

APPENDICES TO: COLLECTIVE BARGAINING AGREEMENT

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FACULTY MEMBER: _____

DEPARTMENT: _____

COMMITTEE MEMBER NAME: _____

DATE: _____

CONTINUING CONTRACT PERFORMANCE & PORTFOLIO SCREENING RUBRIC

To be eligible for Continuing Contract, all required portfolio components must be addressed with no score below 2.

3- Exemplary:

Documents submitted by the instructor are of excellent quality and evaluations of performance demonstrate excellence and ability for instructor to excel without regular, close classroom and other evaluation.

2- Proficient:

Documents submitted by the instructor are quality work and evaluations of performance demonstrate proficiency and ability for instructor to operate successfully without regular, close classroom and other evaluation.

1-Basic:

Documents submitted by the instructor are limited and evaluations of performance demonstrate basic service and ability to meet minimum expectation with regular supervision.

0-Unsatisfactory:

Documents submitted by the instructor reveal little or no quality information and evaluations of performance demonstrate additional regular, close supervision and evaluation of performance necessary.

REQUIRED COMPONENTS OF PORTFOLIO	3- Exemplary 2- Proficient 1-Basic 0-Unsatisfactory	COMMENTS
<p>Vision Statement of the unique role of a full-time faculty member employed by SJR State. Length to be equivalent to two-pages, double-spaced.</p> <p>Is the faculty member's vision congruent with the college's mission and goals?</p> <p>Does the faculty's vision statement clearly articulate and reflect the roles and responsibilities of their position?</p>		
<p>Evidence of continued professional development.</p> <p>Does professional development activity reflect the needs of the department?</p> <p>Do the professional development activities reflect areas addressed in evaluations?</p> <p>Do the professional development activities reflect new contributions to the department/discipline?</p>		
<p>Evidence of institutional involvement in terms of service on departmental/institutional committees.</p> <p>What departmental/institutional committees did the faculty participate in?</p> <p>Did faculty member make a meaningful contribution when serving on the committees?</p>		
<p>Evidence of institutional involvement in terms of service on curriculum review/development committees.</p> <p>What curriculum review/development activities did the faculty participate in?</p> <p>Did the faculty member make meaningful contribution to curriculum review/revisions?</p> <p>Was the faculty member a leader in curriculum development and insuring curriculum remains current?</p>		

REQUIRED COMPONENTS OF PORTFOLIO	3- Exemplary 2- Proficient 1-Basic 0-Unsatisfactory	COMMENTS
<p>Evidence of institutional involvement in terms of service with accreditation and institutional effectiveness.</p> <p>What accreditation activities has the faculty member been involved in?</p> <p>How has the faculty member participated in the design and measurement of student learning outcomes?</p>		
<p>Evidence of institutional involvement in terms of service through participation and/or attendance at college sponsored events and activities, student activities, student clubs, etc.</p>		
<p>Changes that the applicant has made in the classroom or other areas in response to student evaluations.</p> <p>How has the faculty member utilized student evaluations?</p> <p>If an online instructor, what do student evaluations indicate?</p> <p>How has instruction been changed to reflect feedback?</p>		
<p>Changes that the applicant has made in the classroom or other areas in response to peer feedback.</p> <p>How has the faculty member responded to peer input?</p> <p>Has faculty member demonstrated collaboration with peers when evaluating student learning outcomes and closing the assessment loop?</p>		

REQUIRED COMPONENTS OF PORTFOLIO	3- Exemplary 2- Proficient 1-Basic 0-Unsatisfactory	COMMENTS
<p>Changes that the applicant has made in the classroom or other areas in response to administrative evaluations.</p> <p>How has the faculty member utilized administrative evaluations?</p>		

REQUIRED EVALUATION OF PERFORMANCE	3- Exemplary 2- Proficient 1-Basic 0-Unsatisfactory	COMMENTS
Evaluations by directors, deans, and administrators.		
Syllabus contains all required items. Instructor specific items are clear, accurate, and reasonable.		
Instructional and assessment methods demonstrate appropriate rigor and variety to include ability to apply concepts in writing, real world scenarios, etc. Instructional materials are aligned to course objectives and assessments.		
Interacts with students and provides opportunities for questions and discussions. Provides timely feedback to students regarding scores on assessments, progress, and grades.		
Student success and achievement Assessment of Student Learning Outcomes Grade Distributions Course Success Rates Student Progression & Completion when appropriate Employer surveys/job placement data when appropriate		
Compatibility with students, faculty, and staff employed by the College.		
Demonstrated commitment to the mission of the Florida College System and the mission of SJR State.		
Demonstrated ability to communicate ideas, theories, thoughts, process, etc., in a cogent and understandable fashion.		
Awareness of the needs of the divergent student population served by the College and a demonstrated		

willingness to work with each student to maximize his or her academic and educational success.		
Technological competence to carry out the duties required of instructional positions as SJR State.		

OPTIONAL PORTFOLIO ITEMS		COMMENTS
Membership in professional associations or societies that contribute to the applicant's success as a full-time faculty member.		
Honors, awards, recognitions, letters of recommendation, etc., that the applicant has received.		
Any other attributes, documents, evidence of teaching success, etc., that the applicant believes will assist the Continuing Contract Screening Committee in making a recommendation.		
Evidence of the applicant's service as an ambassador for SJR State within the three-county district served by the college and state-wide. Has faculty member worked with business and industry? Has faculty member been involved with Advisory Boards? Has faculty member otherwise been involved with community outreach efforts on behalf of the College?		
OTHER COMMENTS		



FACULTY MEMBER: _____

DEPARTMENT: _____

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DATE: _____

CONTINUING CONTRACT ADULT EDUCATION PERFORMANCE & PORTFOLIO SCREENING RUBRIC

To be eligible for Continuing Contract, all required portfolio components must be addressed with no score below 2.

3- Exemplary:

Documents submitted by the instructor are of excellent quality and evaluations of performance demonstrate excellence and ability for instructor to excel without regular, close classroom and other evaluation.

2- Proficient:

Documents submitted by the instructor are quality work and evaluations of performance demonstrate proficiency and ability for instructor to operate successfully without regular, close classroom and other evaluation.

1-Basic:

Documents submitted by the instructor are limited and evaluations of performance demonstrate basic service and ability to meet minimum expectation with regular supervision.

0-Unsatisfactory:

Documents submitted by the instructor reveal little or no quality information and evaluations of performance demonstrate additional regular, close supervision and evaluation of performance necessary.

REQUIRED COMPONENTS OF PORTFOLIO	3- Exemplary 2- Proficient 1-Basic 0-Unsatisfactory	COMMENTS
<p>Vision Statement of the unique role of a full-time faculty member employed by SJR State. Length to be equivalent to two-pages, double-spaced.</p> <p>Is the faculty member's vision congruent with the college's mission and goals?</p> <p>Does the faculty's vision statement clearly articulate and reflect the roles and responsibilities of their position in the Adult Education department?</p>		
<p>Evidence of continued professional development.</p> <p>Does professional development activity reflect the needs of the department?</p> <p>Do the professional development activities reflect areas addressed in evaluations?</p> <p>Do the professional development activities reflect new contributions to the Adult Education department?</p>		
<p>Evidence of institutional involvement in terms of service on departmental/institutional committees.</p> <p>What departmental/institutional committees did the faculty participate in?</p> <p>Did faculty member make a meaningful contribution when serving on the committees?</p>		
<p>Evidence of institutional involvement in terms of service on departmental/institutional committees.</p> <p>What departmental/institutional committees did the faculty participate in?</p> <p>Did faculty member make a meaningful contribution when serving on the committees?</p>		

REQUIRED COMPONENTS OF PORTFOLIO	3- Exemplary 2- Proficient 1-Basic 0-Unsatisfactory	COMMENTS
<p>Evidence of the promotion of academic mindset in the Adult Education program.</p> <p>How has the faculty member promoted growth mindset with students?</p> <p>How has the faculty member encouraged a student's sense of self-efficacy?</p> <p>How has the faculty member assisted students in understanding the relevance of academic experience?</p> <p>How has the faculty member foster students' sense of belonging?</p>		
<p>Changes that the applicant has made in the classroom or other areas in response to the Strategic Plan for the Adult Education.</p> <p>How has the faculty member embedded growth mindset in classroom instruction?</p> <p>How has the faculty member incorporated employability skills in classroom instruction?</p> <p>How has the faculty member emphasized career planning in classroom instruction?</p> <p>How has the faculty member contextualized instruction to the meet the student's learning style?</p> <p>Has faculty member demonstrated collaboration with peers when evaluating student learning outcomes?</p>		
<p>Changes that the applicant has made in the classroom or other areas in response to administrative evaluations and/or student evaluations.</p> <p>How has the faculty member utilized administrative and/or student evaluations?</p>		

REQUIRED EVALUATION OF PERFORMANCE	3- Exemplary 2- Proficient 1-Basic 0-Unsatisfactory	COMMENTS
Evaluations by directors, deans, and administrators.		
<p>Demonstrated effectiveness in ensuring student success and achievement.</p> <p>Assessment of Student Learning Outcomes</p> <p>Measures of Adult Education Pillars (Progress, Engagement, Empowerment, and Self-Actualization)</p> <p>Program Retention Rates</p> <p>Student Progression & Completion</p>		
Instructional and assessment methods demonstrate appropriate rigor and variety to include academic mindset, andragogy, contextualization, employability skills with emphasis on critical thinking, communication, collaboration, problem solving, etc.		
Efficiency and effectiveness in the classroom and the College environment.		
Compatibility with students, faculty, and staff employed by the College.		
Demonstrated commitment to the mission of the Florida College System and the mission of SJR State.		
Demonstrated ability to communicate ideas, theories, thoughts, process, etc., in a cogent and understandable fashion.		
Awareness of the needs of the divergent student population served by the College and a demonstrated willingness to work with each student to maximize his or her academic and educational success.		

