



Evaluation Procedures

Southern Union State Community College

Contents include Evaluation Policies and Procedures for the annual review of all Southern Union State Community College employees.

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Evaluation Task Force
May 28, 2009
Revised April 30, 2010
January, 2011
January, 2013
February, 2015
April, 2016
January, 2017



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Original Task Force

Appointed by the President 29 November 2007.

Reaffirmed by Dr. Amelia Pearson, Interim President, February, 2008.

Reaffirmed by Dr. Amelia Pearson, Interim President, August 18, 2008

Chair: Dr. Linda North, Dean of Health Sciences

Dr. Rod Britt, Ex Officio, Vice President of Instruction and Student Services

STATE BOARD OF EDUCATION POLICY:

The State Board of Education requires that each President be responsible for the development and implementation of an evaluation system whereby all instructors and other employees at their respective institutions are evaluated at least annually (State Board Policy number 607.01).

ALABAMA COMMUNITY COLLEGE SYSTEM MISSION STATEMENT:

To provide a unified system of institutions dedicated to excellence in delivering academic education, adult education, and workforce development.

SOUTHERN UNION STATE COMMUNITY COLLEGE MISSION STATEMENT:

Southern Union State Community College, an open admission, public two-year college and member of the Alabama Community College System, provides quality and relevant teaching and learning in academic, technical, and health science programs that are affordable, accessible, equitable, and responsive to the diverse needs of our students, community, business, industry, and government.

COLLEGE PHILOSOPHY OF EVALUATION:

In order to best determine and improve the College's success in meeting its Mission, evaluation of all employees of Southern Union will occur on an annual basis. The purpose of the annual evaluations is to improve student outcomes by monitoring and improving instruction and to better facilitate student services through high standards in all areas of the College. The annual evaluations will determine strengths, identify areas for improvement, and set goals for professional development at all levels of employment within the College.

Professional development programs should reflect an ongoing process that assists and improves faculty knowledge and the ability to serve students. Staff professional development programs should reflect an ongoing process that allows staff members to better serve faculty, students, and the community in a timely, efficient, and effective manner.

Evaluation of all employees should reflect a transparent and cooperative atmosphere. The evaluation should be a constructive, fair, positive, and balanced instrument that identifies and builds on employee strengths, provides support and tools for improvement, and encourages professional and educational growth and fulfillment.

Student success in meeting educational goals is the core mission of Southern Union. Accurate and quantitative measures of student needs, student progress, and student satisfaction with all aspects of Southern Union's programs must be collected and utilized as part of the evaluation process. All areas of the College are responsible for identifying student needs and for keeping the needs of the student at the forefront of all planning, professional development, and other activities.

The annual evaluation process for all employees of the College shall be ongoing and continuous. The Southern Union timeline will begin on August 1 and end on July 31. Within the designated period, all employees will be evaluated. To meet the needs and constraints of the various departments, the timeline is flexible. It is required that each employee be subject to annual evaluation and that the annual evaluation be based on the Job Description for the position. However, as different divisions within the College have different regulations, calendars, work schedules, and other variances, the timeline can be customized to accommodate that division. The annual evaluation, the timetable for completion of the annual evaluation, and the employee's right to full disclosure remain within the August 1- July 31 timeline. All divisions must conduct annual evaluations and all divisions must publish the exact timeline for the evaluation cycle within that division.

GENERAL TIMELINE

The Timeline for the Southern Union faculty member annual evaluations will be from March 1 through February to document professional development and community activities. All faculty and staff will be expected to participate in the **annual evaluation process**. However, because hiring dates vary and employees may enter the annual cycle at different times, the following will apply:

1. New faculty and staff will complete at least four months (One semester) of employment before being evaluated.
2. Mentors will be assigned by the Dean and/or Department Chair to assist in explaining, preparing, and setting goals for the employee within four weeks of employment. Mentoring information (including the Mentor/Mentee checklist) are included in the Appendices section of this handbook.
3. In the employee's first year of employment with Southern Union State Community College, regardless of the date of employment, it is the responsibility of the department chair or designee to meet with the new employee and to conference with the employee concerning the evaluation instrument. It is the responsibility of the **department chair** or designee to schedule the conference within the first four weeks of employment, to establish with the employee which evaluation procedures are appropriate for that year, to appoint a mentor, and to set a timeline for regular meetings with the employee and his/her mentor(s). Meetings should occur regularly (as determined by the department chair, the employee, and the mentor) during the first year. The evaluation procedures may include classroom observations by the department chair and/or mentor.

Evaluation Checklist for SUSCC Employees

Faculty and staff members are evaluated annually. A rotational schedule is prepared by the Director of Human Resources for non-probationary (tenured) faculty and staff. Each non-probationary faculty member will be in a 3 year rotational plan for a three part evaluation. If selected in the rotation, a faculty member will complete the three part evaluation including a Faculty Information Form, classroom observation by the appropriate department chair or designee, and a face to face conference with the Department Chair. Non-probationary faculty not in the rotational plan must complete only the Faculty Information Form and submit it to the Department Chair for approval by the deadline. All faculty evaluations should be completed by April 22 of each year. **All Evaluation Forms can be found in the Appendix section of this manual.**

All probationary faculty members will complete the Faculty Information Form, participate in a classroom observation, and schedule a conference with the respective chair or dean annually until non-probationary status is achieved.

Faculty Evaluation Checklist

All Probationary faculty

- Complete the Faculty Information Form [**Form A**]. Give to respective chair or dean by the end of February, yearly
- Complete the Employee Evaluation of Supervisor Form and give to respective dean by the end of February
- Participate in a classroom observation
- Schedule a conference with the respective chair or dean until non-probationary status is achieved

Department Chair submits to Human Resources:

- Faculty Information Forms [**Form A, Form B**] (do not send examples of syllabus to HR, these are for use only during conference)
- Faculty Observation/Evaluation Form from classroom observation [**Form C**]
- Faculty Evaluation form from conference

Non-probationary faculty selected in rotation plan

- Complete the Faculty Information Form [**Form A**]. Give to respective chair or dean by the end of February
- Complete the Employee Evaluation of Supervisor Form and give to respective dean by the end of February
- Schedule a class observation with Department Chair
- Participate in a conference with Department Chair to review materials by the second week of March

Department Chair submits to Human Resources:

- Faculty Information Forms [**Form A, Form B**] (do not send examples of syllabus to HR; these are for use only during conference)
- Faculty Observation/Evaluation Form [**Form C**] from classroom observation
- Faculty Evaluation Form from conference

Non-probationary faculty NOT selected in rotation plan

- Submit completed Faculty Information Form [**Form A**] to Department Chair by deadline. Department Chair or Supervisor must review and sign this before sending to Human Resources by April 22.
- Submit completed Employee Evaluation of Supervisor Form to Human Resources

Adjunct Faculty

- Observation evaluations are done for three consecutive semesters for the first year; annually for subsequent years

Staff Evaluation Checklist

All staff members should receive evaluation forms by the first of May each year. The following is a checklist to provide employees with information of is expected of the employee and supervisor during the evaluation period.

