time academic professionals should complete a self-evaluation regarding all criteria in PART II. Full-time academic professionals should identify or

provide "Documentation/Evidence" to illustrate and support their self-evaluation ratings where indicated.

**Part-time Academic Professionals:** Part-time academic professionals should provide self-evaluation ratings for criteria 1, 2, 3, 10, 11, 12, and 13. If desired, part-time academic professionals may provide self-evaluation ratings for additional criteria as is representative of their participation and work. Part-time academic professionals may but are not required to provide "Documentation/Evidence" to illustrate such activities and contributions.

**PART II. PERFORMANCE COMPETENCIES:**

4 – Highly Effective:	I have a command of this practice and can be a model for others.	4 – Highly Effective	3 – Effective	2 – Developing	1 – Opportunity for Improvement	N/A – Not Applicable
3 – Effective:	I consistently incorporate this into my practice.					
2 – Developing:	I incorporate this into my practice, but inconsistently.					
1 – Opportunity for Improvement:	I do not or I struggle to incorporate this into my practice.					
N/A – Not Applicable						
1. Keeps current in discipline and area of responsibility	<i>Self</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Evaluator</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DOCUMENTATION/EVIDENCE (Identify activities that demonstrate how you keep current in your discipline and area of responsibility.)						
COMMENTS						
2. Utilizes discipline-specific knowledge to teach, tutor, train, mentor and advise students and colleagues	<i>Self</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Evaluator</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2a. Ensures a thorough understanding of students' needs prior to moving towards resolution	<i>Self</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Evaluator</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2b. Consults with others to ensure appropriate outcomes of service	<i>Self</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Evaluator</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2c. If unable to assist students, takes steps to ensure students are provided with accurate information as to where further assistance maybe found	<i>Self</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Evaluator</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2d. Confirms next steps with students	<i>Self</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Evaluator</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DOCUMENTATION/EVIDENCE (Remember to include section syllabi or sample informational handouts in Portfolio.)						
COMMENTS						
3. Assesses the quality of instruction/service and student outcomes in accordance with applicable College and legal standards	<i>Self</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Evaluator</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4 – Highly Effective:	I have a command of this practice and can be a model for others.	4 – Highly Effective	3 – Effective	2 – Developing	1 – Opportunity for Improvement	N/A – Not Applicable
3 – Effective:	I consistently incorporate this into my practice.					
2 – Developing:	I incorporate this into my practice, but inconsistently.					
1 – Opportunity for Improvement:	I do not or I struggle to incorporate this into my practice.					
N/A – Not Applicable						
<b>3a.</b> Measures and monitors student success and progress based upon established outcomes	<i>Self</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Evaluator</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3b.</b> Provides students with clear, timely, and meaningful feedback on student progress and performance	<i>Self</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Evaluator</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DOCUMENTATION/EVIDENCE (Remember to include representative assessments, assignments, progress reports, etc. in Portfolio.)						
COMMENTS						
<b>4.</b> Shares in the improvements of services and educational programs in accordance with college policy	<i>Self</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Evaluator</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DOCUMENTATION/EVIDENCE (How have you shared in the improvements of services and educational programs in your area?)						
COMMENTS						
<b>5.</b> Participates in individual and/or group advising	<i>Self</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Evaluator</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DOCUMENTATION/EVIDENCE (How have you participated in individual and/or group advising? Approximately how many students do you advise in a Fall or Spring semester?)						
COMMENTS						
<b>6.</b> Attends professional activity days and divisional, departmental and program meetings as directed	<i>Self</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Evaluator</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DOCUMENTATION/EVIDENCE (List meetings regularly attended.)						
COMMENTS						
<b>7.</b> Participates in department, program and team leadership and duties in accordance with applicable policy	<i>Self</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Evaluator</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DOCUMENTATION/EVIDENCE (How do you participate in department, program and team leadership?)						