Technological competence to carry out the duties required of instructional positions as SJR State.		
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OPTIONAL PORTFOLIO ITEMS	COMMENTS
Membership in professional associations or societies that contribute to the applicant's success as a full-time faculty member.	
Honors, awards, recognitions, letters of recommendation, etc., that the applicant has received.	
Any other attributes, documents, evidence of teaching success, etc., that the applicant believes will assist the Continuing Contract Screening Committee in making a recommendation.	
<p>Evidence of the applicant's service as an ambassador for SJR State within Putnam county served by the college and state-wide.</p> <p>Has faculty member worked with business and industry?</p> <p>Has faculty member been involved with Advisory Boards?</p> <p>Has faculty member otherwise been involved with community outreach efforts on behalf of the College?</p>	
OTHER COMMENTS	



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LIBRARIANS CONTINUING CONTRACT PERFORMANCE & PORTFOLIO SCREENING RUBRIC

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3- Exemplary:

Documents submitted by the instructor are of excellent quality and evaluations of performance demonstrate excellence and ability for instructor to excel without regular, close classroom and other evaluation.

2- Proficient:

Documents submitted by the instructor are quality work and evaluations of performance demonstrate proficiency and ability for instructor to operate successfully without regular, close classroom and other evaluation.

1-Basic:

Documents submitted by the instructor are limited and evaluations of performance demonstrate basic service and ability to meet minimum expectation with regular supervision.

0-Unsatisfactory:

Documents submitted by the instructor reveal little or no quality information and evaluations of performance demonstrate additional regular, close supervision and evaluation of performance necessary.

REQUIRED COMPONENTS OF PORTFOLIO	3- Exemplary 2- Proficient 1-Basic 0-Unsatisfactory	COMMENTS
<p>Vision Statement of the unique role of a full-time faculty member employed by SJR State. Length to be equivalent to two-pages, double-spaced.</p> <p>Is the faculty member's vision congruent with the college's mission and goals?</p> <p>Does the faculty's vision statement clearly articulate and reflect the roles and responsibilities of their position?</p>		
<p>Evidence of continued professional development.</p> <p>Does professional development activity reflect the needs of the department?</p> <p>Do the professional development activities reflect areas addressed in evaluations?</p> <p>Do the professional development activities reflect new contributions to the department/discipline?</p>		
<p>Evidence of institutional involvement in terms of service on departmental/institutional committees.</p> <p>What departmental/institutional committees did the faculty participate in?</p> <p>Did faculty member make a meaningful contribution when serving on the committees?</p>		
<p>Evidence of involvement in information fluency curriculum development and/or collection development.</p> <p>Did the faculty member make meaningful contributions?</p>		

REQUIRED COMPONENTS OF PORTFOLIO	3- Exemplary 2- Proficient 1-Basic 0-Unsatisfactory	COMMENTS
<p>Evidence of institutional involvement in terms of service with accreditation and institutional effectiveness.</p> <p>What accreditation activities has the faculty member been involved in?</p> <p>What institutional effectiveness activities has the faculty member been involved in?</p>		
<p>Evidence of institutional involvement in terms of service through participation and/or attendance at college sponsored events and activities, student activities, student clubs, etc.</p>		
<p>Changes that the applicant has made in instruction or other areas in response to student evaluations and personal observations.</p> <p>How has the faculty member used classroom surveys, the SAIL survey, or the Graduate survey?</p> <p>How has instruction or other areas of responsibility been changed in response to personal observations?</p>		
<p>How has the faculty member contributed to student success in teaching students to learn to retrieve, organize, and effectively use information as described in the Learning Outcome Competency Map?</p>		

REQUIRED COMPONENTS OF PORTFOLIO	3- Exemplary 2- Proficient 1-Basic 0-Unsatisfactory	COMMENTS
Changes that the applicant has made in instruction or other areas in response to administrative evaluations. How has the faculty member utilized administrative evaluations?		

REQUIRED EVALUATION OF PERFORMANCE	3- Exemplary 2- Proficient 1-Basic 0-Unsatisfactory	COMMENTS
Evaluations by directors, deans, and administrators.		
Efficiency and effectiveness in the library and the College environment.		
Compatibility with students, faculty, and staff employed by the College.		
Demonstrated commitment to the mission of the Florida College System and the mission of SJR State.		
Demonstrated ability to communicate ideas, theories, thoughts, process, etc., in a cogent and understandable fashion.		
Awareness of the needs of the divergent student population served by the College and a demonstrated willingness to work with each student to maximize his or her academic and educational success.		
Technological competence to carry out the duties required of librarians at SJR State.		

OPTIONAL PORTFOLIO ITEMS	COMMENTS
Membership in professional associations or societies that contribute to the applicant's success as a full-time faculty member.	
Honors, awards, recognitions, letters of recommendation, etc., that the applicant has received.	

<p>Any other attributes, documents, evidence of success, etc., that the applicant believes will assist the Continuing Contract Screening Committee in making a recommendation.</p>	
<p>Evidence of the applicant's service as an ambassador for SJR State within the three-county district served by the college and state-wide.</p> <p style="padding-left: 40px;">Has faculty member worked with business and industry?</p> <p style="padding-left: 40px;">Has faculty member been involved with Advisory Boards?</p> <p style="padding-left: 40px;">Has faculty member otherwise been involved with community outreach efforts on behalf of the College?</p>	
<p>OTHER COMMENTS</p>	
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SENIOR ACADEMIC ADVISORS CONTINUING CONTRACT PERFORMANCE & PORTFOLIO SCREENING RUBRIC

To be eligible for Continuing Contract, all required portfolio components must be addressed with no score below 2.

3- Exemplary:

Documents submitted by the instructor are of excellent quality and evaluations of performance demonstrate excellence and ability for instructor to excel without regular, close classroom and other evaluation.

2- Proficient:

Documents submitted by the instructor are quality work and evaluations of performance demonstrate proficiency and ability for instructor to operate successfully without regular, close classroom and other evaluation.

1-Basic:

Documents submitted by the instructor are limited and evaluations of performance demonstrate basic service and ability to meet minimum expectation with regular supervision.

0-Unsatisfactory:

Documents submitted by the instructor reveal little or no quality information and evaluations of performance demonstrate additional regular, close supervision and evaluation of performance necessary.

REQUIRED COMPONENTS OF PORTFOLIO	3- Exemplary 2- Proficient 1-Basic 0-Unsatisfactory	COMMENTS
<p>Vision Statement of the unique role of a full-time faculty member employed by SJR State. Length to be equivalent to two-pages, double-spaced.</p> <p>Is the faculty member's vision congruent with the college's mission and goals?</p> <p>Does the faculty's vision statement clearly articulate and reflect the roles and responsibilities of their position?</p>		
<p>Evidence of continued professional development.</p> <p>Does professional development activity reflect the needs of the department?</p> <p>Do the professional development activities reflect areas addressed in evaluations?</p> <p>Do the professional development activities reflect new contributions to the department/discipline?</p>		
<p>Evidence of institutional involvement in terms of service on departmental/institutional committees.</p> <p>What departmental/institutional committees did the faculty participate in?</p> <p>Did faculty member make a meaningful contribution when serving on the committees?</p>		
<p>Evidence of involvement in student success initiatives, retention and graduation programs.</p> <p>Did the faculty member make meaningful contributions?</p>		

REQUIRED COMPONENTS OF PORTFOLIO	3- Exemplary 2- Proficient 1-Basic 0-Unsatisfactory	COMMENTS
<p>Evidence of institutional involvement in terms of service with accreditation and institutional effectiveness.</p> <p>What accreditation activities has the faculty member been involved in?</p> <p>What institutional effectiveness activities has the faculty member been involved in?</p>		
<p>Evidence of institutional involvement in terms of service through participation and/or attendance at college sponsored events and activities, student activities, student clubs, etc.</p>		
<p>Changes that the applicant has made in instruction or other areas in response to student evaluations and personal observations.</p> <p>How has the faculty member used feedback from student surveys?</p> <p>How has instruction or other areas of responsibility been changed in response to personal observations?</p>		

REQUIRED COMPONENTS OF PORTFOLIO	3- Exemplary 2- Proficient 1-Basic 0-Unsatisfactory	COMMENTS
Changes that the applicant has made in instruction or other areas in response to administrative evaluations. How has the faculty member utilized administrative evaluations?		

