

## BOARD REPORT

### 3 Year Contract for **Edward H. Bock** Professor of Mathematics

At COLLIN since 2000

#### • Education

Institution	Degree	Major
University of Texas at Dallas	MS	Applied Mathematics
University of Texas at Dallas	BS	Applied Mathematics

#### • Prior Work Experience

Job Title	Organization Name	Date of Employment
Software Consultant	Logicomp, Inc.	1995-1999
Software Consultant	Petrographics, Inc.	1982-1994
Learning Associate	El Centro College	1979-1981

#### • Professional Development and Activities

- Attended, Texas Community College Teachers Association (TCCTA) Conference, San Antonio, TX, 2011.
- Serving as Webmaster, Texas Mathematical Association of Two-Year Colleges (TexMATYC), 2010-present.
- Presented, "Prerequisite Assessment of Skills for Success (PASS)", Texas Association of Academic Advisors in the Mathematical Sciences (TAAAMS) Conference, Waco, TX, 2010.
- Attended, Texas Association of Academic Administrators in Mathematical Sciences (TAAAMS) Conference, Abilene, TX, 2010.
- Presented, "PASS", TexMATYC Conference, Houston, TX, 2010.
- Attended, High School Link-to-Success Meeting, University of Texas at Dallas, 2009.
- Presented, "PASS", Texas A&M Assessment Conference, College Station, TX, 2009.
- Published, TexMATYC Newsletter article on Collin Student Math League, 2009.

#### • College Service / College Related Community Service

- Served, Collin College Math Competition Committee, 2011.
- Chairing, Emerging Scholars Committee, 2011.
- Volunteered, New Student Orientation, 2011.
- Chaired, Math Department Faculty Search Committee, 2011.
- Nominated, as district liaison, Collin Student for Goldwater Scholarship in Math/Science, 2011.
- Serving, Collin Faculty Council Webmaster, 2010-present.
- Moderating, American Mathematical Association of Two-Year Colleges (AMATYC) Student Math League at Collin, 2010-present.
- Chairing, Math Department PASS Program, 2009-present.

**CWID: 110510139**

**Name: Edward H Bock**

- Served, Destination College committee on math alignment, 2009-2010.
- Co-Chaired, Emerging Scholars Committee, 2010.
- Volunteered, New Student Orientation, 2010.
- Served, Spring Creek Library Committee, 2010.
- Co-Moderated, Collin College Math Competition, 2010.
- Designed, House Bill 2504 (HB2504) Math Department Syllabus fillable form, 2010.
- Chaired, UTD High Technology Education Coalition of Collin County (Hi-TECCC) Scholarship Committee, 2009-2010.
- Served, Core Curriculum Assessment Group (CCAG) Committee, 2009.
- Served, Calculus Textbook Selection Committee, 2009.

Approval Signatures:

Recommended  Not Recommended

Dean/Director/Supervisor

*Cameron Neely*

10-4-2011

Date

Recommended  Not Recommended

Chair, Council on Excellence

*Wendy Quindus*

12-19-11

Date

Recommended  Not Recommended

Vice President/Provost

CPC  PRC  SCC

*Mary McAfee*

2/1/12

Date

Recommended  Not Recommended

District Senior Vice President of  
Academic Affairs and Student Development

*Coleen Smith*

3-3-12

Date

Recommended  Not Recommended

District President

*John P. ...*

3/12/12

Date

Approved

Not Approved by the Board of Trustees at its meeting on

3/27/12

Date



**FACULTY SELF-EVALUATION AND APPLICATION  
FOR MULTI-YEAR CONTRACT FORM**

Name: 

Division: Mathematics & Natural Sciences

- Candidate for a 3-year contract**  
Beginning in August 2012 and ending May 2015

**Authorization:** I authorize the Council on Excellence to obtain the Student Survey of Instruction forms, class visit forms and the dean's annual faculty performance appraisals and multi-year contract recommendation, and the Board Report form, to be used in confidence by the Council, for the purpose of determining its recommendation for a multi-year contract.

Upon completion of this process, the annual faculty performance appraisal form(s) will be returned to my personnel file and all other records considered in the multi-year contract process will be archived by Human Resources, in compliance with the district's records retention plan.

  
\_\_\_\_\_  
**Faculty Member's Signature**

10/03/2011  
\_\_\_\_\_  
**Date**



## FACULTY SELF-EVALUATION AND APPLICATION

### I. TEACHING

A.

Semester/Year	Courses Taught	Number of Sections
Summer 2011	Math-1350	1
Summer 2011	Math-1351	1
Spring 2011	Math-2414	1
Spring 2011	Math-2318	1
Spring 2011	Math-2320	1
Spring 2011	Math-1316	1
Fall 2010	Math-2413	1
Fall 2010	Math-1350	1
Fall 2010	Math-1351	1
Fall 2010	Math-1316	1

B.

Current Semester	Courses Taught	Number of Sections
Fall 2011	Math-2413	1
Fall 2011	Math-2312	1
Fall 2011	Math-1316	1
Fall 2011	Math-1351	1

C. List projects or innovations related to teaching you have created, developed and implemented including any courses or programs developed.

Developed blended/online Trigonometry course, 2010

Developed & Chairing Committee on Prerequisite Assessment of Skills for Success (PASS), 2007-present

## II. STUDENTS

### A. Describe your advising activities.

None

### B. List any student-related activities demonstrating support of students outside of the classroom in which you have been involved. Examples include participation in student organizations, student-related events, or attending student performances / receptions.