All Probationary Staff:

- Complete the staff self-evaluation. Turn in to supervisor on or before May 15th
- Complete the employee evaluation of supervisor. Turn in to supervisor's dean or department head on or before May 15th
- Supervisor will schedule a meeting with the employee. This meeting will take place on or before May 31st

Non-Probationary Staff selected in rotation plan:

- Complete the staff self-evaluation. Turn in to supervisor on or before May 15th
- Complete the employee evaluation of supervisor and give to supervisor's dean or department head on or before May 15th
- Supervisor will schedule a meeting with the employee. This meeting will take place on or before May 31st

Non-Probationary Staff not selected in rotation plan:

- Complete the staff self-evaluation. Turn in to supervisor on or before May 15th
- Complete the Employee Evaluation of Supervisor and give to supervisor's dean or department head on or before May 15th

Once all evaluation forms are complete and meetings have taken place, the supervisor will forward the signed self-evaluation and performance evaluation to Human Resources on or before June 1st of each year.

Employees wishing to provide additional comments to the annual review must do so by June 15th.

CRITERIA FOR PERFORMANCE LEVELS

RATINGS:

MEETS EXPECTED GOALS: This rating indicates the person is meeting all of the required functions of the job being evaluated. **This is the standard and represents a positive evaluation.**

NEEDS IMPROVEMENT: The employee is not satisfactorily meeting job expectations in the category being evaluated. Performance and/or effectiveness needs improvement. *This rating requires an explanation and guidance from the individual filling out the evaluation whether it is the employee or the supervisor.*

EXCEEDS EXPECTATIONS: The employee exceeds expectations for the job description in the category being evaluated. *This rating requires a comment or explanation from the individual filling out the evaluation whether it is the employee or the evaluator.*

DOES NOT APPLY: All categories listed on the evaluation may not apply to all persons being evaluated. This is NOT a negative rating.

DID NOT OBSERVE: All categories listed on the evaluation may not be observed during a given observational period. This is NOT a negative rating.

PART I: FACULTY EVALUATION

PURPOSE:

In order to best determine and improve the College's success in meeting its Mission, evaluation of all faculty members of Southern Union will occur on an annual basis from August 1 to July 31. The purpose of the annual evaluation is to maintain high educational standards in all areas, monitor and improve instruction, and provide for professional growth that enhances learning.

The evaluation instrument should:

1. Provide an accurate, fair, and objective method for evaluation of all faculty members
2. Recognize the strengths of the individual faculty member with regards to knowledge and methodology
3. Encourage professional development and educational growth that strengthens performance and enhances student learning
4. Identify opportunities for individual faculty growth by providing a means of support and development of procedures or training in order to enhance student learning
5. Recognize professional, educational, and community involvement by the faculty that enhances the College and its ability to serve the students and the community
6. Allow faculty members to document their achievements, set goals, express concerns, and respond to their evaluation in a timely manner
7. Provide a documented history of the faculty member's performance and managerial skills as they relate to the job description for that faculty member
8. Reflect the evaluation process as a cooperative effort and an evolving process for the betterment of students, faculty, and the entire College

FACULTY TIMELINE

Note: It is the responsibility of the Human Resources Director/Dean/Department Chair to see that each employee receives **all** of the correct **forms** and has an opportunity for questions concerning the process.

FALL SEMESTER:

Annual SUSCC Assembly: The Human Resources Director /Dean/Department Chair will remind each returning employee to review his/her job description, last evaluation, and the college evaluation policies. If an employee is missing any of these, it should be requested from the Human Resources Director at this time. The Human Resources Director/Dean/Department Chair will provide all new employees with a copy of their job description, evaluation policy, and evaluation forms as requested. **These forms may be found in the www.suscc.edu website under Employment Opportunities.**

August: Annual SUSCC Convocation - Faculty members are to be reminded of the Annual Evaluation Instrument and the procedures for annual evaluations. The respective department chair designates departmental mentors for new faculty. Each returning faculty is asked to review his or her previous annual evaluation and to place his or her goals for the school year at the forefront of planning for the term. The Professional Development Committee will provide plans for the upcoming academic year.

September: Departmental mentors for new faculty establish a schedule for regular meetings by September 1. Faculty will begin to focus on areas of concern and goals from the previous year's evaluation.

October 1: The Professional Development Committee will advertise the College wide in service and professional development opportunities for the academic year. Faculty and staff will be encouraged to participate. Eight hours are required per evaluation year (April 1- March 31).

November/December: At the end of the semester, all adjunct/clinical/clinical faculty members will have students complete the Student Evaluation instrument. Full time faculty will have students complete the Student Evaluation instrument and the Course Evaluation instruments. Faculty will review the results prior to leaving for the Winter Break. **ALL** faculty members will complete an evaluation instrument of their respective department chairs and deans each spring.

SPRING SEMESTER:

(In-service prior to the first day of Spring Semester): Each department will meet in full departmental capacity or with their respective supervisors to discuss the annual review process. Everyone will receive any/all additional forms and documents relating to his/her evaluation. The department chair will set a deadline for completion and submission of the Faculty Information Form [**Form A**]. If the deadline occurs before February, it must allow a minimum of three weeks to complete and submit.

Dates and times for classroom, laboratory, and/or clinical observation will be discussed and scheduled for **probationary faculty**, those **non-probationary faculty/staff** in the third year of the review cycle, or that faculty who request it. Mentors may schedule times for multiple visits or observations as needed to complete their obligations. The Director of Human Resources and supervisors for those faculty members who are non-probationary will define a timeline or rotational schedule.

February: Each faculty member submits his or her completed form to the evaluator(s). The **Faculty Information Form [Form A] must be accomplished no later than the end of February.** If applicable, times for visitations/observations are finalized and may begin only after the Faculty Information Form [**Form A**] has been submitted to and reviewed by the evaluator(s). Evaluation conferences for non-probationary faculty that do not involve observations may be completed before the end of February.

March: Evaluators will complete any observations, paperwork, and the evaluation tool no later than the **second Friday of March. All annual evaluation conferences must be completed by the last Friday of March.** **Note:** Evaluation conferences with the faculty member should occur as soon as possible after the last observation, if applicable, preferably within two weeks. **Faculty will have one week in which to respond in writing to the evaluation.**

April: **April 15** is the deadline for Faculty to file any additional written comments or responses to their evaluation.