REQUIRED EVALUATION OF PERFORMANCE	3- Exemplary 2- Proficient 1-Basic 0-Unsatisfactory	COMMENTS
Evaluations by directors, deans, and administrators.		
Efficiency and effectiveness in Advising and the College environment.		
Compatibility with students, faculty, and staff employed by the College.		
Demonstrated commitment to the mission of the Florida College System and the mission of SJR State.		
Demonstrated ability to communicate ideas, theories, thoughts, process, etc., in a cogent and understandable fashion.		
Awareness of the needs of the divergent student population served by the College and a demonstrated willingness to work with each student to maximize his or her academic and educational success.		
Technological competence to carry out the duties required of Senior Advisors at SJR State.		

OPTIONAL PORTFOLIO ITEMS	COMMENTS
Membership in professional associations or societies that contribute to the applicant's success as a full-time faculty member.	
Honors, awards, recognitions, letters of recommendation, etc., that the applicant has received.	

<p>Any other attributes, documents, evidence of success, etc., that the applicant believes will assist the Continuing Contract Screening Committee in making a recommendation.</p>	
<p>Evidence of the applicant's service as an ambassador for SJR State within the three-county district served by the college and state-wide.</p> <p style="padding-left: 40px;">Has faculty member worked with business and industry?</p> <p style="padding-left: 40px;">Has faculty member been involved with Advisory Boards?</p> <p style="padding-left: 40px;">Has faculty member otherwise been involved with community outreach efforts on behalf of the College?</p>	
<p>OTHER COMMENTS</p>	
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ONLINE COURSE EVALUATION CHECKLIST

How To Use:

The legend each header references what type of criterion is demonstrated. A ★★★ rating indicates an **Essential** course component to online learning and is required for SJR State online courses; a ★★ rating is considered **Best Practice** and adds value to a course and is highly recommended; and ★ is **Recommended**. Shaded items in the **DLA** column will be reviewed as part of the Distance Learning Academy course review.

Course Information		Essential ★★★	Best Practice ★★	Recommended ★
Yes ✓	DLA	Criteria		
<input type="checkbox"/> ★★★		Home Page provides visual representation of course; a brief course description or introduction; clear instructions for students (e.g., where to begin) and easy to understand navigation to course content → UDL 2.5 Illustrate through multiple media → QM Standard 1.1 Instructions make clear how to get started and where to find various course components → QM Standard 1.2 Learners are introduced to the purpose and structure of the course		
<input type="checkbox"/> ★★		Home Page utilizes a course banner with imagery that is relevant to subject/course materials → UDL 2.5 Illustrate through multiple media		
<input type="checkbox"/> ★		Course card provides visual representation of subject by adding an image in Course Settings Canvas Guide - Add Image to Course Card → UDL 2.5 Illustrate through multiple media		
<input type="checkbox"/> ★★★		Items not used are hidden from Course Navigation Canvas Guide - Navigation Links → Mobile Design Consideration → UDL 7.3 Minimize threats and distractions → QM Standard 8.1 Course navigation facilitates ease of use		
<input type="checkbox"/> ★★★		Instructor has provided students a Course Syllabus that includes: textbook and course material information, policies for grading, late work and make-up work; communication instructions, guidelines and contact information → QM Standard 1.3 Communication expectations for online discussions, email, and other forms of interaction are clearly stated → QM Standard 1.4 Course and institutional policies with which the learner is expected to comply are clearly stated within the course, or a link to current policies is provided → QM Standard 3.2 The course grading policy is stated clearly at the beginning of the course		
<input type="checkbox"/> ★★		Instructor provides students with minimum technology requirements, identifies any special software or other technology (e.g. webcam) required for the course, and provides students information on how and where to obtain technical support → QM Standard 1.5 Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided → QM Standard 7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it		

Course Content		Essential ★★★ Best Practice ★★ Recommended ★
Yes ✓	DLA	Criteria
<input type="checkbox"/> ★★★		Copyright law is followed. Course breaks no copyright considerations Canvas Guide - Copyright Resources → QM Standard 4.3 The course models the academic integrity expected of learners by providing both source references and permissions for use of instructional materials
<input type="checkbox"/> ★★★		All links, files, videos and external URLs are active and working Canvas Guide - Link Validation
<input type="checkbox"/> ★★		Content is "chunked" into manageable pieces by leveraging modules (e.g. organized by units, chapters, topic, or weeks) Canvas Guide - Modules → Mobile Design Consideration → UDL 3.3 Guide information processing, visualization, and manipulation
<input type="checkbox"/> ★		Text Headers and indentation are included within modules to help guide student navigation Canvas Guide - Add Text Header → Mobile Design Consideration → UDL 2.2 Clarify syntax and structure → QM Standard 8.1 Course navigation facilitates ease of use
<input type="checkbox"/> ★		Modules and items within modules have a thoughtful naming convention (e.g. name the module "Chapter 1: Pandas in the News," not just "Chapter 1") → UDL 2.2 Clarify syntax and structure → QM Standard 8.1 Course navigation facilitates ease of use
<input type="checkbox"/> ★★		Modules begin with an Introduction/Overview page that provides students with learning objectives and end with a Conclusion/Summary page to "bookend" each module → UDL 3.1 Activate or supply background knowledge → QM 2.3 Learning objectives or competencies are stated clearly, are written from the learner's perspective, and are prominently located in the course
<input type="checkbox"/> ★★★		Multimedia and external tools (e.g., Quizlet, Khan Academy, Padlet, Nearpod, CK-12) are embedded within modules or in a page, assignment, discussion, or quiz using the Rich Content Editor → UDL 5.2 Use multiple tools for construction and composition → QM Standard 8.5 Course multimedia facilitate ease of use
<input type="checkbox"/> ★★★		There is an orientation or Week 1 "Welcome" or "Introductory" activity (e.g. Student introductory discussion post) → UDL 8.3 Foster collaboration and community → QM Standard 1.9 Learners are asked to introduce themselves to the class
<input type="checkbox"/> ★★★		Auto-open Inline Preview used thoughtfully Canvas Guide - Auto-open for Inline Preview → QM Standard 8.5 Course multimedia facilitate ease of use

Assessment of Student Learning			Essential ★★★	Best Practice ★★	Recommended ★
Yes ✓	DLA	Criteria			
<input type="checkbox"/> ★★		<p>Multiple methods of assessments are used (e.g. discussion, assignments (individual or group) and quizzes)</p> <p>→ UDL 4.1 Vary the methods for response and navigation</p> <p>→ QM Standard 3.4 The assessments used are sequenced, varied, and suited to the level of the course</p>			
<input type="checkbox"/> ★★ ★		<p>Detailed instructions, guidelines, and rubrics for completing assignments and discussions are provided</p> <p>→ UDL 4.2 Optimize access to tools and assistive technologies</p> <p>→ QM Standard 3.3 Specific and descriptive criteria are provided for the evaluation of learners' work, and their connection to the course grading policy is clearly explained</p> <p>→ QM Standard 5.5 The requirements for learner interaction are clearly stated</p>			
<input type="checkbox"/> ★★ ★		<p>Course Gradebook used to score and provide feedback Canvas Guide - SpeedGrader</p> <p>→ UDL 8.4 Increase mastery-oriented feedback</p> <p>→ QM Standard 3.5 The course provides learners with multiple opportunities to track their learning progress with timely feedback</p>			
Course Accessibility			Essential ★★★	Best Practice ★★	Recommended ★
Yes ✓	DLA	Criteria			
<input type="checkbox"/> ★★ ★		<p>Accommodation Statement is present and easily located (e.g., on Home Page or Course Overview)</p> <p>→ UDL 4.2 Optimize access to tools and assistive technologies</p> <p>→ QM Standard 7.2 Course instructions articulate or link to the institution's accessibility policies and services</p>			
<input type="checkbox"/> ★★ ★		<p>Color does not overpower the course information; sufficient contrast between text and background makes information easy to read; and color is not used in isolation to convey meaning (e.g., color and bold are used to indicate importance) Canvas Guide - Accessibility Checker</p> <p>→ UDL 7.3 Minimize threats and distractions</p> <p>→ QM Standard 8.2 The course design facilitates readability</p> <p>→ QM Standard 8.3 The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners</p>			
<input type="checkbox"/> ★★ ★		<p>Images are used to support course content (e.g., banners, headings and icons) and accompanied by text descriptions (Alt text) or captions for more complex descriptions Canvas Guide - General Accessibility Design Guidelines</p> <p>→ UDL 1.3 Offer alternatives for visual information</p> <p>→ QM Standard 8.3 The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners</p> <p>→ QM Standard 8.4 The course provides alternative means of access to multimedia content in formats that meet the needs of diverse learners</p>			

