

Supervisor's Evaluation Form for Teaching Faculty

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Supervisor Evaluation For: Susan Leroy

Academic Year: 2021-2022

Performance Levels Definitions:

Performance exceeds the requirements of the current rank.
 Performance meets the requirements of the current rank.
 Performance is below the requirements of the current rank.
 Does not apply to faculty member.

Exceeds Expectations
 Meets Expectations
 Needs Improvement
 Not Applicable

Faculty Member's Current Rank: Instructor

Directions:

The supervisor will review the faculty member's self-evaluation in addition to student evaluations, classroom observations, review of course materials, review of annual goals, and any other relevant information to complete this Supervisor Evaluation. **If the supervisor's rating differs from the faculty member's self-rating, the supervisor should include a substantive explanation. The supervisor's executive summary should address the overall job performance of the faculty member.**

Performance Criteria – General	Exceeds Expectations	Meets Expectations	Needs Improvement	Not Applicable
Maintains at least 5 office hours per week (face-to-face or online)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: Click here to enter text.				
Participates in Departmental, Division, and In-Service Meetings	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: Click here to enter text.				
Above & Beyond Examples – Search committee membership, demonstrates leadership in the Annual Internal Giving campaign, Building Proctors	Comments: She provides her cell number to her student and encourages them to text if they need help. She has presented twice at the Developmental English meetings, once in spring 2021 and again this past fall about digital literacy and plagiarism respectively.			
Performance Criteria – Teaching Expectations	Exceeds Expectations	Meets Expectations	Needs Improvement	Not Applicable
Attends classes as scheduled in the designated modality	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: Click here to enter text.				
Prepares course documents (syllabi, CCOS, assessment plans, etc.) (to include measurable SLO's) and updates as necessary	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: Click here to enter text.				
Maintains a presence in the Learning Management System (LMS) as required by the College	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: Click here to enter text.				
Posts syllabi and contact information on faculty webpage and in LMS	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: Click here to enter text.				
Prepares and maintains course materials, textbooks, ...	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: Click here to enter text.				
Submits reports in a timely manner (FTE, midterm and final course grades)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: Click here to enter text.				
Above & Beyond Examples -- Course Lead, mentors new faculty, develop a new course, elaborate presence in LMS, teaches in Cambridge, distance learning, night classes, modalities, dedicated high schools, etc.	Comments: She offered to serve as a mentor to a new online instructor. Has taught dedicated courses to high school students. She is the co-lead for ENG 101.			
Performance Criteria – Assessment	Exceeds Expectations	Meets Expectations	Needs Improvement	Not Applicable

Collects and reports assessment data to the course lead in a timely manner	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: Click here to enter text.				
Participates in updating course assessment plan(s) as needed (SLOs, targets, etc.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: Click here to enter text.				
Participates in the development of the action plan based on assessment data	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: Click here to enter text.				
Participates in course and/or program-level assessment, when applicable	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: Click here to enter text.				
Participates in course and/or program review, when applicable	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: Click here to enter text.				
Above & Beyond Examples -- Course Lead, Course/Program Review Coordinator, etc.	Comments: In her portfolio she notes the following: "Since the fall of 2019, I have served as the co-lead for Composition, English 101. In this capacity, myself and M. Steinberg are responsible for a variety of variables, including ensuring that the syllabus is developed properly and that there is uniformity in the delivery of the syllabus by the instructors to the students. Additionally, the course lead participates in surveying the course as part of the General Education Review (which M. Steinberg and I did last semester) as well as collecting data anytime it is our course's turn to evaluate a cornerstone piece of writing, such as the Research Paper. The most recent time that data was collected from all the instructors teaching Composition 101 was during the Fall of 2019, so I volunteered to review that data and document it, along with making any recommendations for the course."			
Performance Criteria – Governance	Exceeds Expectations	Meets Expectations	Needs Improvement	Not Applicable
Participates in Faculty Assembly	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: Click here to enter text.				
Participates in one annually assigned standing faculty or institutional committee designated by the President as fulfilling a faculty member's committee assignment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: Click here to enter text.				
Above & Beyond Examples -- Faculty Assembly office, Committee office, Academic Council rep, ad hoc committee membership, Participation on Middle States steering committee or subcommittee (team)	Comments: She has taken an active interest in a "heavy work load committee" assignment: APC. She indicates that she wants to serve as co-chair for APC in the near future. She is serving on an Internal Marketing subcommittee in APC as well.			
Performance Criteria – Student Centeredness	Exceeds Expectations	Meets Expectations	Needs Improvement	Not Applicable
Maintains ongoing communication with students to foster student retention and success	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: Click here to enter text.				
Participates in Student Advising as required by the College	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Comments: Click here to enter text.				
Above & Beyond Examples -- Student Mentoring, Clubs, Activities, Letters of Recommendation, Recruiting, Honors Contracts, Volunteer Tutoring in the Academic Support Center	Comments: She has sponsored honors contracts. She has extended her deadlines and provided a lot of grace during the time of Covid and allowed a student to take an incomplete even though the deadline to apply for one had passed.			