April 22 is the deadline for all instructional evaluations for that school year to be completed and placed in files. A copy must go to the employee, the department chair, the appropriate dean, and the original must be placed in the employee's permanent employment file. Evaluation copies include the faculty information form [**Form A**], the evaluation instrument [**Form B**], the observation [**Form C**] and mentor review if applicable, and any response comments.

SUMMER SEMESTER:

Since it is neither a Job Description requirement nor a Southern Union commitment, or due to unforeseen circumstances, only those faculty members who wish to continue the evaluation process during the summer term will do so. A new/probationary faculty member may use the term to set goals and/or request mentoring and observation. The appropriate Dean or supervisor should be given written notice of the change in plans and timelines.

ADJUNCT/CLINICAL FACULTY GUIDELINES:

Adjunct/clinical faculty members of Southern Union State Community College are evaluated by both their students and their supervisors on a regular basis. These evaluations are intended to provide feedback to adjunct/clinical faculty members on the effectiveness of their classroom instruction and to aid in the improvement of student learning outcomes. The evaluation process for adjunct/clinical faculty is two-fold:

1. Student evaluations are completed for all courses taught each semester and the Department Chair or his/her designee completes a classroom observation during the first three semesters of teaching.
2. Adjunct/clinical faculty members are then evaluated annually using student evaluations. Adjunct/clinical faculty members who have taught more than three semesters will be observed one class period each school year (fall or spring semester) by either the Department Chair or his/her designee.

Regardless of the number of semesters teaching for the College, adjunct/clinical faculty members falling below the acceptable standards on student evaluations or classroom observations must meet with the Department Chair or designee for improvement suggestions.

CRITERIA FOR EVALUATION CATEGORIES

Faculty members are evaluated in the following categories as listed in their respective Job Descriptions.

General Job Summary for Instructional Faculty: Plans instruction for students; teaches 15-16 semester hours or appropriate contact hours per term; compiles, administers, and grades examinations; works with and advises students on academic or vocational matters and organization; serves on faculty committees; participates in professional development; represents the College through involvement in community affairs or public service; and performs other appropriate duties as requested by the President, Dean of Instruction, or Department Chair.

General Job Summary for Department Chairs/Program Directors: Includes all of the above functions plus: teaches a reduced load; serves in a leadership role and as a liaison between the administration and academic personnel; assists in developing departmental budgets; does scheduling and faculty recruitment; supervises and evaluates faculty and adjunct/clinical faculty performances; and performs other duties as assigned by the President or appropriate Dean of Instruction.

Instruction: Develops and maintains course outlines; teaches classes as scheduled; selects relevant instructional aids; prepares organized effective classroom presentations; presents material, information, and skills to be learned; provides for appropriate student evaluation on instruction by developing appropriate assessment procedures for determining student achievement; provides timely and accurate feedback to students; determines final course grades; and modifies and upgrades instruction as necessary. This comprises 80 per cent of the total evaluation process.

Administration: Maintains office hours; attends meetings; carries out committee assignments; follows appropriate timelines, procedures, and policies for submitting report and for requesting supplies and equipment; and fulfills other administrative duties or assignments.

Student Affairs: Assists students in advising and curriculum planning; sponsoring student clubs and participates in student activities; assists students during office hours; and uses student evaluations to improve teaching.

Professional Development: Participates in workshops, professional development programs, and classes to maintain credentials and improve competencies. Faculty members are required to attend eight hours of activities per year (March 1-February 28)

College and Community Service: Communicates and interacts with colleagues in an appropriate and ethical manner; participates in institutional and community activities; and represents the College in a favorable manner within the community. Faculty and staff should attend two College activities per evaluation cycle.

TYPES OF FACULTY EVALUATIONS

Probationary Faculty Evaluation

Continuing employment of a probationary faculty member is subject to the decision of the College, regardless of results on the annual evaluation. The evaluation of probationary faculty members should be done each year after their appointment, and must be done three times before the end of the probationary period of three years. If the faculty member receives substandard ratings of “Needs Improvement” on the second evaluation in the area of Instruction or more than two substandard ratings in other areas, administrators and department chairs will evaluate continuing employment.

Non-probationary Evaluation

All non-probationary faculty members have an annual self-evaluation. Every third year after receiving non-probationary employment status, the evaluations will include an observation by a lead teacher and/or the department chair. A substandard evaluation of “Needs Improvement” in the area of Instruction will require further action through steps determined by the Dean/ Department Chair and the faculty member.

The Director of Human Resources will develop a spreadsheet of employees/instructors that will include evaluation due dates, so that evaluations are turned in on time. If evaluations are not in by due dates and supervisors/Department Chairs have not presented reasons for delays, the Deans will then ensure evaluations are completed. Department Chairs may request a change in the rotational schedule, if needed.

Large departments may wish to stagger the third year, observation evaluation. Beginning in 2008-09, the staggering will be done as 1/3 of - faculty in 2008-09, 1/3 in 2009-2010, and 1/3 in 2010-2011 with the rotation then resuming on a three year cycle. The Department of Human Resources will provide the schedule.

Employee Evaluation of Supervisor

An Employee Evaluation of Supervisor Form will be available both on the SUSCC website as well as in this handbook. The purpose of this form is to help the supervisor improve his or her performance based on the comments. You are encouraged to be as objective as possible.

Interim Evaluation

An interim evaluation is one conducted during the academic year at a time other than during the scheduled evaluation period. **This may be done for probationary or non-probationary faculty and may be done periodically to commend and call attention to excellence on the part of that faculty member, to call attention to a deficiency or serious error of that faculty member, or to give useful feedback on the performance of that faculty member. Any faculty member can request an interim evaluation at any time.**

If areas of deficiency are identified, the evaluator should work with the employee to develop a written action plan that includes a specific timeline. A follow-up evaluation is scheduled and the employee's progress is again evaluated against the set goals and objectives. The plan must allow for a minimum of two months showing improvement in correcting the deficiency. The plan must include a timeline for checking progress and have very specific goals, strategies, and remedies for the deficiency. Both the faculty member and the evaluator must sign all evaluations, action plans, and responses before being placed in the personnel file. If the faculty member or evaluator refuses to sign, then the document should be witnessed by the mentor and the supervising Dean.

EVALUATION PROCEDURES

The following procedures for evaluation should follow the designated Timeline.