Co-Moderated Collin College Math Competition, 2011  
Volunteered New Student Orientation, 2011  
Moderated AMATYC Student Math League Collin, 2000-present  
Co-Moderated Collin College Math Competition, 2010  
Volunteered New Student Orientation, 2010

### III. PROFESSIONAL DEVELOPMENT AND ACTIVITIES

#### A. List professional activities

1. Conferences/Workshops, attended/conducted

Attended TCCTA Convention, San Antonio, 2011  
Attended TAAAMS/MAA Conference, Abilene, 2010  
Served on Destination College Committee, CHEC, 2009-2010  
Attended High School Link-to-Success Meeting, UTD, 2009  
Attended Math SciFest, Texas A&M Commerce, 2008  
Attended TI-Nspire Workshop, 2008

2. Professional presentations, papers presented/published/submitted for publication

Presented on PASS at TAAAMS, Baylor University-Waco, 2010  
Presented on PASS at TexMATYC, Houston, 2010  
Presented on PASS at Texas A&M Conference, College Station, 2009

3. Involvement in professional organizations

Member of AMATYC  
Member of TCCTA

4. Coursework recently completed or in progress

None

5. List any other ways in which you remain current in your discipline not reflected in the categories above.

-

#### IV. COLLEGE SERVICE

- A. List college-related activities in which you have participated. Exclude activities expected of all faculty members such as attending All College Day, graduation or division meetings.

1. College-Wide:

Chairing Emerging Scholars, 2011  
Co-Chaired Emerging Scholars, 2010  
Served on CCAG'Committee, 2009  
Served on College Readiness Committee, 2008  
Served on Faculty Advising Committee (FAC) on Student Retention, 2007-2008

2. Division/Department:

Nominated Student for Goldwater Scholarship Math/Science, 2011  
Chaired Math Dept Search Committee, 2011  
Chaired UTD HI-TECCC Committee, 2008-2010  
Chaired PASS Committee, 2007-present  
Designed HB2504 Math Dept syllabus, 2010

3. Any other contributions to the college community:

Serving as Webmaster for Faculty Council, 2010-present  
Served on Spring Creek Library Committee, 2010

**B. List professionally-related community activities in which you have participated.**

Serving as webmaster on executive board of TexMATYC

## V. OTHER

List other professional contributions or job-related items of importance not addressed in previous categories.



FACULTY PERFORMANCE APPRAISAL
2009-2010

Faculty Member: [Redacted]

Date: -----2010

[X] Annual Appraisal [ ] Probationary Appraisal [ ] Multi-year Contract Appraisal [ ] Other

Period Covered: 2009-2010

Dean: Neal

Division: SCC MNS

INSTRUCTIONS

The primary purpose of the assessment process at CCCC is to maintain high quality educational programs. The process focuses on the professional growth and development of each faculty member as an individual in relation to the position description, standards of excellence, divisional and institutional goals and priorities. The performance appraisal process is also used as a component in determining contractual status, including renewal, non-renewal, the awarding of multi-year contracts and termination.

The performance appraisal process is conducted in an atmosphere of open and honest communication between the employee and the supervisor. Each employee is responsible for providing the supervisor with evidence of professional accomplishments during the year that support the mission and goals of the division and the institution. Likewise, the supervisor is responsible for reviewing the employee's professional accomplishments to determine the degree to which the employee met the established objectives for the year. Conducted in an atmosphere of mutual trust and respect, the performance appraisal process provides a growth experience for all college faculty and staff. See Section 9 of the Faculty and Staff Handbook.

Criteria for excellence in the performance of faculty "Duties and Responsibilities" are listed by category on the following pages. Using the definitions and examples for these ratings, circle the appropriate rating that matches the individual's performance in each category.

- M Meets standards for excellence
I Improvement needed
N Not applicable

Definitions and Examples:

MEETS: One or more of the words usually, frequently, successfully, or effectively applies. This rating is appropriate for job performance that meets and may exceed required criteria for excellence in the category.

IMPROVEMENT NEEDED: One or more of the terms occasionally, marginally, inadequately, sometimes, or progressing applies. This rating describes performance in which many of the job duties and standards are met, but where improvement in one or more areas is required to meet the criteria for excellence. An action plan must be in place, or be established to accompany this appraisal to clearly identify specific skills or areas in need of continued growth, development and/or improvement.

NOT APPLICABLE: The activity is not part of the faculty member's job or position at the college.

PLEASE NOTE:

In the comment area provided following each section, you must justify ratings that indicate a need for improvement.

**I. TEACHING**

1. **M I N** Facilitates learning.
2. **M I N** Provides students with the fundamental body of knowledge of his/her discipline.
3. **M I N** Teaches students to apply that knowledge.
4. **M I N** Responds to the differing educational requirements of students.
5. **M I N** Employs current materials in classroom presentations and learning experiences.
6. **M I N** Uses innovative teaching and learning methods.
7. **M I N** Employs effective evaluation techniques.
8. **M I N** Meets classes as scheduled.

**COMMENTS:**

He is very good at pacing his courses. She has especially been dedicated to improving instruction in the teacher education courses.