<input type="checkbox"/> ★★★	<p>Styles (e.g. Paragraph, Heading 2, etc.) in course pages and documents are used to format text with a preference to use sans serif (e.g., Arial or Helvetica) Fonts Canvas Guide - General Accessibility Design Guidelines</p> <p>→ UDL 4.2 Optimize access to tools and assistive technologies</p> <p>→ QM Standard 8.2 The course design facilitates readability</p> <p>→ QM Standard 8.3 The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners</p>
<input type="checkbox"/> ★★★	<p>Hyperlink text incorporates the hyperlink destination/purpose (avoid raw URLs, e.g., https://www.canvaslms.com) and includes words and phrases to provide context for screen-readers (e.g., use “Canvas Guide - Hyperlink” rather than “Canvas Guide”) WebAim - Introduction to Links and Hypertext</p> <p>→ UDL 4.2 Optimize access to tools and assistive technologies</p> <p>→ QM Standard 8.3 The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners</p>
<input type="checkbox"/> ★★★	<p>Audio materials (mp3, wav, etc.) are accompanied by a transcript and videos / screencasts are closed-captioned Canvas Guide - Create Caption Files</p> <p>→ UDL 1.2 Offer alternatives for auditory information</p> <p>→ QM Standard 8.4 The course provides alternative means of access to multimedia content in formats that meet the needs of diverse learners</p>
<input type="checkbox"/> ★★★	<p>Tables are only used for tabular data</p> <p>→ Mobile Design Consideration</p> <p>→ QM Standard 8.3 The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners</p>

In addition to the criteria listed above, the following items are required elements to meet the official SJR State Course Quality designation. Faculty interested in receiving the SJR State Quality Course award designation and stipend may use the checklist below as a guide. Information about the review process and stipend awards should contact SJR State’s Distance Learning Department or their Dean/Director for more information.

SJR State Quality Course		Essential ★★★	Best Practice ★★	Recommended ★
Yes ✓	Criteria			
<input type="checkbox"/> ★★ ★	<p>Course learning objectives are clearly stated and are measurable.</p> <p>→ QM Standard 2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable</p> <p>→ QM Standard 2.3 Learning objectives or competencies are stated clearly, are written from the learner’s perspective, and are prominently located in the course</p>			
<input type="checkbox"/> ★★ ★	<p>Learning activities are aligned to module learning objectives and are clearly stated and measurable.</p> <p>→ QM Standard 2.2 The module/unit-level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies</p> <p>→ QM Standard 2.3 Learning objectives or competencies are stated clearly, are written from the learner’s perspective, and are prominently located in the course</p> <p>consistent with the course-level objectives or competencies</p> <p>→ QM Standard 2.4 The relationship between learning objectives or competencies and learning activities is clearly stated</p> <p>→ QM Standard 2.5 The learning objectives or competencies are suited to the level of the course</p> <p>→ QM Standard 5.1 The learning activities promote the achievement of the stated learning objectives or competencies</p>			

<input type="checkbox"/> ★ ★ ★	<p>Assessments used throughout the course are aligned to learning objectives.</p> <p>→ QM Standard 3.1 <i>The assessments measure the achievement of the stated learning objectives or competencies</i></p>
<input type="checkbox"/> ★ ★ ★	<p>Instructional materials are used purposefully and are aligned to meet stated learning objectives or competencies.</p> <p>→ QM Standard 4.1 <i>The instructional materials contribute to the achievement of the stated learning objectives or competencies</i></p> <p>→ QM Standard 4.2 <i>The relationship between the use of instructional materials in the course and completing learning activities is clearly explained</i></p>
<input type="checkbox"/> ★ ★ ★	<p>Course interactions include at least one of three forms:</p> <ul style="list-style-type: none"> ▸ <i>Student-Student Interaction (e.g. discussions and/or collaborative projects)</i> ▸ <i>Student-Teacher Interaction (e.g. quality feedback)</i> ▸ <i>Student-Content Interaction (e.g. engaging content and resources with which students must interact and not just read or watch)</i> <p>→ UDL 8.3 <i>Foster collaboration and community</i></p> <p>→ QM Standard 3.5 <i>The course provides learners with multiple opportunities to track their learning progress with timely feedback</i></p> <p>→ QM Standard 5.2 <i>Learning activities provide opportunities for interaction that support active learning</i></p>
<input type="checkbox"/> ★ ★ ★	<p>A plan for feedback on course assessments is provided and students are made aware of how to access feedback.</p> <p>→ QM Standard 5.3 <i>Instructor's plan for interacting with learners during the course is clearly stated</i></p>
<input type="checkbox"/> ★ ★ ★	<p>Course makes effective use of online instructional tools.</p> <p>→ QM Standard 6.1 <i>The tools used in the course support the learning objectives or competencies</i></p> <p>→ QM Standard 6.2 <i>Course tools promote learner engagement and active learning</i></p>
<input type="checkbox"/> ★ ★ ★	<p>Information regarding student tutoring is clearly stated.</p> <p>→ QM Standard 7.3 <i>Course instructions articulate or link to the institution's academic support services and resources that can help learners succeed in the course</i></p>



This work is modified from the [Canvas Course Evaluation Checklist](#) created by Deonne Johnson, Ph.D., Adoption Consultant, Instructure, Erin Keefe, Team Lead, Training, Instructure, and Lily Philips, Instructional Designer, Instructure. Modification and reuse is consistent with permissions allowed under the Creative Commons [Attribution-NonCommercial-ShareAlike 4.0 International](#) License.

NOTE:

This document subject to change in response to changes to the Florida Statewide Online Course Quality Initiative, other legislative and/or Department of Education requirements and changes to the Quality Matters rubric.

Adopted by SJR State's Distance Learning Quality Task Force Fall 2018



Academic Affairs
Full-Time Faculty Self-Evaluation Form
Academic Year 2021-2022

Faculty Name: _____

Department: Choose an item.

Employee ID Number: _____

Office Location: Choose an item.

An essential element of professional growth is the ability to reflect on what is successful and what is not.

Faculty should read the following sections of the **SJR State College Operating Guidelines and Procedures Manual** to become familiar with the basic criteria against which faculty performance will be evaluated.

- 1.8 Code of Ethics
- 2.4 Structure, Functions, and Duties of Faculty
- 2.10 College Faculty Personnel Duties
- 2.11.4 Orientation and Evaluation
- 2.12 Conduct of Classes

1. Professional Conduct: Faculty are expected to conduct themselves in a professional manner consistent with the Code of Ethics. Faculty are also expected to perform all duties in a professional manner. Describe how you meet these expectations.

2. Vision: St. Johns River State College, an open-access, public institution of higher education in Northeast Florida, promotes excellence in teaching and learning to enrich the lives of its students and strengthen its community. The College offers certificates, associate and baccalaureate degrees, and provides high-quality education, training, and cultural opportunities to encourage scholarly achievement. St. Johns River State College creates a supportive learning environment that includes services and resources to enable students to meet their educational goals. What is your major goal for improving student learning and how does it relate to the college mission statement?

3. Professional Development: Describe how you stayed current in your field since your last self-evaluation. This may include professional meetings and organizations, publications, webinars, advanced degrees, renewal of professional licenses or certificates. Do your professional development activities reflect (a) the needs of the department, (b) areas addressed in evaluations, and (c) new contributions to the department/discipline?

4. Institutional Involvement: Describe your service (a) on college committees, (b) at department meetings, (c) on curriculum development committees, (d) on textbook committees, (e) with the design and measurement of student learning outcomes, and (f) through participation at college sponsored events; all since your last self-evaluation. What meaningful contributions have you made?

5. Planning and Preparation: Discuss the activities you do each week in support of your teaching.

6. Instructional and Assessment Methods: Discuss the variety of instructional and assessment methods you use. Discuss how your instructional and assessment methods demonstrate rigor, apply concepts in writing, and use relevant real world scenarios. Discuss how instructional materials are aligned to course objectives and assessments.

7. Engagement Strategies: Discuss how you engage students in the classroom. Discuss how you interact with students and provide opportunities for questions and discussions. Discuss how you provide feedback to students regarding scores on assessments, progress, and grades.