1. The employee and evaluator review the Job Description and the Evaluation Procedures. The evaluator generally is the faculty member's immediate supervisor and has first-hand experience or knowledge of the work being performed and is responsible for the overall performance evaluation and for providing the faculty member with day-to-day feedback on the performance of all duties and responsibilities.
2. Mentors for new and/or probationary faculty members should be established.
3. Each faculty member prepares an individual self-evaluation using the Faculty Information Form [**Form A**]. This document is to be used by both the evaluator and the faculty member as a tool for assessing and discussing performance and goals. The **Employee Evaluation of Supervisor Form** is to be completed at this time as well.
4. If observations are part of the process, the evaluators should consult with the faculty member to be evaluated and set times for the observations. During the first year, the observations should occur with at least one-week advance notice and by mutual agreement. During subsequent evaluations for non-probationary and probationary faculty, advance notification one 24 hours is required.
5. Evaluations must be done in accordance with the job description. Observations and evaluations cannot be done or weighted solely in job areas that the faculty member is not required, certified, or qualified to do.
6. Upon completion of the Faculty Information Form [**Form A**] (and observations if applicable), the evaluator will (meet with the mentor if applicable and) compile the results and complete the evaluation instrument. The evaluator may use documented informal multiple sources of feedback to assist in evaluating the faculty member. These sources should be identified to the faculty member in the faculty member's evaluation
7. The final evaluation should be discussed with the appropriate Dean before reviewing the evaluation with the faculty member.
8. Once the faculty member has received a completed evaluation, a time is set with the evaluator for an interview and discussion of the evaluation. A minimum of two weeks will be allowed for a written response to the evaluation.
9. The self-evaluation by the faculty member, the completed evaluation, any response, and appropriate pertinent documents are placed in the personnel file.

PART 2: SUPPORT STAFF EVALUATION

(Full time and part time employees)

Purpose:

In order to best determine and improve the College's success in meeting its Mission, evaluation of all staff members of Southern Union will occur on an annual basis from August 1st to July 31st. This process will be a constructive one that builds on discovered strengths, assures satisfactory performance, and promotes professional fulfillment and growth. Southern Union is committed to continuous improvement and believes that such evaluations will help assure high quality services for students and will provide for the most productive utilization of public funds.

Evaluation Procedures:

The process for staff evaluation includes: (1) a review by the employee and supervisor of the employee's current job description; (2) an employee self-evaluation to be used as a tool for the supervisor and employee to use in assessing and discussing performance and goals; and (3) an employee evaluation completed by the respective supervisor to be used to establish a plan for improvement and/or professional growth.

The Human Resources Director will be responsible for notifying the supervisors of the time sequence for evaluations. Both the employee and the supervisor share responsibility for the evaluation process and will work cooperatively to complete the performance evaluation.

Position Description: Job descriptions are being reviewed for support staff. Within each job description, duties are assigned to employees based on specific knowledge, skills, and abilities necessary to perform the duties. All employees have copies of their individual job descriptions or may obtain a copy from Human Resources. These are kept collectively in the office of Human Resources.

Performance Review: Evaluation of support personnel is a performance-based system based on observed accomplishment of the specific duties and responsibilities included in the job description. The evaluation of support staff consists of a self-evaluation completed by the employee and a performance evaluation completed by the supervisor. Probationary staff members will be evaluated every year until the non-probationary period is achieved. Non-probationary staff will follow the same guidelines as non-probationary faculty members. Each year one third of the non-probationary staff members will meet with their respective supervisors for a formal face-to-face meeting with their immediate supervisor. The supervisor will schedule this meeting during the month of June. Each year all non-probationary staff members will complete the self-evaluation form every year and send to their immediate supervisor by May 31.

Timeline

August – Annual SUSCC Assembly: The Human Resources Director will remind each returning employee to review his/her job description, last evaluation, and the college evaluation policy. If an employee is missing any of these, it should be requested from the Human Resources Director at this time. The Human Resources Director will provide all new employees with a copy of the job description, evaluation policy, and evaluation form.

In reviewing the last evaluation, all returning employees are asked to place their goals for the school year at the forefront of their planning for the term. Departmental assignments of mentors for new employees will be assigned by the employee's supervisor.

Fall and Spring Semester – All new employees will have departmental mentors who meet regularly with the employee. Returning employees will focus on areas of concern and on goals from the previous year's evaluation. The Professional Development Committee will advise staff members of professional development activities for the school year.

May – The Human Resources Director will send each employee an evaluation form by May 15th of each year. Each department will meet and discuss the annual evaluation process. Employees will then fill out the employee section of the form and submit it to their supervisors by May 31st. Beginning fall 2010, a process for staff to evaluation from the bottom up will be implemented. In addition to the staff evaluations, each staff member will complete an anonymous evaluation of his/her supervisor.

June – During the month of June, the supervisor will review each employee's job description and self-evaluation. Once the supervisor completes the performance evaluations, a meeting will be set up with each employee to discuss individual results. After the evaluation is discussed and the employee and supervisor sign the evaluation, all documents are forwarded to the Human Resources Director for filing by June 30th.

July 1 - 15. Employees may file any written responses to the annual review during this period. Any additional comments or materials that any employee wishes to add to the review must be completed during this period. Finally, all evaluations for that school year are completed and placed in files. One copy must go to the employee, one copy to the supervisor, and one to the employee's permanent personnel file.

PART 3: Task Force Recommendations

The Evaluation Taskforce/ Committee has recommendations to help facilitate the success of the evaluation process at Southern Union State Community College. The recommendations include the following:

- Course and faculty evaluations will continue to be conducted in a digital manner and coordinated with staff responsible institutional effectiveness.
- The current job descriptions continue to be reviewed and updated to support the recommendations of the Evaluation Task Force.
- The professional development committee includes staff representation to help facilitate professional development activities for staff as well as faculty.
- Implement a faculty orientation committee or group of personnel to help introduce new faculty members to the SUSCC environment, and help guide them through their probationary period. This type of orientation could also be completed for adjunct faculty.

GLOSSARY

Community Service: Any activity in which an employee participates within the community. Examples include church related activities, Relay for Life, etc.

College Service: Any activity in which an employee participates within Southern Union that benefits students, faculty, or the college. Examples include attendance at plays, sponsorship of clubs, etc.

Professional Development Committee: This is a committee responsible for organizing and implementing the professional development activities for the various areas of the college for the academic year.

Teaching Learning Committee: This is a committee that provides a variety of resources for new and seasoned faculty/staff through mentoring and activities that will enhance student learning.

Quantitative: measurable number for aggregate data.

Employment Status

Non-probationary: Faculty who has successfully met the requirements for continued employment. This status is achieved at the end of the third year of employment. (Formerly known as tenured.)