**II. ASSISTING STUDENTS**

1. **M I N** Understands current career and curriculum options, degree requirements and course transfer information within the discipline and provides timely and tailored advice to students.
2. **M I N** Helps students with education-based problems and/or directs students to appropriate college resources.
3. **M I N** Assists students in accessing appropriate college and community resources for non-educational problems.
4. **M I N** Is available to and approachable by students.

**COMMENTS:**

He gives good advice and helps prepare students for the next level.



**III. COLLEGE SERVICE**

1. **M I N** Participates in divisional and departmental meetings.
2. **M I N** Works individually and/or collaboratively with college employees to accomplish discipline, divisional and college missions, goals and objectives, by serving on college-wide task forces, search committees, faculty senate committees, advisory groups, student groups as a faculty adviser, professionally related community activities on behalf of the college, etc.

**COMMENTS:**

He has been very good with Emerging Scholars, the Hi-T'eccc scholarships, and the statewide College Readiness initiative.

**IV. PROFESSIONAL DEVELOPMENT**

1. **M I N** Remains current and competent in the appropriate academic discipline.
2. **M I N** Participates in an on-going program of professional self-development.
3. **M I N** Contributes to and participates in college staff development programs, such as annual associate faculty meetings, all-staff activities and workshops, teleconferences, staff development classes, etc.

**COMMENTS:**

He attends, and presents, sessions about student readiness and how it should be addressed.

**V. PROFESSIONAL INTERACTION**

1. **M I N** Interacts professionally and courteously with students, teaching faculty and staff, including advising and assisting associate faculty when required or appropriate.
2. **M I N** Recognizes, respects and encourages ideas of others.

**COMMENTS:**

**VI. POLICIES, PROCEDURES AND TIME LINES**

1. **M I N** Performs duties and responsibilities in accordance with established policies and procedures.
2. **M I N** Meets time lines for assigned work.
3. **M I N** Provides timely notice for substitutes and class/schedule changes.

**COMMENTS:**

## VII. OPTIONAL ACTIVITIES PERFORMED

1. **2010 Summer** - Community Service: appointed webmaster for TexMATYC organization – complete redesign organization’s website
2. **2010 Summer** - Appointed webmaster for Collin Faculty Council website
3. **2010 Summer** - Designed HB2504 Faculty Instructor Syllabus Template for Collin Math department
4. **2010 Summer** - 1316.BX1 Trigonometry “blended” course development (with Alan and Ray) – CENGAGE -> Blackboard
5. **2010 Spring** - Chaired Collin committee to select 5 UTD HI-TECCC scholarship winners at the Emerging Scholars
6. **2010 Spring** - Prof Dev Apr8-10 @Abilene: TAAAMS/MAA at ACU
7. **2010 Spring** - Prof Dev Mar4-6 @Houston: TCCTA (TexMATYC) Annual Convention; Conference Presenter on PASS program
8. **2010 Spring** - Prof Dev @CHEC: Symposium Roundtable Discussion with neighboring ISDs (Jan22 & Feb 26)
9. **2010 Spring** - Advised at Collin New Student Orientation (Jan 14)
10. **2009, 2010**
  - a. **Fall** - Chaired PASS implementation and distribution for College Algebra, Calculus I , and Business Calc I
  - b. **Spring** - same as Fall, plus end-of-year summary analysis
11. **2009 Fall** - Prof Dev @UTD: Conference on high school link to success at college level (Nov 13)
12. **2009-10** - annual ES task force member; organized program structure, check program names, redesigned honoree certificate, input files, spreadsheets
13. **2009-10** - AMATYC SML annual moderator/grader: Nov. 2009 and Mar. 2010 ; submitted problems for 2010-11 rounds
14. **2009-10** - attended some 15-minute lectures/presentations for potential associate faculty members to help RAJA on decisions
15. **2009-10** - Book committee - Calculus I-III

**VIII. ACADEMIC CHAIR ACTIVITIES**

*To be completed only for faculty members with Academic Chair responsibilities.*

1. **MIN** Fulfills Academic Chair duties and responsibilities in accordance with established policies and procedures.
2. **MIN** Meets time lines for assigned Academic Chair work.
3. **MIN** Ensures associate faculty meet criteria required for accreditation.
4. **MIN** Follows hiring procedures and completes related documentation on a timely basis.
5. **MIN** Conducts classroom visits and evaluates each associate faculty member at least one time per year.
6. **MIN** Ensures teaching excellence among associate faculty.

**COMMENTS:**

**IX. DEAN'S ASSESSMENT OF STUDENT EVALUATIONS IN THIS EVALUATION PERIOD**

He is "great." Students appreciate his delivery, including gestures. He is patient, thorough, and enthusiastic.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**OVERALL EVALUATION:** Indicate below the overall appraisal rating which best describes a summary of the above ratings and comments.

MEETS STANDARDS OF EXCELLENCE  
 IMPROVEMENT NEEDED

Comments:

**RECOMMENDATION TO THE COUNCIL ON EXCELLENCE**

To be completed by the Division Dean when the faculty member has become eligible for award of a multi-year contract).

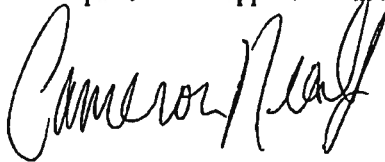
I \_\_\_\_\_ do \_\_\_\_\_ do not recommend this faculty member for a multi-year contract.

JUSTIFICATIONS/COMMENTS:

Division Dean's Statement:

I have reviewed and discussed this performance appraisal with the faculty member.