8. Student Success: Discuss student success and achievement by addressing (a) student learning outcomes (SLOs), (b) grade distributions, and (c) course success rates. Review your individual data on SLOs, grade distributions, and course success rates since your last self-evaluation. Compare your results with your department's results and summarize your findings. Be specific and address each of the following: SLOs, grade distributions, and course success rates.

9. Classroom Changes: Discuss the changes you have made in the classroom in response to feedback from (a) students, (b) peers, and (c) administrators. Identify the high and low areas on your student evaluations since your last self-evaluation. Develop specific and measureable strategies you plan to use to improve any low areas.

10. Talents and Abilities: What is your major strength as an instructor?

Full-Time Faculty Signature

Date



Workforce Development Faculty Self-Evaluation Academic Year 2020-2021

Employee Name: _____

Department: Choose Department

Employee ID Number: _____

Office Location: Choose Location

Directions: Please provide well-thought out answers that are specific to your most recent consecutive three years at SJR State College.

1. What is your vision of the unique contributions you bring to SJR State College as a full-time faculty member and how have you demonstrated your commitment to the community college mission and the overall mission of SJR State College.?
2. Discuss how you envision your future with SJR State College.
3. Provide a list, including dates, of professional development activities and describe the benefits to you and/or your students of each.
4. Discuss your institutional involvement with respect to service on committees, curriculum development, accreditation, club sponsorships, and attendance at college sponsored events.
5. Discuss changes you have made with respect to teaching and learning in response to feedback from students, peers and administration. Please include specific strategies you use to assist special needs students.
6. Discuss membership in professional organizations that contribute to your success as a full-time faculty member.
7. Discuss any other items you consider evidence of excellence in teaching. Documentation may be provided if you would like to include it.
8. Provide evidence of your service as an ambassador for SJR State College within the tri-county area and/or state-wide. (i.e. - Work with business/industry, advisory boards)

9. Provide examples of how you are efficient and effective in the classroom and in the college environment.
10. Discuss outcomes of projects, committee work, and other activities regarding your involvement with:
 - a. peers,
 - b. students, and/or
 - c. staff and administration
11. Discuss how you meet the needs of a diverse student population, and evidence of your willingness to work with students to maximize their potential.
12. Discuss your technological competence with respect to meeting job requirements.

Signatures – Signatures indicate that the evaluation was reviewed and discussed with the employee.

Employee Signature

Date

Dean/Director

Date

Vice President for Workforce Development

Date



Adult Education
FULL-TIME FACULTY SELF-EVALUATION FORM

Instructor Name: _____ Department: _____

Campus: _____ Date: _____

Faculty members should refer to Part Two (Code of Ethics) and Part Four (Structure, Functions, and Duties of Faculty) of the **SJR State College Operating Guidelines and Procedures Manual** to become familiar with the basic criteria against which faculty performance will be evaluated.

SECTION I – PROFESSIONAL ACTIVITIES

1. Professional Conduct: The instructors are expected to conduct themselves in an acceptable professional manner consistent with the Code of Ethics (S.B.E. Rule 6B 1.001, 6B 1.006), which appear in the **SJR State College Operating Guidelines and Procedures Manual**. Please read and indicate your understanding of the attached Code of Ethics and Structure, Functions, and Duties of Faculty.

2. Interpersonal Relationships: Please discuss your perception of your interrelations with colleagues, career service, and administrative staff.

3. Professional Growth: Comment on the following and be as specific as possible: Participation in professional meetings and organizations, specific methods for staying current in field, travel, publications, updating professional licenses or certificates.

4. Collateral Performance: Comment on the following and be as specific as possible: committee participation; implementation of college policies and procedures; responsibility in departmental matters; accurate and prompt with grades and attendance reporting; maintains office hours; extracurricular work with students.

5. Self-Direction: Please evaluate your own self-direction and self-motivation. Discuss your self-motivation in improving planning, teaching, and other professional activities through process of self-evaluation. You might also address whether you feel the faculty evaluation process enhances the effectiveness of your classroom teaching. If not, please suggest improvements in the process.

6. Community Participation: Please list areas of community service and your specific role and duties in each endeavor.

SECTION II – ACADEMIC PLANNING

1. Lesson Planning: Instructors must prepare and supply students with plans that identify areas of academic strength and weakness dictated by the student's performance as determined by observation and assessment. Lesson plans should contain: **Lesson Topics** – Curriculum Learning Outcomes/ Curriculum Objectives/ Materials & Resources to be used; and **Lesson Procedures** - Introduction: prior knowledge activation, building background knowledge/ Instructional Activities/ Assessment Techniques (formative & summative) Please indicate whether these items are included in your lesson planning.

2. Student Learning Outcomes and Institutional Effectiveness: Please discuss your role with respect to student learning outcomes. Describe your involvement within your department in the discussion, creation and revision of the Student Learning Outcomes. Comment on your participation in entering Pre-Semester Learning Outcomes, Numerical Data, and Post-Semester Learning Outcomes. How have you used the results to improve student learning in your classes?

3. Curriculum: Development and Review: Please discuss your role in curriculum development and review, to include textbook selection. Evaluate your performance in working with other members of your department. Are there ways you might be more effective in working toward this goal? _____
4. Other Academic Planning Issues: Please discuss any additional academic planning issues you feel are relevant.

SECTION III – INNOVATIVE / EFFECTIVE TEACHING METHODS

1. What specific efforts have you made to enhance your expertise in teaching this year? _____
2. Have you tried any innovative or new approaches in your courses this year?
(a) What are they? _____
(b) Evaluate how successful they were. _____
3. Have you initiated any experimental or new courses this year?
(a) What were they? _____
(b) Evaluate their success or weakness. _____
4. In the past year, have you taught any courses from the regular curriculum which you may not have taught recently, or courses which necessitated a new course preparation for you? _____ If so, list the courses. _____
5. What are your classroom goals for next year? _____
6. What major strengths and weaknesses do you feel that you have as an instructor? _____

SECTION IV – SIGNATURE OF FULL-TIME FACULTY

Full-Time Faculty

Date



Academic Affairs
Instructional Faculty Evaluation Form
Academic Year 2021-2022

Instructor Name: _____

Course Prefix and Number: _____

Employee ID Number: _____

Course Title: _____

Department: Choose an item.

CRN: _____

Observation Site: Choose an item.

Initial Enrollment: _____

Learning Environment: Choose an item.

Number of Students Present: _____

Are the Facilities Adequate? ☐ Yes ☐ No

Evaluator Name: _____

Observation Date(s): _____

Title of Evaluator: _____

Section I – Academic Planning Evaluation

1. Instructors must prepare and supply students with a syllabus that contains the items listed below. Please check the box for each item that is included on the instructor's syllabus.

St. Johns River State College	<input type="checkbox"/>	Instructor contact information	<input type="checkbox"/>
Semester and year	<input type="checkbox"/>	Instructor office hours	<input type="checkbox"/>
Course prefix, number, and title	<input type="checkbox"/>	Grading policy	<input type="checkbox"/>
Course description	<input type="checkbox"/>	Attendance policy	<input type="checkbox"/>
Number of credit hours	<input type="checkbox"/>	Last day to officially withdraw	<input type="checkbox"/>
Textbook information	<input type="checkbox"/>	Course calendar with assignment and test dates, as well as College holidays	<input type="checkbox"/>
Student learning outcomes	<input type="checkbox"/>	Final exam date, starting time, and ending time	<input type="checkbox"/>
Academic integrity policy	<input type="checkbox"/>		
Disability services statement	<input type="checkbox"/>		

Comment on any items from the above list that are not on the syllabus.

2. Does the instructor enter student learning outcomes (assessment plan, assessment results, and analysis and use of results) in the online planning system in a timely manner?

☐ Yes ☐ No ☐ First semester ☐ Course is not being formally assessed

3. Does the instructor submit no show reports in a timely manner?

☐ Yes ☐ No ☐ First semester ☐ Does not apply to Dual Enrollment instructors

4. Does the instructor submit final grades in a timely manner?

☐ Yes ☐ No ☐ First semester

Comment on any items marked "No" in questions 2-4.

Section II – Observation and Evaluation

1. Describe the objectives for the learning activity or learning module.

2. How does the instructor’s presentation demonstrate preparedness for the learning activity?

3. What techniques does the instructor use to promote learning and student engagement?

4. Describe how the instructor demonstrates rigor, has students apply concepts in writing, and uses relevant real world scenarios.

5. Describe any suggestions for the instructor.

The Observation and Evaluation is rated as: ☐ Satisfactory ☐ Needs Improvement

Section III – Signatures – Signatures indicate that the evaluation was reviewed and discussed with the instructor.