Probationary: Faculty member who has been employed for less than three years and is in the process of being evaluated annually to successfully meet the requirements for a non-probationary status. (Formerly known as untenured)

Evaluation Criteria

Meets Expectations: This rating indicates the person is meeting all of the required functions of the category being evaluated. This is the standard and **represents a positive evaluation.**

Needs Improvement: The employee is not meeting the standard required functions of the category being evaluated. This is below standard. **This rating requires a written explanation by the Evaluator.**

Exceeds Expectations: This rating shows exceptional achievement above and beyond the job description. **This rating requires a written explanation by the employee or Evaluator.**

Does Not Apply: Refers to a job, activity, or category that this individual is not expected to or required to accomplish, and is not part of the job description. This rating **does not** imply a negative rating.

Evaluation Instruments

Administrative Evaluation: A form completed by the appropriate Faculty at the end of a term that evaluates their respective Department Chairs, Deans, or supervisors (in development).

Course Evaluation: A form completed by students at the end of a term that evaluates a particular course in a variety of areas.

Employee Evaluation of Supervisor Form: A form completed by employees that evaluates the supervisor.

Evaluator(s): The person(s) doing the evaluation.

Individual Faculty Evaluation: The evaluation of a faculty member by their Department chair, supervisor, or appropriate Dean. This includes the Request for Information form, Individual Faculty Evaluation form, and any other documentation associated with the Evaluation.

Individual Staff Evaluation: The evaluation of a staff member by their supervisor. This includes the Request for Information form, Individual Staff Evaluation form, and any other documentation associated with the Evaluation.

Interim Evaluation: Evaluation done at a time other than during the required timeline for the purpose of complimenting the employee or to alert the employee to a potential problem or area that needs improvement.

Faculty Information Form: This form provides an outline that is to be completed by each Faculty member being evaluated. This is a “Brag Sheet” and should be an opportunity for the Faculty member to emphasize their accomplishments and set goals for the coming year.

Student Evaluations: A form completed by students at the end of the term that rates their instructors in a variety of areas.

Observation Form: A form used by evaluator(s) for classroom observations.

Timeline

Adjunct /Clinical Faculty: Timeline specific for part-time or adjunct Faculty members.

Faculty: Timeline specific for Faculty members.

General: Timeline that applies to the entire college.

Staff: Timeline specific for Staff members.

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**SOUTHERN UNION STATE COMMUNITY COLLEGE
FACULTY INFORMATION FORM
YEAR:**

NAME:

DATE:

REVIEWED BY:

DATE:

The following is a request for information that will assist your Dean/Chair in the development of your **annual evaluation**. Please respond to the following items and return them to your Dean/Chair within two weeks. Please assemble your information in the order of this request. Following receipt of your information, your Dean/Chair will contact you for an agreement on a time for your evaluation interview and observation, if applicable.

I. TEACHING RESPONSIBILITIES

A. List courses taught last year. (**Include distance education and hybrid courses.**)
DO NOT INCLUDE SYLLABI OR COURSE MATERIAL.

B. Describe any use of methodology, technology, equipment, library resources, course assessments, student evaluations, etc. to improve student-learning outcomes.

C. Describe any use of methodology, technology, equipment, library resources, course assessments, student evaluations, etc. to help maintain compliance with the Americans with Disabilities Act.

V. **OPTIONAL** QUESTIONS FOR YOUR CONSIDERATION

1. Do you have any questions about your job responsibilities as outlined in your position description?
2. Please list and evaluate any changes to your job or additional duties/responsibilities assigned to you.
3. List what you consider to be your greatest strengths or accomplishments this year.
4. What changes would you like to see made to your job that would improve your performance and be beneficial to the college?
5. What accomplishments would you like to see your department or Southern Union as a whole achieve in the next three to five years?

Other suggestions or comments?

[FORM B]

FACULTY MEMBER:

YEAR:

DIVISION:

DEPARTMENT: Business

***Exceeds Expected Goals and Needs Improvement require documentation.**

Performance Categories	Meets Expected Goals	Needs Improvement	Exceeds Expectations	Does Not Apply	Did Not Observe
Knowledgeable; teaches organized courses which meet course expectations and student needs.					
Demonstrates use of technology and resources to meet and improve student learning outcomes.					
Student oriented; works well with all students. Uses student evaluations to improve instruction and learning outcomes.					
Follows posted work schedule and assists students during office hours.					
Meets administrative responsibilities and requests in a timely, accurate, and professional manner.					
Demonstrates an ability to work well with colleagues and administrators contributing to a positive work environment.					
Participates in Professional Development. Shows achievement in professional and educational areas.					
Supports and is involved in institutional and community services.					
Meets or shows progress in meeting goals and objectives stated in the last evaluation					

EVALUATION OF INSTRUCTION FOR DISTANCE EDUCATION CLASSES

Performance Categories	Meets Expected Goals	Needs Improvement	Exceeds Expectations	Does Not Apply	Did Not Observe
Maintains timelines, open and effective communications with students taking distance education classes.					
Knowledgeable; demonstrates ability to meet course content, lab activities if applicable, and outcomes of distance education courses.					
Adheres to institutional policies concerning course development, test security, assignments, and student information.					

EVALUATION OF CLINICAL/LABORATORY INSTRUCTION

Performance Categories	Meets Expected Goals	Needs Improvement	Exceeds Expectations	Does Not Apply	Did Not Observe
Demonstrates knowledge of lab activities, appropriate use and care of lab/clinical equipment during activities.					
Conducts safe and organized lab/clinical activities that meet the learning objectives and current safety standards for the students.					
Maintains a clean and organized lab/clinic environment including meeting responsibilities for maintenance of the lab/clinic, supplies, and equipment.					

This page may be applicable to only a few Instructors and may be omitted from individual evaluation if NONE OF THE ABOVE applies.

Evaluator Comments:

Faculty Comments:

ACKNOWLEDGEMENT

My signature below acknowledges that I have read and discussed my evaluation with my evaluator. My signature does not imply agreement with the evaluation. (Responses will be placed into the individual's personnel file.)

Faculty Acknowledgement: By checking this box and typing your name below you confirm that you have read the contents of this document

Faculty

Date

Evaluator

Date

FACULTY OBSERVATION/EVALUATION FORM**Instructor:****Date:****Department:****Department Chair:**

Instructors are important to Southern Union State Community College in terms of successfully fulfilling the needs of the community through quality instruction. Please note that part-time faculty are recommended for hire and rehire on the basis of need, teaching performance, teaching-related and professional qualifications related to the teaching field.