Division Dean's Signature



Date:

8-3-10

Name: \_\_\_\_\_ Date: \_\_\_\_\_

My Division Dean has reviewed and discussed this performance appraisal with me. Please use the back of this form or an attachment if more room for comments is needed.

Comments:

All is well - it is easy when your dean  
lets you be the best you can be to do  
your job.' Thanks —

Faculty Member's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

8/18/2010

**IX. ANNUAL GOALS/OBJECTIVES AND EVALUATION FORM**

**Goal Setting** (Conduct annually.)

Together, the faculty member and division dean should agree on a set of goals for the faculty member for the next fiscal year. After completion, the division dean should give the faculty member a copy of this sheet. The division dean should also retain a copy, and use it as a part of the next year's Faculty Performance Appraisal.

**Goal Review** (Conduct annually.)

The faculty member and division dean should review a copy of the goals set during last year's Faculty Performance Appraisal and, together, evaluate the degree to which this faculty member accomplished the goals. Indicate, in the boxes shown, which goals were accomplished, which were partially accomplished, and which were not accomplished. Provide explanations for goals that were partially accomplished or not accomplished

**Goals for Year 2009-2010      Goal Completion      Explanation**

Report on PASS test and use results to discuss prerequisites and student advising	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	Pre-requisite knowledge is important
Enter students in Math League competition	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	Scholarship awarded, but few participants
Make use of computer classroom more efficient	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	The room is used more efficiently
Work on K-16 initiatives to improve teacher quality	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	Worked with College Readiness at state & local level

<b>Goals Setting</b>		<b>Goals Review</b>	
Division Dean's Signature	Date	Division Dean's Signature	Date
		<i>Cameron Neely</i>	8-3-10
Faculty Member's Signature	Date	Faculty Member's Signature	Date
		<i>[Redacted Signature]</i>	8/2/10

**IX. ANNUAL GOALS/OBJECTIVES AND EVALUATION FORM**

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Goals for Year 2010-2011	Goal Completion	Explanation
Work on K-16 initiatives and college readiness	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
Update PASS and report statistics. Use these to examine early testing program	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
Find entrants for AMATYC Student Math League	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
Investigate new software uses to better use room J132	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	

Goals Setting		Goals Review	
Division/Dean's Signature <i>Cameron Neal</i>	Date 8-3-10	Division Dean's Signature	Date
Faculty Member's Signature <i>[Redacted]</i>	Date 8/3/10	Faculty Member's Signature	Date



FACULTY PERFORMANCE APPRAISAL
2010-2011

Faculty Member: [Redacted]

Date: 4-22-11

[X] Annual Appraisal [ ] Probationary Appraisal [ ] Multi-year Contract Appraisal [ ] Other

Period Covered: 2010-2011

Dean: Neal

Division: SCC MNS

INSTRUCTIONS

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I Improvement needed
N Not applicable

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IMPROVEMENT NEEDED: One or more of the terms occasionally, marginally, inadequately, sometimes, or progressing applies. This rating describes performance in which many of the job duties and standards are met, but where improvement in one or more areas is required to meet the criteria for excellence.

NOT APPLICABLE: The activity is not part of the faculty member's job or position at the college.

PLEASE NOTE:



## I. TEACHING

1. M I N Facilitates learning.
2. M I N Provides students with the fundamental body of knowledge of his/her discipline.
3. M I N Teaches students to apply that knowledge.
4. M I N Responds to the differing educational requirements of students.
5. M I N Employs current materials in classroom presentations and learning experiences.
6. M I N Uses innovative teaching and learning methods.
7. M I N Employs effective evaluation techniques.
8. M I N Meets classes as scheduled.

### COMMENTS:

He teaches a variety of classes and approaches them all professionally. He has taken the lead in the courses for math teachers.

## II. ASSISTING STUDENTS

1. M I N Understands current career and curriculum options, degree requirements and course transfer information within the discipline and provides timely and tailored advice to students.
2. M I N Helps students with education-based problems and/or directs students to appropriate college resources.
3. M I N Assists students in accessing appropriate college and community resources for non-educational problems.
4. M I N Is available to and approachable by students.

### COMMENTS:

He advises students regarding careers and scholarship opportunities.

## III. COLLEGE SERVICE

1. M I N Participates in divisional and departmental meetings.
2. M I N Works individually and/or collaboratively with college employees to accomplish discipline, divisional and college missions, goals and objectives, by serving on college-wide task forces, search committees, faculty senate committees, advisory groups, student groups as a faculty adviser, professionally related community activities on behalf of the college, etc.

### COMMENTS:

He is very active in Emerging Scholars and the Student Math League. He also was the chair for the math faculty search.

#### IV. PROFESSIONAL DEVELOPMENT

1. MIN Remains current and competent in the appropriate academic discipline.
2. MIN Participates in an on-going program of professional self-development.
3. MIN Contributes to and participates in college staff development programs, such as annual associate faculty meetings, all-staff activities and workshops, teleconferences, staff development classes, etc.

#### COMMENTS:

He attends AMATYC and is an active member of the organization.

#### V. PROFESSIONAL INTERACTION

1. MIN Interacts professionally and courteously with students, teaching faculty and staff, including advising and assisting associate faculty when required or appropriate.
2. MIN Recognizes, respects and encourages ideas of others.