<b>4 – Highly Effective:</b> <b>3 – Effective:</b> <b>2 – Developing:</b> <b>1 – Opportunity for Improvement:</b> <b>N/A – Not Applicable</b>	I have a command of this practice and can be a model for others. I consistently incorporate this into my practice. I incorporate this into my practice, but inconsistently. I do not or I struggle to incorporate this into my practice.	4 – Highly Effective	3 – Effective	2 – Developing	1 – Opportunity for Improvement	N/A – Not Applicable
COMMENTS						
<b>8. Participates in peer reviews in accordance with applicable policy</b>	<b>Self</b>  <b>Evaluator</b>	<input type="checkbox"/>  <input type="checkbox"/>	<input type="checkbox"/>  <input type="checkbox"/>	<input type="checkbox"/>  <input type="checkbox"/>	<input type="checkbox"/>  <input type="checkbox"/>	<input type="checkbox"/>  <input type="checkbox"/>
DOCUMENTATION/EVIDENCE (List service on Peer Review Committee(s).)						
COMMENTS						
<b>9. Participates in the shared governance of the College, including participation on College committees</b>	<b>Self</b>  <b>Evaluator</b>	<input type="checkbox"/>  <input type="checkbox"/>	<input type="checkbox"/>  <input type="checkbox"/>	<input type="checkbox"/>  <input type="checkbox"/>	<input type="checkbox"/>  <input type="checkbox"/>	<input type="checkbox"/>  <input type="checkbox"/>
DOCUMENTATION/EVIDENCE (How do you participate in the shared governance of the College? List participation on any College-wide or Division-wide committees.)						
COMMENTS						
<b>10. Models behaviors and performance that maximize support of student success.</b>	<b>Self</b>  <b>Evaluator</b>	<input type="checkbox"/>  <input type="checkbox"/>	<input type="checkbox"/>  <input type="checkbox"/>	<input type="checkbox"/>  <input type="checkbox"/>	<input type="checkbox"/>  <input type="checkbox"/>	<input type="checkbox"/>  <input type="checkbox"/>
COMMENTS						
<b>11. Works scheduled hours each week at assigned locations.</b>	<b>Self</b>  <b>Evaluator</b>	<input type="checkbox"/>  <input type="checkbox"/>	<input type="checkbox"/>  <input type="checkbox"/>	<input type="checkbox"/>  <input type="checkbox"/>	<input type="checkbox"/>  <input type="checkbox"/>	<input type="checkbox"/>  <input type="checkbox"/>
COMMENTS						
<b>12. Keeps current with changes in LCC curriculum as related to the individual's duties.</b>	<b>Self</b>  <b>Evaluator</b>	<input type="checkbox"/>  <input type="checkbox"/>	<input type="checkbox"/>  <input type="checkbox"/>	<input type="checkbox"/>  <input type="checkbox"/>	<input type="checkbox"/>  <input type="checkbox"/>	<input type="checkbox"/>  <input type="checkbox"/>
COMMENTS						
<b>13. Uses technology to communicate effectively; responds to LCC and student emails in a timely manner</b>	<b>Self</b>  <b>Evaluator</b>	<input type="checkbox"/>  <input type="checkbox"/>	<input type="checkbox"/>  <input type="checkbox"/>	<input type="checkbox"/>  <input type="checkbox"/>	<input type="checkbox"/>  <input type="checkbox"/>	<input type="checkbox"/>  <input type="checkbox"/>

<b>4 – Highly Effective:</b>	I have a command of this practice and can be a model for others.	4 – Highly Effective	3 – Effective	2 – Developing	1 – Opportunity for Improvement	N/A – Not Applicable
<b>3 – Effective:</b>	I consistently incorporate this into my practice.					
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<b>N/A – Not Applicable</b>						
COMMENTS						

**Evaluator Comments:**

**Dean/Designee Comments:**

**Outcome of Evaluation – to be completed by Dean/Designee**

Satisfactory

Additional Evaluation Indicated – Teaching or performance concern(s)

Unsatisfactory – Individual Improvement Plan (IIP) required



After completed Performance Review is signed by Academic Professional and Dean/Designee, Division Office should forward original copy to Academic Affairs.

**Academic Professional Response:**

**Academic Professional Initials:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Academic Professional Signature\*:** \_\_\_\_\_ **Date:** \_\_\_\_\_

*\*Academic professional signature does not indicate agreement but indicates the academic professional has received a copy of the evaluation form and its contents have been discussed with the Dean/designee.*

**Evaluator Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Dean/Designee Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_