Other (Professional Development, Community Service, College events, etc)

Comments:- Participated in Christmas Angel Drive this year. She is currently taking additional graduate credit classes with the goal of obtaining a second Master's Level Degree

Overall Job Performance	Exceeds Expectations	Meets Expectations	Needs Improvement	Not Applicable
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Supervisor Classroom Visitation Observations (Required)

Comments:- I walked into HUM 111 at 12:50. A handful of students were already in the classroom as was Professor Leroy. She was chatting with a student (Brad). The students had just wrapped up their class debate on the topic of dolphin hunting in Japan. When Brad served in the military, he was stationed there and was recounting some of his experiences. Other students trickled in as the minutes ticked by and Mrs. Leroy made a point of greeting each one. It was clear she enjoyed talking with her students and took a personal interest in her lives. Promptly at 1:00, Mrs. Leroy began the class: "Good Afternoon class. May I have everyone's attention? You may have noticed we have a visitor. Say hello to Dr. Juliet Smith." She walked around the room as she addressed the class. Practically in unison, the students all called out. "Hello Dr. Smith." Overall, I was very impressed with Professor Leroy's strong command of the classroom and the respect her students showed her. Her voice was firm and strong, which conveyed to me the sentiment of, 'We are in a college classroom and we are doing important work.' She then provided a quick review of the day's agenda: closing statements from each debating team; the summary exercise of chapter 8 from Gladwell's David and Goliath; and then an introduction to satire. The students were attentive and readily complied with her directions. One at a time, a representative from each debating group went to the front of classroom and gave a final statement. She then asked students to reflect in writing on the experience of participating in the class debate. She prompted them with these questions: "What were the wins, the challenges, the surprises, and intersection of creative and critical thinking?" These were thought-provoking questions. As I surveyed the room, I could see students writing on loose leaf sheets of paper or tapping on a keyboard. She gave them about ten minutes to respond and then randomly called on students asking them particular questions. Again, I appreciated this direct approach; I have always found it better to directly ask students particular questions rather than query with generic open-ended questions. It also ensures that a greater number of students participate. Students readily answered. Afterwards, Mrs. Leroy moved onto David and Goliath. She asked the students to answer a series of questions pertaining to chapter 8 posted in Canvas. She gave them about 12 minutes to respond (they were practicing summarizing and she told me later that the students used to take much longer to complete the exercise.) And then as she did previously, she asked specific questions of particular students. The students were highly engaged. I did long for more discussion around the topic and saw opportunities for Professor Leroy to push for deeper/more critical thinking and could see a rich whole group conversation on the topic of "Three Strikes and You Are Out:" Kudos to Professor Leroy for her choice of text (i.e., David and Goliath); I only wish she had capitalized on its rich content more in that particular class. Nonetheless, she then moved into an introduction on satire. She reminded the students that they had previously had talked about satire and asked students what they knew already. Helping the students recall prior knowledge is an effective way to introduce a topic. She asked them for current examples of satire (The Simpsons, Saturday Night Live) and students provided a few. She then brought up a PowerPoint on Jonathan Swift and reviewed it and shared that they would be reading A Modest Proposal. I appreciated that she found ways to connect the PowerPoint material to students' frame of reference. For instance she noted the ongoing conflict between Protestants and Catholics both in the UK and the US. She quizzed the students by asking what two Catholics have been elected president. Professor Leroy then distributed copies of "Satire Overview," a series of worksheets taken from a website. She reviewed it briefly and then turned to a segment of The Stephen Colbert's Report. It took her a couple of minutes to find the link and cue up the segment, but once she did the students watched it they then filled out a worksheet with questions. If I had done this exercise, I would have answered the questions through a "think aloud" activity to provide some scaffolding. I also might have chosen something more recent. This particular clip of Stephen Colbert was from 2012. Nonetheless, after the students wrote their answers, she did get some responses; she assigned another sheet from the packet for homework and told them they would continue their exploration of satire and A Modest Proposal on Thursday. She dismissed the students a few minutes early. One student stayed behind and shared her struggles with trying to keep up with assignments and sport practice and games. Mrs. Leroy encouraged her and then asked her how little brother was doing. Again, I enjoyed the content/topics covered and appreciated Ms. Leroy's rapport with the students; I wished three more class engagement and little deeper exploration of the subject matter.