#### COMMENTS:

VI. POLICIES, PROCEDURES AND TIME LINES

1. M I N Performs duties and responsibilities in accordance with established policies and procedures.
2. M I N Meets time lines for assigned work.
3. M I N Provides timely notice for substitutes and class/schedule changes.

COMMENTS:

VII. OPTIONAL ACTIVITIES PERFORMED

1. Chaired Math dept hiring committee for Fall 2011; new faculty member hire
2. 2011 Spring - Professional Development: TCCTA/TexMATYC conference in San Antonio, TX - Jan 27-29 (also a board member as webmaster)
3. 2010 Fall/Spr - College Service: webmaster for Collin Faculty Council
4. 2010, 2011 - Served on new Spring Creek Library Committee ; attended meetings at CHEC
5. 2011 Spring - Goldwater Scholarship representative for Collin College (Collin nominator of one student)
6. 2011 Spring - Co-chaired Emerging Scholar Committee with Doug Boliver; annual ES task force member; organized program structure and database
7. 2010, 2011
  - a. Fall - Chaired PASS implementation and distribution for College Algebra, Calculus I , and Business Calc I
  - b. Spring - same as Fall, plus end-of-year summary analysis
8. 2010 Fall - Prof. Dev: Presented at Baylor Univ for TAAAMS – Oct 15,16; PASS statistical analysis PANEL discussion
9. 2010-11 - AMATYC SML annual moderator/grader: Nov. 2010 and Mar. 2011 ; submitted problems for 2011-12 rounds; awarded \$250 scholarship to one student winner

10. 2010-11

- attended lectures/presentations given by potential math dept adjunct associate faculty members

11. 2010-2011

- co-sponsored math completion with Alan Graves. Winners received a paid trip to AMATYC in Boston.

**IX. DEAN'S ASSESSMENT OF STUDENT EVALUATIONS IN THIS EVALUATION PERIOD**

His evaluations for traditional math courses (Math 2318, 2413) are very positive. They talk about his knowledge of the subject, enthusiasm, and willingness to help. A few say he is the "best." His evaluations for the teacher preparation courses are largely negative. They reflect the students' belief that the course is a teaching course rather than a mathematics course. The students say he is available for help, but there is an obvious conflict over the course material.

**OVERALL EVALUATION:** Indicate below the overall appraisal rating which best describes a summary of the above ratings and comments.

MEETS STANDARDS OF EXCELLENCE  
 IMPROVEMENT NEEDED

Comments:

**RECOMMENDATION TO THE COUNCIL ON EXCELLENCE**

To be completed by the Division Dean when the faculty member has become eligible for award of a multi-year contract).

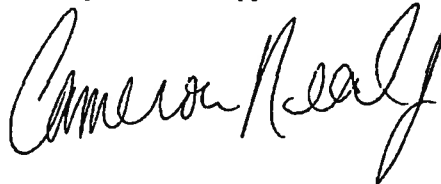
I \_\_\_\_\_ do \_\_\_\_\_ do not recommend this faculty member for a multi-year contract.

JUSTIFICATIONS/COMMENTS:

**Division Dean's Statement:**

I have reviewed and discussed this performance appraisal with the faculty member.

Division Dean's Signature



Date:

8-22-11

My Division Dean has reviewed and discussed this performance appraisal with me. Please use the back of this form or an attachment if more room for comments is needed.

Comments:

Faculty Member's Signature:

A large black rectangular redaction box covers the signature of the faculty member.

Date:

8/22/11

**IX. ANNUAL GOALS/OBJECTIVES AND EVALUATION FORM**

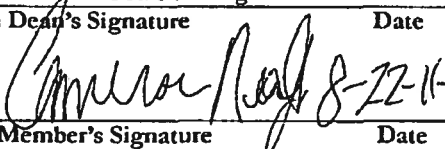
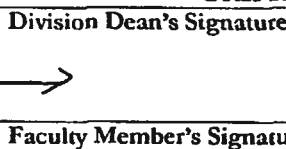
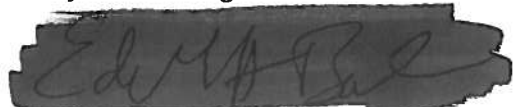
**Goal Setting** (Conduct annually.)

Together, the faculty member and division dean should agree on a set of goals for the faculty member for the next fiscal year. After completion, the division dean should give the faculty member a copy of this sheet. The division dean should also retain a copy, and use it as a part of the next year's Faculty Performance Appraisal.

**Goal Review** (Conduct annually.)

The faculty member and division dean should review a copy of the goals set during last year's Faculty Performance Appraisal and, together, evaluate the degree to which this faculty member accomplished the goals. Indicate, in the boxes shown, which goals were accomplished, which were partially accomplished, and which were not accomplished. Provide explanations for goals that were partially accomplished or not accomplished

Goals for Year 2010-2011	Goal Completion	Explanation
Work on K-16 initiatives and college readiness	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	Worked with Destination College and explained PASS test
Update PASS and report statistics. Use these to examine early testing program	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	PASS can be used for effective advising
Find entrants for AMATYC Student Math League	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	More than 40 students were involved.
Investigate new software uses to better use room J132	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	Current labs work better in Mathematica
	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	

Goals Setting		Goals Review	
Division Dean's Signature	Date	Division Dean's Signature	Date
	8-22-11		
Faculty Member's Signature	Date	Faculty Member's Signature	Date
			

**IX. ANNUAL GOALS/OBJECTIVES AND EVALUATION FORM**

**Goal Setting** (Conduct annually.)

Together, the faculty member and division dean should agree on a set of goals for the faculty member for the next fiscal year. After completion, the division dean should give the faculty member a copy of this sheet. The division dean should also retain a copy, and use it as a part of the next year's Faculty Performance Appraisal.