I. Teaching Evaluation**Supervisor or Designee for Classroom Observation****Name:**

EXPECTED BEHAVIOR OF INSTRUCTOR	Meets Expected Goals	Needs Improvement	Exceeds Expectation	Does Not Apply	Did Not Observe
1. Defines objectives for class/lab presentation.					
2. Checks attendance.					
3. Begins and ends class on time.					
4. Briefly reviews the last class session.					
5. Demonstrates control of the class.					
6. Is prepared for the class session.					
7. Presents material in a clear, understandable manner.					
8. Demonstrates command of the subject matter.					
9. Encourages students to ask questions and responds in an appropriate manner.					
10. Engages students in the learning process by using a variety of teaching methods.					
11. Encourages critical thinking and analysis.					
12. Checks students' understanding of class outcomes.					

Comments: (add additional sheet or use the space at the end of this document if needed)

II. Teaching-Related Duties *These duties listed below are essential duties performed by instructors to effectively meet the instructional needs of the campus and its students.*

Yes: Requirement Met	No: Requirement Not Met	Not Applicable	
			Syllabi in accordance with SUSCC specifications
			Faculty member meets departmental policies and processes for instructional outcomes.
			Uses learning management system to upload course syllabi, document grades, and maintain an introductory page.
			Uses electronic resources to meet administrative record keeping and deadlines regarding student attendance (e.g. Financial Aid verification), as well as submitting alerts, final grades, and other appropriate notifications.
			Uses institutional email for accessing departmental and institutional information.
			Notifies appropriate Dean/Department Chair in advance of class cancellation.

III. Student Evaluations *Student evaluations are used by SUSCC to assist in maintaining the quality of education. (Attach student evaluation comments for support as needed.)*

Signatures:

My signature below acknowledges that I have read and discussed my evaluation with my supervisor. My signature does not imply agreement with the evaluation. (The information submitted and any responses will be placed into the individual's personnel file.)

Faculty Acknowledgement: By checking this box and typing in your name below you confirm that you have read the contents of this document.

Faculty Member:

Date:

Observer:

Date:

Supervisor:

Date:

Dean:

Date:

Additional Comments:

Student Course Evaluation Questions

In statements 2 – 12, students can select one of four options:

Strongly Agree, Agree, Disagree, or Strongly Disagree.

Statements 5 and 6 have one additional response: *Does Not Apply To This Course.*

1. What grade do you expect to receive in this course? (Click A, B, C, D, F)
2. In general, I enjoy taking classes in this subject.
3. The student learning outcomes, student responsibilities, evaluation methods, and grading procedures were outlined in the course syllabus and were explained by the instructor.
4. The course resources, including textbooks, digital texts, and course-required software, were useful for classroom and/or independent study.
5. The resources available at the college, such as the Learning Resources Center (library) and the Alabama Virtual Library, contributed to my success in this course.
6. The labs for my program/course had adequate equipment and supplies available for student practice.
7. The instructor was well-informed regarding the subject matter covered in the course.
8. The instructor presented the subject matter in an organized, logical, and intelligible manner.
9. The instructor communicated in a clear, professional, understandable way during each class session and in email responses.
10. The instructor effectively created and maintained an educational environment conducive to student learning.
11. The instructor graded and returned work with feedback.
12. The instructor was available during office hours, was easy to talk to, and was actively concerned with student success.

Comments:

PART TWO: SUPPORT STAFF EVALUATION
PROFESSIONAL DEVELOPMENT AND GOALS

Please use the extra pages at the end of this document to provide additional information.

Do you have any questions about your job responsibilities as outlined in your position description? If so please list and/or evaluate any changes to your job or additional duties/responsibilities.

What changes would you like to see made to your job that would improve your performance and be beneficial to the college and what are your job goals for the upcoming year?

What accomplishments would you like to see your department or Southern Union as a whole achieve in the next three to five years?

What are your greatest strengths and in what area would you like to gain more experience, training, or education? List any training and/or professional development activities that you have participated in and were they helpful?

PART THREE: SUPPORT STAFF EVALUATION
SERVICE

Are there ways in which you contribute your time and talents to Southern Union that go beyond your job description and do you participate in any community service or civic club activities? If so, what are they?

Employee Comments:

Supervisor Comments:

ACKNOWLEDGEMENT:

My signature below acknowledges that I have read and discussed my evaluation with my supervisor. My signature does not imply agreement with the evaluation. (The information submitted and any responses will be placed into the individual's personnel file.)

Employee _____ Date _____

Supervisor _____ Date _____

Additional Comments:

**Southern Union State Community College
Employee Evaluation of Supervisor**

SUPERVISOR'S NAME: _____

DEPARTMENT: _____

Please check the rating box which you believe most accurately reflects performance for the respective category. **Comments should be provided for any responses of “Exceeds Expectations” or “Needs Improvement.” Use the space provided at the end of the evaluation to write explanations and comments.** To preserve anonymity of the employees conducting the evaluation, this form does not require a signature.

1. <u>Knowledge:</u> Possesses the understanding, skills, and experience necessary to perform duties as supervisor.		
Exceeds Expectations	Meets Expectations	Needs Improvement
2. <u>Availability:</u> Available to employees in person, by phone, or by email when needed.		
Exceeds Expectations	Meets Expectations	Needs Improvement
3. <u>Communication:</u> Gives clear, concise instructions and conveys expectations to employees.		
Exceeds Expectations	Meets Expectations	Needs Improvement
4. <u>Personnel Management:</u> Resolves conflicts between employees and treats employees equally and fairly.		
Exceeds Expectations	Meets Expectations	Needs Improvement
5. <u>Delegation:</u> Shows confidence in employees' abilities and talents by designating responsibilities to employees.		
Exceeds Expectations	Meets Expectations	Needs Improvement
6. <u>Responsibility:</u> Willing to pull share of the workload and follows up to ensure the completion of regular tasks.		
Exceeds Expectations	Meets Expectations	Needs Improvement

7. <u>Feedback:</u> Gives employees fair and timely feedback on their job performance.		
Exceeds Expectations	Meets Expectations	Needs Improvement
8. <u>Attitude:</u> Displays a positive attitude, shows respect for faculty, staff, and students at the college, and contributes to good workplace morale.		
Exceeds Expectations	Meets Expectations	Needs Improvement
9. <u>Transparency:</u> Open to receiving suggestions, seeks input from employees when making decisions, and creates an atmosphere in which employees feel comfortable discussing concerns.		
Exceeds Expectations	Meets Expectations	Needs Improvement
10. <u>Helpfulness:</u> Provides employees with the resources and training opportunities necessary to be successful.		
Exceeds Expectations	Meets Expectations	Needs Improvement
11. <u>Vision:</u> Sets goals for the department and strives for excellence.		
Exceeds Expectations	Meets Expectations	Needs Improvement
12. <u>Authority:</u> Motivates respect from employees and encourages timely performance of designated tasks.		
Exceeds Expectations	Meets Expectations	Needs Improvement
13. <u>Leads by Example:</u> At work and in the community, represents what a Southern Union employee should be.		
Exceeds Expectations	Meets Expectations	Needs Improvement