EVALUATION SUMMARY SHEET

Supervisor Evaluation For: Susan Leroy

Academic Year: 2021-2022

Current Rank: Instructor

Evaluation Type: Promotion

Hire Date: 8-16-2019

Years in Rank: 3

Instructional Area: English

Last Promotion: N/A

Highest Degree Earned: Masters

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

OVERALL JOB PERFORMANCE

This faculty members overall job performance for the period:

☒ Exceeds Expectations ☐ Meets Expectations ☐ Needs Improvement

Recommendation: Promotion to Assistant Professor and issue first three year contract

Executive Summary: (Required) I happened to meet one of Ms. Leroy's students and the student's mother at a community event. The student and her mother praised Ms. Leroy for her tremendous patience, understanding, and flexibility during Covid. Similarly, last May Angela Denherder passed along glowing feedback she had received about Ms. Leroy from some dual enrollment students. These unsolicited candid positive comments are hugely gratifying for the College and Ms. Leroy. One can easily find words that echo these sentiments among Leroy's student opinion surveys: "Very understanding and willing to work with her students no matter what the situation might be!"; "Very nice and helpful!" and "She is very helpful with everything and really creates a great environment!" Beyond her kind nature and flexibility, Ms. Leroy prides herself on ensuring her classroom is inclusive and respectful. I appreciated reviewing her sample assignment "The Literacy Narrative" in her teaching portfolio and her rationale for creating it: "Since everyone's story is different and no two voices are alike, this assignment also has ties to Diversity pedagogy. As I stated previously, literacy means a different experience for the ELL student than it does for a native English speaker, a native English speaker with LD, or a man versus a woman. So, this assignment offers a contact space, where different authentic experiences can be shared through writing and discussed through collaboration/peer review. "She develops learning activities that appeal to the diverse students in her classroom. As she elaborates in her teaching portfolio, she has independent assignment (annotated bibliography and research projects) group projects (oral debates). She also includes media platforms and technologies; a keen scholarly interest of Ms. Leroy's is digital literacy. She addresses sensitive, evocative subject matter within her classes. Outside of the classroom, Ms. Leroy shows herself to be a "team player" (as noted by her department chair) and a strong contributor in committee and department meetings. I am happy to support her bid for promotion from Instructor to Assistant Professor.

Juliet Smith

Supervisor

January 24 2022

Date

I read and received a copy of this evaluation on:

Date:

Faculty Member's Comments: [Click here to enter text.](#)

Faculty Member's Signature

Date