**Goal Review** (Conduct annually.)

The faculty member and division dean should review a copy of the goals set during last year's Faculty Performance Appraisal and, together, evaluate the degree to which this faculty member accomplished the goals. Indicate, in the boxes shown, which goals were accomplished, which were partially accomplished, and which were not accomplished. Provide explanations for goals that were partially accomplished or not accomplished

<b>Goals for Year 2011-2012</b>	<b>Goal Completion</b>	<b>Explanation</b>
Ensure a smooth transition as mentor for new Math faculty hire (Barry Piazza).	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
Ensure a successful Emerging Scholar event April 2012, taking over as committee chair.	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
Establish school flyer, guidelines, and review sessions for Student Math League participants to ensure a Collin qualifier.	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
Compile PASS (Prerequisite Assessment for Student Success) data for faculty member use in order that they may better explain the strong statistical correlation between prerequisite math knowledge and	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	

student retention and success.		
Attend the AMATYC Convention for my first time in Austin, TX this year as continuing professional development.	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	

Goals Setting		Goals Review	
Division Dean's Signature	Date	Division Dean's Signature	Date
Faculty Member's Signature	Date	Faculty Member's Signature	Date





## FACULTY PERFORMANCE APPRAISAL

Faculty Member: [REDACTED]

Date: 7-19-2012

Annual Appraisal

Period Covered: 2011-12

Dean: Neal

Division: SCCMNS

### INSTRUCTIONS

The primary purpose of the assessment process at Collin is to maintain high quality educational programs. The process focuses on the professional growth and development of each faculty member as an individual in relation to the position description, standards of excellence, divisional and institutional goals and priorities. The performance appraisal process is also used as a component in determining contractual status, including renewal, non-renewal, the awarding of multi-year contracts and termination.

The performance appraisal process is conducted in an atmosphere of open and honest communication between the employee and the supervisor. Each employee is responsible for providing the supervisor with evidence of professional accomplishments during the year that support the mission and goals of the division and the institution. Likewise, the supervisor is responsible for reviewing the employee's professional accomplishments to determine the degree to which the employee met the established objectives for the year. Conducted in an atmosphere of mutual trust and respect, the performance appraisal process provides a growth experience for all college faculty and staff. See Section 9 of the *Faculty and Staff Handbook*.

Criteria for excellence in the performance of faculty "Duties and Responsibilities" are listed by category on the following pages. Using the definitions and examples for these ratings, circle the appropriate rating that matches the individual's performance in each category.

- M Meets standards for excellence
- I Improvement needed
- N Not applicable

### Definitions and Examples:

**MEETS:** One or more of the words usually, frequently, successfully, or effectively applies. This rating is appropriate for job performance that meets and may exceed required criteria for excellence in the category.

**IMPROVEMENT NEEDED:** One or more of the terms occasionally, marginally, inadequately, sometimes, or progressing applies. This rating describes performance in which many of the job duties and standards are met, but where improvement in one or more areas is required to meet the criteria for excellence. An action plan must be in place, or be established to accompany this appraisal to clearly identify specific skills or areas in need of continued growth, development and/or improvement.

**NOT APPLICABLE:** The activity is not part of the faculty member's job or position at the college.

**PLEASE NOTE:**

*In the comment area provided following each section, you must justify ratings that indicate a need for improvement.*

I. TEACHING

1. MIN Facilitates learning.
2. MIN Provides students with the fundamental body of knowledge of his/her discipline.
3. MIN Teaches students to apply that knowledge.
4. MIN Responds to the differing educational requirements of students.
5. MIN Employs current materials in classroom presentations and learning experiences.
6. MIN Uses innovative teaching and learning methods.
7. MIN Employs effective evaluation techniques.
8. MIN Meets classes as scheduled.

COMMENTS:

Ed eagerly teaches classes at all levels and participates in discussions about academic quality and curriculum maintenance.

II. ASSISTING STUDENTS

1. MIN Understands current career and curriculum options, degree requirements and course transfer information within the discipline and provides timely and tailored advice to students.
2. MIN Helps students with education-based problems and/or directs students to appropriate college resources.
3. MIN Assists students in accessing appropriate college and community resources for non-educational problems.
4. MIN Is available to and approachable by students.

COMMENTS:

He is available to his students and sponsors the Student Math League contest.

III. COLLEGE SERVICE

1. M I N Participates in divisional and departmental meetings.
2. M I N Works individually and/or collaboratively with college employees to accomplish discipline, divisional and college missions, goals and objectives, by serving on college-wide task forces, search committees, faculty senate committees, advisory groups, student groups as a faculty adviser, professionally related community activities on behalf of the college, etc.

COMMENTS:

He is involved in his department, especially in helping with accurate student advising and placement. He chaired the Emerging Scholars committee and helped to ensure a successful event.

IV. PROFESSIONAL DEVELOPMENT

1. M I N Remains current and competent in the appropriate academic discipline.
2. M I N Participates in an on-going program of professional self-development.
3. M I N Contributes to and participates in college staff development programs, such as annual associate faculty meetings, all-staff activities and workshops, teleconferences, staff development classes, etc.