Instructor Signature

Date

Evaluator Signature

Date

Section IV – Endorsements

Dean/Director Signature

Date

Associate Vice President for Academic Affairs Signature

Date

Vice President for Academic Affairs Signature

Date



Workforce Development Faculty Evaluation Academic Year 2020-2021

Instructor Name:

Course Number:

Employee ID Number:

Course Title:

Department: Choose Dept.:

CRN:

Observation Site: Choose Site:

Initial Enrollment:

Learning Environment: Choose Environment:

Number of Students Present:

Are the Facilities Adequate? ☐Yes ☐No

Evaluator Name:

Observation Date(s):

Title of Evaluator:

Section I – Academic Planning Evaluation

- Does the instructor enter pre-semester learning outcomes, numerical data, and post-semester learning outcomes in MySJRstate in a timely manner?
☐Yes ☐No ☐First semester ☐Course is not being formally assessed
- Does the instructor submit no show reports in a timely manner?
☐Yes ☐No ☐First semester ☐Does not apply to Dual Enrollment instructors
- Does the instructor submit final grades in a timely manner?
☐Yes ☐No ☐First semester

Comment on any items marked “No” in questions 2-4.

Section II – Observation and Evaluation

1. LEARNING OUTCOMES		Not observed
Guiding Principles <ul style="list-style-type: none"> Presents the topic of the instructional unit at the beginning of class Presents the desired learning outcomes for the instructional unit at the beginning of class Links learning activities/experiences and assignments with course student learning outcomes Aligns learning activities/experiences and assignments with the instructional unit student learning outcomes 		
Satisfactory <input type="checkbox"/>		Needs Improvement <input type="checkbox"/>
Comments:		

2. STUDENT INVOLVEMENT		Not observed
Guiding Principles <ul style="list-style-type: none"> • Provides discussion and activities that engage all students • Implements effective strategies that allow students to learn from each other • Actively engages students in the learning process • Encourages students' comments and questions 		
Satisfactory <input type="checkbox"/>		Needs Improvement <input type="checkbox"/>
Comments:		
3. CLASSROOM MANAGEMENT		Not observed
Guiding Principles <ul style="list-style-type: none"> • Smoothly manages materials, activities, transitions, off-task behavior and paperwork such that distractions from the learning experience are minimized • Uses full class time effectively and efficiently • Keeps the class focused 		
Satisfactory <input type="checkbox"/>		Needs Improvement <input type="checkbox"/>
Comments:		
4. LEARNING ATMOSPHERE		Not observed
Guiding Principles <ul style="list-style-type: none"> • Maintains a professional, respectful, fair, and collaborative learning environment • Conveys enthusiasm for teaching, learning, and subject matter • Maintains high expectations of students and respect for academic rigor • Fosters respect for diverse points of view 		
Satisfactory <input type="checkbox"/>		Needs Improvement <input type="checkbox"/>
Comments:		
5. PROCEDURAL REQUIREMENTS		Not observed
Guiding Principles <ul style="list-style-type: none"> • Adheres to requirements and procedures of the college and department • Makes best use of Early Alert, advisors, and other student success opportunities appropriate to facilitate student performance • Prepares a syllabus in accordance with departmental requirements • Uses the designated text • If handouts provided, references handouts or includes handouts during the instructional unit • Includes in the course syllabus any required materials, texts, or supplies for the class 		
Satisfactory <input type="checkbox"/>		Needs Improvement <input type="checkbox"/>
Comments:		
6. PREPARATION AND ORGANIZATION		Not observed
Guiding Principles <ul style="list-style-type: none"> • Relates prior learning to current subject matter, as appropriate • Evidences that instructor has read the text • Presents the ideas in a logical sequence • Implements activities that support the student learning outcomes • Evidence that the instructor has prepared the instructional unit in advance and is prepared to deliver the instructional unit 		
Satisfactory <input type="checkbox"/>		Needs Improvement <input type="checkbox"/>
Comments:		

7. PRESENTATION SKILLS		Not observed
Guiding Principles <ul style="list-style-type: none"> Communicates effectively as evidenced by: <ul style="list-style-type: none"> Speaking at a rate / pace that allows students to take notes Speaking in an audible tone such that students in the rear of the classroom can clearly hear and understand Varying tone and pitch of voice, avoiding a monotone presentation Communicating in writing in a clear manner such that the students understand the instructor's remarks Avoids extended reading from notes and/or PowerPoint and/or the text Avoids distracting mannerisms Holds the attention of the class Integrates stimulating and challenging questions into the presentation Smoothly transitions from one topic / segment to the next topic / segment Provides time for students to ask questions Emphasizes major points in the delivery of the subject Relates course materials to practical situations Exhibits enthusiasm about learning, the college, the assignments, and/or the instructional content 		
Satisfactory <input type="checkbox"/>		Needs Improvement <input type="checkbox"/>
Comments:		
8. EVALUATION AND ASSESSMENT		Not observed
Guiding Principles <ul style="list-style-type: none"> Implements assessments that reflect the student learning outcomes Acts fairly, objectively, timely, validly in student assessment Adequately monitors assessments to facilitate academic integrity Uses assessments to guide teaching learning activities 		
Satisfactory <input type="checkbox"/>		Needs Improvement <input type="checkbox"/>
Comments:		
9. INTERPERSONAL SKILLS		Not observed
Guiding Principles <ul style="list-style-type: none"> Exhibits and fosters mutual respect and synergism in the classroom Appropriately manages any difficult situations Demonstrates interest in students' successes Addresses students by correct name Uses positive reinforcement Models effective listening skills Treats students impartially Responds positively to student's constructive criticism Demonstrates respect during interactions with students, faculty, staff, visitors, and administrators 		
Satisfactory <input type="checkbox"/>		Needs Improvement <input type="checkbox"/>
Comments:		
10. FACILITATION OF LEARNING		Not observed
Guiding Principles <ul style="list-style-type: none"> Evidences that the instructor is the content expert Uses appropriate questioning techniques to stimulate critical thinking Provides supplementary materials and activities relevant to the learning outcome/s Utilizes a variety of instructional strategies and methods to help students make connections: visuals, diagrams, examples, activities, feedback, modeling, technology, lecture and discussion Is flexible and responsive to student needs 		

<ul style="list-style-type: none"> • Uses humor appropriately and sensitively with respect to cultural and personal preferences and not at the expense of students or others 	
Satisfactory <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>
Comments:	
11. TECHNOLOGY	
Not observed	
Guiding Principle <ul style="list-style-type: none"> • Correctly uses relevant or appropriate, contemporary technology to enhance the learning unit (examples include, but are not limited to, Smart Board, PowerPoint, i-clickers, Internet, Canvas) 	
Satisfactory <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>
Comments:	
12. GROUP ACTIVITIES	
Not observed	
Guiding Principles <ul style="list-style-type: none"> • Promotes positive interdependence and individual accountability during activities • Aligns group activities with learning outcomes • Connects theory with practice in group activity structure 	
Satisfactory <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>
Comments:	

Additional Evaluator Comments:

Faculty Comments:

Section III – Addendums

Please select any additional items provided for consideration:

- ☐ Student Evaluations
- ☐ Professional Development Activities
- ☐ Student Outcomes
- ☐ Institutional Involvement
- ☐ Faculty Self-evaluations
- ☐ Other

Comments:

Section IV – Signatures

The overall evaluation is rated as: Satisfactory ☐ Needs Improvement ☐

Signatures indicate that the evaluation was reviewed and discussed with the instructor.

Instructor Signature

Date

Evaluator Signature

Date

Section V – Endorsements

Dean/Director Signature

Date

Vice President for Workforce Development Signature

Date

ADULT EDUCATION INSTRUCTOR EVALUATION FORM

Instructor Name:	Course Number:
_____	_____
	Course Title:

Campus/Site/Room:	# of Students Present:
_____	_____
	Evaluator Name:

Observation Date(s):	Evaluator Title:
_____	_____

Section I – Evaluation of Assessing and Monitoring Student Progress and other Professional Responsibilities

1. Does the instructor appropriately collect and manage data (Core Outcomes Measures) for program improvement and accountability?
☐ Yes ☐ No
2. Does the instructor maintain professional conduct including attendance and use of class time?
☐ Yes ☐ No
3. Does the instructor meet annual professional development requirements?
☐ Yes ☐ No
4. Does the instructor consistently attend local meetings as required by the Dean/College?
☐ Yes ☐ No

Comments regarding any Section I No's:

Section II – Classroom Observation and Evaluation

1. Which techniques does the instructor employ that promote learning and student engagement?
2. How has the faculty member promoted growth mindset with students?
3. How has the faculty member encouraged a student's sense of self-efficacy?

4. Describe how the instructor demonstrates rigor, has students apply concepts, and uses relevant real-world scenarios.
5. Describe any suggestions for the instructor.

The Observation and Evaluation is rated as:

☐

Satisfactory

☐

Needs Improvement

Section III – Signatures – Signatures indicate that the evaluation was reviewed and discussed with the instructor.