Comments:

**Southern Union State Community College
Evaluation Form for Institutional Deans**

Name: _____ Position: _____

Supervisor: _____ Department: _____

PART ONE: Space is provided below for self-evaluation by the employee and performance evaluation by the supervisor. Please check the rating box which you believe most accurately reflects performance for the respective category. *Checking "Exceeds Expectations" or "Needs Improvement" requires an explanation and/or guidance.*

1. Program Development

(e.g., clarity of vision ; establishment of new programs; revision of programs; innovation in program development; support of programs; communication and/or response to revisions in school, state, or outside agency requirements in programs)

<u>Employee</u>				<u>Supervisor</u>			
Exceeds Expectations	Meets Expectations	Needs Improvement	Does Not Apply	Exceeds Expectations	Meets Expectations	Needs Improvement	Does Not Apply

2. Faculty and Staff Governance

(e.g., support of faculty governance structure within the division and across the college; encouragement and recognition of faculty participation in governance)

<u>Employee</u>				<u>Supervisor</u>			
Exceeds Expectations	Meets Expectations	Needs Improvement	Does Not Apply	Exceeds Expectations	Meets Expectations	Needs Improvement	Does Not Apply

3. Student Leadership and Governance

(e.g., encouragement of student participation in governance; support of student leadership opportunities in campus and community organizations)

<u>Employee</u>				<u>Supervisor</u>			
Exceeds Expectations	Meets Expectations	Needs Improvement	Does Not Apply	Exceeds Expectations	Meets Expectations	Needs Improvement	Does Not Apply

9. Relationships with Faculty, Staff, Deans, Other Divisions, and Students

(e.g., availability to faculty, staff, and students; communication of needs to faculty and staff; quality interaction with faculty, staff, and students; support of faculty innovation and creative work; responsiveness to student and staff needs; quality of interaction with deans and chairs in other departments/divisions; performance in working with other divisions)

<u>Employee</u>				<u>Supervisor</u>			
Exceeds Expectations	Meets Expectations	Needs Improvement	Does Not Apply	Exceeds Expectations	Meets Expectations	Needs Improvement	Does Not Apply

10. Initiative in Service to the Community

(e.g., support of professional development and service to the region)

<u>Employee</u>				<u>Supervisor</u>			
Exceeds Expectations	Meets Expectations	Needs Improvement	Does Not Apply	Exceeds Expectations	Meets Expectations	Needs Improvement	Does Not Apply

Employee Comments:

Supervisor Comments:

ACKNOWLEDGEMENT:

My signature below acknowledges that I have read and discussed my evaluation with my supervisor. My signature does not imply agreement with the evaluation. (The information submitted and any responses will be placed into the individual's personnel file.)

Employee _____ Date _____

Supervisor _____

SOUTHERN UNION STATE COMMUNITY COLLEGE
Director Evaluation: Form A

YEAR _____

NAME: _____

DATE: _____

The following is a request for information that will assist your supervisor in the development of your **annual evaluation**. Please respond to the following items and return them to your supervisor.

Following receipt of your information, your supervisor will contact you for an agreement on a time for your evaluation interview if applicable.

I. GOALS/ OBJECTIVES

A. Describe your goals/objectives and accomplishments for the past year.

B. Describe your goals/objectives for the coming year.

II. PROFESSIONAL DEVELOPMENT/ACHIEVEMENTS

A. List professional organizations in which you are a member and leadership roles, etc.

B. List professional development activities, seminars, and/or courses you have attended.

III. SERVICE

A. List service for Institutional and Alabama Community College System Committees, and other community service.

6. Resolves conflicts in a constructive way.

Exceeds Expectations	Meets Expectations	Needs Improvement	Does Not Apply	Exceeds Expectations	Meets Expectations	Needs Improvement	Does Not Apply

7. Takes action to achieve goals beyond what is required and shows evidence of seeking to improve professionally.

Exceeds Expectations	Meets Expectations	Needs Improvement	Does Not Apply	Exceeds Expectations	Meets Expectations	Needs Improvement	Does Not Apply

8. Supports and fosters uses of changing technologies to improve department.

Exceeds Expectations	Meets Expectations	Needs Improvement	Does Not Apply	Exceeds Expectations	Meets Expectations	Needs Improvement	Does Not Apply

9. Maintains a professional and cooperative attitude in working with other departments.

Exceeds Expectations	Meets Expectations	Needs Improvement	Does Not Apply	Exceeds Expectations	Meets Expectations	Needs Improvement	Does Not Apply

ACKNOWLEDGEMENT:

My signature below acknowledges that I have read and discussed my evaluation with my supervisor. My signature does not imply agreement with the evaluation. (The information submitted and any responses will be placed into the individual's personnel file.)

Employee _____ Date _____

Supervisor _____ Date _____

Southern Union State Community College Professional Growth Plan

(Adapted from State Board of Education Policy # 605.02)

Name: _____ Current Rank: _____

Teaching Area/Discipline: _____

Highest Degree Earned: _____

Institution Awarding Degree: _____

1) Please complete the following from your current credential certificate analysis:

Total Points Earned In:

Education: _____

Work Experience: _____

In-Service: _____

Competency: _____

2) Please check the credential standard that applies to you:

1977-78 Credential Standard: _____

1989 Credential Standard: _____

3) Please indicate how you intend to advance in professional ranks through on or more of the following:

Education: _____

In-Service: _____

Competency: _____

4) If you intend to advance in professional rank through education, list the specific degrees and courses you intend to pursue. Attach approved college plan of study that has been signed by your advisor. *****If your approved Professional Growth Plan changes, then a new, signed version should be submitted*****

College/University: _____ Degree: _____

Major: _____ Technical Specialty (If Applicable): _____

Employee's Signature: _____ **Date:** _____

Dean's Signature: _____ **Date:** _____

Approved: _____ **Not Approved:** _____

President's Signature: _____ **Date:** _____

Approved: _____ **Not Approved:** _____

Southern Union State Community College Professional Growth Plan

(Adapted from State Board of Education Policy # 605.02)

Name: _____ Current Rank: _____

Teaching Area/Discipline: _____

Highest Degree Earned: _____

Institution Awarding Degree: _____

Activities for Professional Development Include:

1) Goals for higher educational level/certification/licensing/endorsements/courses

List: _____

2) Workshops/seminars/conferences

List: _____

3) In-service or other training (including local and state professional development)

List: _____

4) Service on College committees/additional college responsibilities

List: _____

5) What are your goals for instructional improvement as a result of participating in the referenced professional development activities (you may add additional pages as needed to complete this question)?