COMMENTS:

He is an active member of AMATYC and TexMATYC.

V. PROFESSIONAL INTERACTION

1. M I N Interacts professionally and courteously with students, teaching faculty and staff, including advising and assisting associate faculty when required or appropriate.
2. M I N Recognizes, respects and encourages ideas of others.

COMMENTS:


VI. POLICIES, PROCEDURES AND TIME LINES

1. M I N Performs duties and responsibilities in accordance with established policies and procedures.
2. M I N Meets time lines for assigned work.
3. M I N Provides timely notice for substitutes and class/schedule changes.

COMMENTS:



## VII. OPTIONAL ACTIVITIES PERFORMED

- 2012 Summer - New Student Orientation ; will appear -  
Thursday, July 26 (scheduled next week)
- 2012 Summer - Professional Development: TexMATYC executive board  
meeting, Houston, TX (Community Service)
- 2012 Spring - Professional Development: TCCTA/TexMATYC conference in  
Austin, TX - Mar 1-3 ; also a board member as  
webmaster (Community Service)
- 2011-12 - College Service: webmaster for Collin Faculty Council
- 2012 Spring - Day of Science certificate creating and printing
- 2012 Spring - HB2504 syllabus design/update/additions
- 2012 Spring - Goldwater Scholarship representative for Collin College  
(Collin nominator)
- 2012 Spring - Chaired Emerging Scholar Committee ; annual ES task  
force member; organized program structure/database
- 2011-12  
a. Fall - Chaired PASS implementation and distribution for  
College Algebra, Calculus I , and Business Calc I  
b. Spring - same as Fall, plus end-of-year summary analysis
- 2011-12 - Textbook committees, 1350/51, 2318, 2320, 2413-15
- 2011 Fall - Collin College Math Competition (organizer/moderator  
with A. Graves)
- 2011-12 - AMATYC SML annual moderator/grader: Nov. 2011 and  
Mar. 2012 ; submitted problems for 2012-13 rounds;  
awarded \$250 scholarship to student winner (D Lee)
- 2011-12 - attended lectures/presentations given by potential  
math dept adjunct associate faculty members
- 

VIII. ACADEMIC CHAIR ACTIVITIES

*To be completed only for faculty members with Academic Chair responsibilities.*

1. **MIN** Performs Academic Chair duties and responsibilities in accordance with established policies and procedures.
2. **MIN** Meets time lines for assigned Academic Chair work.
3. **MIN** Ensures associate faculty meet criteria required for accreditation.
4. **MIN** Follows hiring procedures and completes related documentation on a timely basis.
5. **MIN** Conducts classroom visits and evaluates each associate faculty member at least one time per year.
6. **MIN** Ensures teaching excellence among associate faculty.

COMMENTS:

## IX. DEAN'S ASSESSMENT OF STUDENT EVALUATIONS IN THIS EVALUATION PERIOD

Fall reviews reflect that students are frustrated with the difficulty of the course they are taking. They say that he is well-organized and articulate, but want more interaction and think that his expectations are too high. He is available and helpful outside of class.

Spring evaluations are generally more positive. He is well-prepared and knows a lot of applications. He answers questions well.

A curious result is that his students feel challenged, but many comment that he does not "motivate me to do my best work." Some students praise him for challenging but supporting them. Others simply say that his class is too difficult.

**Goal Review** (Conduct annually.)

The faculty member and division dean should review a copy of the goals set during last year's Faculty Performance Appraisal and, together, evaluate the degree to which this faculty member accomplished the goals. Indicate, in the boxes shown, which goals were accomplished, which were partially accomplished, and which were not accomplished. Provide explanations for goals that were partially accomplished or not accomplished

Goals for Year 2011-2012	Goal Completion	Explanation
Ensure a smooth transition as mentor for new Math faculty hire (Barry Piazza).	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	Discussed Math 1350 & 1351 teaching & students
Ensure a successful Emerging Scholar event April 2012, taking over as committee chair.	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	The event went very well.
Establish school flyer, guidelines, and review sessions for Student Math League participants	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	Students did extremely well with the Southwest winner.

<p>to ensure a Collin qualifier.</p>		
<p>Compile PASS (Prerequisite Assessment for Student Success) data for faculty member use in order that they may better explain the strong statistical correlation between prerequisite math knowledge and student retention and success.</p>	<p><input checked="" type="checkbox"/> Accomplished  <input type="checkbox"/> Partially Accomplished  <input type="checkbox"/> Not Accomplished</p>	<p><i>Data was recorded and sent to faculty</i></p>
<p>Attend the AMATYC Convention for my first time in Austin, TX this year as continuing professional development.</p>	<p><input checked="" type="checkbox"/> Accomplished  <input type="checkbox"/> Partially Accomplished  <input type="checkbox"/> Not Accomplished</p>	<p><i>Attended in Austin</i></p>

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**OVERALL EVALUATION:** Indicate below the overall appraisal rating which best describes a summary of the above ratings and comments.

MEETS STANDARDS OF EXCELLENCE  
 IMPROVEMENT NEEDED

Comments: Ed continues to lead in efforts to maintain quality while assisting students.

RECOMMENDATION TO THE COUNCIL ON EXCELLENCE

To be completed by the Division Dean when the faculty member has become eligible for award of a multi-year contract).

I \_\_\_\_\_ do \_\_\_\_\_ do not recommend this faculty member for a multi-year contract.