Instructor Signature

Date

Evaluator Signature

Date

Section IV – Endorsements

Dean Signature

Date

Associate Vice President Signature

Date

Vice President Signature

Date



Workforce Development Instructors' Evaluation for Collateral Duties

For use for instructional personnel that have duties beyond classroom instruction.

Section I – Employee Data

Employee Name: _____

Department: Choose Department

Employee ID Number: _____

Office Location: Choose Location

Evaluator Name: _____

Evaluation Period: _____

Title of Evaluator: _____

Section II – Evaluation of Job Duties

Discuss how the program director or faculty member with collateral duties fulfills the following.

1. **Administration/Operations:** Works with supervisor and faculty to meet the departmental goals and objectives of the Institutional Effectiveness Plan.

☐ Satisfactory

☐ Needs Improvement

COMMENTS: _____

2. **Staffing:** Provides for optimum utilization and development of adjunct faculty; ensures that positions are staffed with competent people; that proper and corrective action is taken when needed; follows College policy in the recruitment and employment of adjunct faculty.

☐ Satisfactory

☐ Needs Improvement

☐ Not Applicable

COMMENTS: _____

3. **Communication:** Establishes the communication and coordination necessary for effective controlled operations within area of responsibility; keeps other personnel informed of factors affecting them; seeks, receives, and utilizes the advice, assistance, consultation, and guidance available from other persons within the College with respect to any action or decisions as appropriate through the chain of command.

☐ Satisfactory

☐ Needs Improvement

COMMENTS: _____

4. **Knowledge:** Maintains a thorough knowledge and understanding of and operates according to all objectives, policies, plans, procedures, laws, rules, and regulations related to area of responsibility and requires same of all subordinate personnel; keeps up-to-date and well

informed on all matters that would contribute to efficiency, improvement, and progress throughout area of responsibility.

☐ Satisfactory ☐ Needs Improvement

COMMENTS: _____

- 5. Planning/Organizing:** Plans and schedules work so that it can be carried out efficiently, effectively, and safely; sets and meets the stated goals and objectives of the organizational unit; commits activities to a realistic but challenging schedule; and ensures activities are complimentary to the larger organizational objectives.

☐ Satisfactory ☐ Needs Improvement ☐ Not Applicable

COMMENTS: _____

- 6. Fiscal Responsibility:** Utilizes available resources to realize maximum benefit at minimum expense; maintains the efficiency of operations and provides services in a cost-efficient manner; affects cost reductions by eliminating nonessential activities or expenses.

☐ Satisfactory ☐ Needs Improvement ☐ Not Applicable

COMMENTS: _____

- 7. Maintenance Responsibility:** Expediously and effectively maintains equipment under care for proper working order and follows proper channels to address equipment inadequacies.

☐ Satisfactory ☐ Needs Improvement ☐ Not Applicable

COMMENTS: _____

Section III – Signatures – Signatures indicate that the evaluation was reviewed and discussed with the employee.

Employee Signature

Date

Dean/Director

Date

Section IV – Endorsements

Vice President for Workforce Development

Date

LIBRARIAN SELF-EVALUATION

EMPLOYEE DATA

Employee Name: [Click here to enter text.](#)

Generated ID: [Click here to enter text.](#)

Job Title: [Click here to enter text.](#)

Campus: [Click here to enter text.](#)

Department: Learning Resources

Date: [Click here to enter text.](#)

Evaluation Period FROM: [Click here to enter text.](#)

TO: [Click here to enter text.](#)

- 1. Job Knowledge:** Maintains a thorough knowledge and understanding required to accomplish assigned duties and responsibilities. Keeps current and well informed in field. Engages in professional development activities that reflect the needs of the department, developments in the field, and/or addresses areas noted in evaluations.

Knowledge of available resources ☐ Satisfactory ☐ Needs Improvement ☐ Unsatisfactory
 Comments:

Use of Library Catalog ☐ Satisfactory ☐ Needs Improvement ☐ Unsatisfactory
 Comments:

Use of EBSCO & Gale products ☐ Satisfactory ☐ Needs Improvement ☐ Unsatisfactory
 Comments:

Ability to assist students with Word, Canvas, and MySJRstate ☐ Satisfactory ☐ Needs Improvement ☐ Unsatisfactory
 Comments:

Use of Library Management System (Integrated Library System) ☐ Satisfactory ☐ Needs Improvement ☐ Unsatisfactory
 Comments:

Ability to create and/or add/edit content in LibGuides and Canvas ☐ Satisfactory ☐ Needs Improvement ☐ Unsatisfactory
 Comments:

Knowledge of Library & ASC ☐ Satisfactory ☐ Needs Improvement ☐ Unsatisfactory
services, policies & initiatives and/or
where to locate that information

Comments:

2. **Quality of Work:** Completes work thoroughly, accurately, neatly, and according to specifications.
Produces output with minimal errors.

☐ Satisfactory ☐ Needs Improvement ☐ Unsatisfactory

Comments:

3. **Cooperation/Teamwork:** Performs tasks harmoniously, agreeably, and is congenial with others.
Demonstrates an ability to work collaboratively.

☐ Satisfactory ☐ Needs Improvement ☐ Unsatisfactory

Comments:

4. **Creation of a Positive Environment:** Demonstrates a commitment to the improvement of the college
atmosphere, services and image. Understands and responds to the needs of internal and external
customers.

☐ Satisfactory ☐ Needs Improvement ☐ Unsatisfactory

Comments:

5. **Communication:** Uses effective informing and listening skills, including speaking, writing, and listening.

☐ Satisfactory ☐ Needs Improvement ☐ Unsatisfactory

Comments:

6. **Institutional Involvement:** Participates in college and department committees, initiatives, and events.
Makes meaningful contributions to those efforts.

☐ Satisfactory ☐ Needs Improvement ☐ Unsatisfactory

Comments:

7. **Adaptability/Flexibility:** Demonstrates an ability to accept and meet changing conditions. Accepts
constructive criticism and suggestions and uses them to advantage. Deals with anger, frustration, and
disappointment in an appropriate manner.

☐ Satisfactory ☐ Needs Improvement ☐ Unsatisfactory

Comments:

8. **Initiative:** Demonstrates self-motivation, self-reliance; is a self-starter.

☐ Satisfactory ☐ Needs Improvement ☐ Unsatisfactory

Comments:

9. **Student Success and Achievement:** Contributes to student success in teaching students to learn to retrieve, organize, and effectively use information as described on the Learning Outcomes Competency Map. ☐ Satisfactory ☐ Needs Improvement ☐ Unsatisfactory

Comments:

10. **Effectiveness of Teaching Observed:**

☐ Satisfactory ☐ Needs Improvement ☐ Unsatisfactory

How does the librarian's presentation demonstrate preparedness for the learning activity?

What techniques does the librarian use to promote learning and student engagement?

Describe how the librarian has students apply concepts, and uses relevant real world scenarios.

Other comments?

SIGNATURE OF LIBRARIAN

Date

LIBRARIAN EVALUATION

EMPLOYEE DATA

Employee Name: [Click here to enter text.](#)

Generated ID: [Click here to enter text.](#)

Job Title: [Click here to enter text.](#)

Campus: [Click here to enter text.](#)

Department: Learning Resources

Date: [Click here to enter text.](#)

Evaluation Period FROM: [Click here to enter text.](#)

TO: [Click here to enter text.](#)

- Job Knowledge:** Maintains a thorough knowledge and understanding required to accomplish assigned duties and responsibilities. Keeps current and well informed in field. Engages in professional development activities that reflect the needs of the department, developments in the field, and/or addresses areas noted in evaluations.

Knowledge of available resources ☐ Satisfactory ☐ Needs Improvement ☐ Unsatisfactory
 Comments:

Use of Library Catalog ☐ Satisfactory ☐ Needs Improvement ☐ Unsatisfactory
 Comments:

Use of EBSCO & Gale products ☐ Satisfactory ☐ Needs Improvement ☐ Unsatisfactory
 Comments:

Ability to assist students with Word, Canvas, and MySJRstate ☐ Satisfactory ☐ Needs Improvement ☐ Unsatisfactory
 Comments:

Use of Library Management System (Integrated Library System) ☐ Satisfactory ☐ Needs Improvement ☐ Unsatisfactory
 Comments:

Ability to create and/or add/edit content in LibGuides and Canvas ☐ Satisfactory ☐ Needs Improvement ☐ Unsatisfactory
 Comments:

Knowledge of Library & ASC ☐ Satisfactory ☐ Needs Improvement ☐ Unsatisfactory
services, policies & initiatives and/or
where to locate that information

Comments:

2. **Quality of Work:** Completes work thoroughly, accurately, neatly, and according to specifications.
Produces output with minimal errors.

☐ Satisfactory ☐ Needs Improvement ☐ Unsatisfactory

Comments:

3. **Cooperation/Teamwork:** Performs tasks harmoniously, agreeably, and is congenial with others.
Demonstrates an ability to work collaboratively.