List: _____

Employee's Signature: _____ **Date:** _____

Supervisor's Signature: _____ **Date:** _____

MENTORING INFORMATION SHEET:

Mentoring can be defined as the process of one person supporting, teaching, guiding and serving as the model for another person (Buell, 2004). Mentoring can also be described as the process by which a person, usually of higher rank or outstanding achievement, guides the development of another person who may be new to a place of work or field. Although the concept of mentoring has been in place for many years, the idea of faculty mentoring in colleges and universities has only recently begun to be considered as an important strategy for new faculty hires. In this context, mentoring should be used to exchange ideas, strengthen departmental relationships, enhance productivity, and integrate new faculty into the college community (Savage, Karp, and Logue, 2004).

Mentoring at SUSCC Academic Division

This is a voluntary program through which experienced, non-probationary faculty at Southern Union State Community College (SUSCC) who are knowledgeable about the Academic Division help introduce new, probationary faculty to SUSCC. These experienced individuals are matched with new faculty to orient them to the campus, inform them about campus support services, and assist them in the early stages of their careers at SUSCC. This program is not meant to be a substitute for existing mentoring programs at the college levels but can be a supplement to those programs.

Goals of the Academic Mentoring Program***Help new faculty members to:***

- Learn about SUSCC, the college and community, and support resources for faculty.
- Adjust to the new environment and become active members of the college and division quickly.
- Address questions, concerns, and special needs in a confidential manner.
- Gain insight about teaching and career development from a seasoned veteran.
- Network with other faculty and develop a personal support system within SUSCC.

Encourage experienced faculty to:

- Share their knowledge and experience with new faculty and gain professional satisfaction.
- Assist new faculty to adjust quickly to the campus and address their unique needs, concerns, or questions, if any.
- Help shape the careers of new colleagues and enjoy opportunities for self-renewal.
- Provide a valuable service to the Community College by promoting collegiality through mentoring.

Suggested Mentoring Activities

Mentors and new faculty are encouraged to meet face-to-face frequently (at least once per calendar month) during the first two semesters and keep in touch more frequently through phone or email. Suggested mentoring activities are:

- Discuss short term and long term career goals and professional interests.
- Attend the programs offered by the College and Division.
- Share information on academic, divisional, and student support services on campus.
- Discuss effective instructional techniques, course development and curricular issues.
- Discuss academic policies and guidelines, and college governance structure.
- Attend campus events such as sports, and theater productions.
- Share information on instructional resources and Web sites useful to new faculty.
- Discuss student issues such as advising, motivating, and handling academic dishonesty.
- Share experiences on managing time, handling stress, and balancing workload effectively.
- Discuss preparing for non-probationary status, promotion, and career advancement.

Roles and Responsibilities of Mentors

Mentors can take on various roles, such as coach, friend, advocate, career guide, role model, instructional resource, or confidant depending on the needs of their new faculty and the nature of their mentoring relationship. An effort should be made to have mentors be paired with new faculty at campuses other than their base campus in order to help with intercampus connectivity.

Mentors are responsible for:

- Taking the initiative for contacting their mentees and staying in touch with them.
- Devoting time to the relationship and be available when requested.
- Assisting new faculty with their various questions, needs, or concerns.
- Sharing their knowledge and experience to benefit their new faculty and following up on their progress at SUSCC.
- Maintaining confidentiality of the information shared by their new faculty colleagues.

Roles and Responsibilities of New Faculty

New Faculty can take on various roles such as friend, protégé, new colleague, or junior faculty depending on their needs, academic experience, and the nature of their mentoring relationship.

Mentees are responsible for:

- Devoting the time to the mentoring relationship and interacting with the mentor often.
- Making use of the opportunities provided by the mentor.
- Keeping the mentor informed of academic progress, difficulties, and concerns.
- Exchanging ideas and experiences with the mentor.
- Seeking help and support when needed.

Both the mentors and new faculty colleagues have the responsibility for gaining each other's trust and confidence, interacting in a collegial manner so as to value each other's time, and professional and personal commitments, and engaging in activities that support the mission of SUSCC.

Southern Union State Community College**Faculty Orientation Checklist****Instructor:** _____**Date Submitted:** _____**Course/Semester:** _____**Dept. Chair:** _____**Mentor** _____**Application**

- Updated Vitae on File
- Forms for Insurance and Business Office

Instructor Information

- Faculty member's transcripts documenting level of education
- Drug free work place policy
- Library orientation/ Alabama Virtual Library
- Email orientation
- Telephone orientation for Home and office voice mail
- Office hours
- Tutoring Availability
- Leave Types – request process
- Travel
- Person to contact if going to be absent
- Catalog and Web site orientation
- Student Handbook
- ACCS Website
- Personal Professional Development Plan

- ❑ Southern Union website – course rolls, payroll, faculty utilities, student evaluations
- ❑ Letter of Appointment
- ❑ SUSCC Policy Manual
- ❑ FERPA
- ❑ Departmental Assessment
- ❑ Instructional Records Retention Policy
- ❑ Computer Lab Usage
- ❑ Official Rolls / Financial Aid Rolls / VA rolls(privacy act applies)
- ❑ Administrative withdrawals / readmission forms
- ❑ Official Rolls
- ❑ Midterm Reports
- ❑ Grade Submission / Change of grade forms
- ❑ CANVAS: Course management System
- ❑ Print shop
- ❑ Committee responsibilities
- ❑ Purchase Orders
- ❑ Work Orders
- ❑ Accident / Incident Reports (onli

Textbook(s) and supplies

- ❑ Ordering texts and lab manuals
- ❑ Using Required materials and supplies

Syllabi / Course Policies (You may include more than those listed)

- Course Competencies / Objectives
- Student conduct
- Laptop /Cell Phone Policy
- Academic Dishonesty
- Attendance and Absence policy for class
- Lab safety – if applicable
- Available support services
- ADA policy and referral process
- Statement on Discrimination / Harassment

Evaluation method(s) for students

- Grading criteria and grading scale listed on syllabus
- Exams and assignments
- Missed exam and assignment policy

Topical Outline and semester calendars

- Outline listing topics to be covered (daily or weekly)
- Course calendar, lecture schedule and/or lab schedules

Signature of Faculty _____

Signature of Mentor _____

Date _____