☐ Satisfactory ☐ Needs Improvement ☐ Unsatisfactory

Comments:

4. **Creation of a Positive Environment:** Demonstrates a commitment to the improvement of the college
atmosphere, services and image. Understands and responds to the needs of internal and external
customers.

☐ Satisfactory ☐ Needs Improvement ☐ Unsatisfactory

Comments:

5. **Communication:** Uses effective informing and listening skills, including speaking, writing, and listening.

☐ Satisfactory ☐ Needs Improvement ☐ Unsatisfactory

Comments:

6. **Institutional Involvement:** Participates in college and department committees, initiatives, and events.
Makes meaningful contributions to those efforts.

☐ Satisfactory ☐ Needs Improvement ☐ Unsatisfactory

Comments:

7. **Adaptability/Flexibility:** Demonstrates an ability to accept and meet changing conditions. Accepts
constructive criticism and suggestions and uses them to advantage. Deals with anger, frustration, and
disappointment in an appropriate manner.

☐ Satisfactory ☐ Needs Improvement ☐ Unsatisfactory

Comments:

8. **Initiative:** Demonstrates self-motivation, self-reliance; is a self-starter.

☐ Satisfactory ☐ Needs Improvement ☐ Unsatisfactory

Comments:

9. **Student Success and Achievement:** Contributes to student success in teaching students to learn to retrieve, organize, and effectively use information as described on the Learning Outcomes Competency Map. ☐ Satisfactory ☐ Needs Improvement ☐ Unsatisfactory

Comments:

10. **Effectiveness of Teaching Observed:** ☐ Satisfactory ☐ Needs Improvement ☐ Unsatisfactory

How does the librarian's presentation demonstrate preparedness for the learning activity?

What techniques does the librarian use to promote learning and student engagement?

Describe how the librarian has students apply concepts, and uses relevant real world scenarios.

Other comments?



RECEIVED

SIGNATURE OF LIBRARIAN

Name

Date

SUBMITTED

SIGNATURE OF EVALUATING FACULTY MEMBER (Adjunct evaluations only)

Name

Date

SIGNATURE OF EVALUATING FACULTY MEMBER (Adjunct evaluations only)

Name

Date

SIGNATURE OF DEAN OF LEARNING RESOURCES

Name

Date

SIGNATURE OF ASSOCIATE VICE PRESIDENT FOR ACADEMIC AFFAIRS

Name

Date

SIGNATURE OF VICE PRESIDENT FOR ACADEMIC AFFAIRS

Name

Date

St. Johns River State College
Academic Advising
Senior Advisor Performance Review

Name: _____

Campus: _____ Date: _____

Senior Advisor Competencies:

Performance Level - Expectation

	<u>Above</u>	<u>At</u>	<u>Below</u>	<u>No Basis</u>
1. Goals set for the upcoming year	_____	_____	_____	_____
2. Progress Toward Goals	_____	_____	_____	_____
3. Decision Making & Judgement	_____	_____	_____	_____
4. Interpersonal Skills & Sensitivity	_____	_____	_____	_____
5. Counseling/Referral Skills	_____	_____	_____	_____
6. Team Work	_____	_____	_____	_____
7. Commitment to Mission	_____	_____	_____	_____
8. Planning & Organizing	_____	_____	_____	_____
9. Productivity & Initiative	_____	_____	_____	_____
10. Computer Skills	_____	_____	_____	_____
11. Teaching/Training Skills	_____	_____	_____	_____
12. Knowledge of SJRState Programs	_____	_____	_____	_____
13. Knowledge of Current Career Information	_____	_____	_____	_____
14. Knowledge of Testing & Accelerated Credit	_____	_____	_____	_____
15. Professional Behaviors (punctuality, focus, dependability, Positive Attitude, etc)	_____	_____	_____	_____
16. Openness to Feedback and Change	_____	_____	_____	_____
17. Other: _____	_____	_____	_____	_____

Overall Evaluation: _____ Above _____ At _____ Below

Signatures:

Senior Advisor Acknowledges Receipt of Evaluation: _____ Date: _____

Dean/Director: _____ Date: _____

Vice President: _____ Date: _____

2/2020

St. Johns River State College

Academic Advising

Senior Advisor Goals

Senior Advisor: _____ Goals for Academic Year: _____

Goal 1: _____

Strategies & Time Lines: _____

Goal 2: : _____

Strategies & Time Lines: _____

Goal 3: _____

Strategies & Time Lines: _____

Goals Approved: ____ Yes ____ No ____ Modify

Senior Advisor: _____ Date: _____

Dean/Director: _____ Date: _____

Vice President: _____ Date: _____



Academic Affairs

Evaluation of Faculty with Leadership Responsibilities

Purpose:

This tool is designed to evaluate Faculty who hold a leadership role that includes duties beyond other Faculty in their department/division. The supervisor will discuss in a series of narratives how the Faculty member fulfills their assigned leadership duties, documented by specific examples of performance during the evaluation period. The duties that will be evaluated in Section II will correspond to the position's identified job duties as stated in the Wages Article and will vary dependent upon position. For example, the positions of Arts and Sciences Curriculum Coordinator and Florida School of the Arts Technical Director have different job duties and will require different evaluative measures. The job duties listed below in Section II correspond to the position of Arts and Sciences Curriculum Coordinator.

Section I – Employee Data

Employee Name: _____

Department: Choose an item.

Employee ID Number: _____

Office Location: Choose an item.

Job Title: Choose an item.

Evaluation Period: _____

Evaluator Name: _____

Title of Evaluator: _____

Section II – Evaluation of Job Duties

Discuss how the Faculty Leader fulfills the following duties.

1. Academic Issues: Coordinate the discussion of academic issues and program coordination in the department. This includes overseeing changes to the curriculum in the department, as well as to the Catalog, and recommending those changes to the dean.

2. Student Learning Outcomes: Coordinate the assessment and discussion of student learning outcomes in the department. This includes assisting instructors with writing student learning outcomes and assessment questions, submitting assessment questions to the dean, distributing assessment data at department meetings, facilitating the discussion of assessment data at department meetings, collecting completed planning forms, entering course data and summary narratives in the online planning system, identifying instructors who miss submission deadlines, and following up with those instructors to ensure all items have been submitted.

3. Faculty Class Schedules: Assist the dean with the development of faculty class schedules.

4. Review Syllabi: Review all faculty syllabi in their curricular area, provide feedback on needed changes, follow up with faculty to ensure changes have been made, and upload revised syllabi to the Z Drive.

5. Adjunct Evaluations: Coordinate the adjunct and dual enrollment evaluation process in the department.

6. Textbook selection: Coordinate the textbook selection process. This culminates with providing the dean with the title, edition, author, ISBN, and publisher for any textbook changes.

The Evaluation of Job Duties is rated as: ☐ Satisfactory ☐ Needs Improvement

Section III – Signatures – Signatures indicate that the evaluation was reviewed and discussed with the employee.

Employee Signature

Date

Dean of Arts and Sciences Signature

Date

Section IV – Endorsements

Associate Vice President for Academic Affairs Signature

Date

Vice President for Academic Affairs Signature

Date

Appendix for Article 8
GRIEVANCE AND ARBITRATION PROCEDURE

St. Johns River State College Board of Trustees / United Faculty of Florida

I. Date Received by College _____

CIRCLE:

STEP ONE

STEP TWO

STEP THREE

ARBITRATION

GRIEVANT

GRIEVANCE REPRESENTATIVE

NAME:..... NAME:.....

MAILING ADDRESS:

DEPT..... CAMPUS.....

OFFICE PHONE: OFFICE PHONE:

EMAIL.....@.....

If grievant is represented by the UFF or legal counsel, all communications should go to the grievant's representative.

II. GRIEVANCE

Article(s) and Sections(s) of Agreement allegedly violated:

Statement of grievance (must include date of acts or omissions complained of):

Remedy Sought:

III. AUTHORIZATION

I will be represented in this grievance by: (check one - representative must sign on appropriate line):

____ UFF _____
____ Legal Counsel _____
____ Myself _____

I (do)____ (do not)____ want a postponement for up to 30 days to seek informal resolution of this grievance.

I UNDERSTAND AND AGREE THAT BY FILING THIS GRIEVANCE, I WAIVE WHATEVER RIGHTS I MAY HAVE UNDER CHAPTER 120 OF THE FLORIDA STATUTES WITH REGARD TO THE MATTERS I HAVE RAISED HEREIN AND UNDER ALL OTHER COLLEGE PROCEDURES WHICH MAY BE AVAILABLE TO ADDRESS THESE MATTERS.

This grievance was filed with the _____ (as defined in Article 8 on _____ by (Circle one):

mail (certified or registered, restricted delivery, return receipt requested);
personal delivery;
other (specify) _____; or
Email.

Signature of Grievant