JUSTIFICATIONS/COMMENTS:

Division Dean's Statement:

I have reviewed and discussed this performance appraisal with the faculty member.

Division Dean's Signature

*Cameron Neely*

Date:

*7-19-12*



My Division Dean has reviewed and discussed this performance appraisal with me. Please use the back of this form or an attachment if more room for comments is needed.

Comments:

Probable reason for Fall Eval's from students being so negative (more than usual) was due to that Calc I 2413 Class having one of the worst prerequisite incoming set of knowledge skills in my experience here.

Faculty Member's Signature



Date:

7/23/2012



**IX. ANNUAL GOALS/OBJECTIVES AND EVALUATION FORM**

**Goal Setting** (Conduct annually.)

Together, the faculty member and division dean should agree on a set of goals for the faculty member for the next fiscal year. After completion, the division dean should give the faculty member a copy of this sheet. The division dean should also retain a copy, and use it as a part of the next year's Faculty Performance Appraisal.

Goals for Year 2012-2013	Goal Completion	Explanation
As committee chair, ensure another successful Emerging Scholar event next April 18, 2013.	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
1316.BXn Trig online homework/test realign; discuss removal of 1316 or 2312/replace one with other or change 1316 as prerequisite for 2312? May need committee formation	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
Attend AMATYC conference in Houston this November as further professional development	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
Continue to compile PASS (Prerequisite Assessment for Student Success) data for faculty member use during the first week of classes. Enable faculty members to better convey the strong statistical correlation between prerequisite math knowledge and student retention and success; get data on college website? BANNER? COUGARWEB?	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Continue to refine Student Math League participation methods/PUBLIC RELATIONS to increase the probability of a Collin qualifier in region/Texas	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	

Division Dean's Signature

Date:

Faculty Member's Signature:

Date:



## FACULTY PERFORMANCE APPRAISAL

Faculty Member: [REDACTED]

Date: 6-12-2013

[X ] Annual Appraisal

Period Covered: 2012-13

Dean: Neal

Division: SCCMNS

### INSTRUCTIONS

The primary purpose of the assessment process at Collin is to maintain high quality educational programs. The process focuses on the professional growth and development of each faculty member as an individual in relation to the position description, standards of excellence, divisional and institutional goals and priorities. The performance appraisal process is also used as a component in determining contractual status, including renewal, non-renewal, the awarding of multi-year contracts and termination.

The performance appraisal process is conducted in an atmosphere of open and honest communication between the employee and the supervisor. Each employee is responsible for providing the supervisor with evidence of professional accomplishments during the year that support the mission and goals of the division and the institution. Likewise, the supervisor is responsible for reviewing the employee's professional accomplishments to determine the degree to which the employee met the established objectives for the year. Conducted in an atmosphere of mutual trust and respect, the performance appraisal process provides a growth experience for all college faculty and staff. See Section 9 of the *Faculty and Staff Handbook*.

Criteria for excellence in the performance of faculty "Duties and Responsibilities" are listed by category on the following pages. Using the definitions and examples for these ratings, circle the appropriate rating that matches the individual's performance in each category.

- M Meets standards for excellence
- I Improvement needed
- N Not applicable

### Definitions and Examples:

**MEETS:** One or more of the words usually, frequently, successfully, or effectively applies. This rating is appropriate for job performance that meets and may exceed required criteria for excellence in the category.

**IMPROVEMENT NEEDED:** One or more of the terms occasionally, marginally, inadequately, sometimes, or progressing applies. This rating describes performance in which many of the job duties and standards are met, but where improvement in one or more areas is required to meet the criteria for excellence. An action plan must be in place, or be established to accompany this appraisal to clearly identify specific skills or areas in need of continued growth, development and/or improvement.

**NOT APPLICABLE:** The activity is not part of the faculty member's job or position at the college.

**PLEASE NOTE:**

*In the comment area provided following each section, you must justify ratings that indicate a need for improvement.*

I. TEACHING

1. MIN Facilitates learning.
2. MIN Provides students with the fundamental body of knowledge of his/her discipline.
3. MIN Teaches students to apply that knowledge.
4. MIN Responds to the differing educational requirements of students.
5. MIN Employs current materials in classroom presentations and learning experiences.
6. MIN Uses innovative teaching and learning methods.
7. MIN Employs effective evaluation techniques.
8. MIN Meets classes as scheduled.

COMMENTS:

He gives well-prepared, informative presentations.

II. ASSISTING STUDENTS

1. MIN Understands current career and curriculum options, degree requirements and course transfer information within the discipline and provides timely and tailored advice to students.
2. MIN Helps students with education-based problems and/or directs students to appropriate college resources.
3. MIN Assists students in accessing appropriate college and community resources for non-educational problems.
4. MIN Is available to and approachable by students.

COMMENTS:

He is available and approachable.

III. COLLEGE SERVICE

1. MIN Participates in divisional and departmental meetings.
2. MIN Works individually and/or collaboratively with college employees to accomplish discipline, divisional and college missions, goals and objectives, by serving on college-wide task forces, search committees, faculty senate committees, advisory groups, student groups as a faculty adviser, professionally related community activities on behalf of the college, etc.

COMMENTS:

Emerging Scholars requires a lot of work. The Student Math League participation has been good for both the college and students.

IV. PROFESSIONAL DEVELOPMENT

1. MIN Remains current and competent in the appropriate academic discipline.
2. MIN Participates in an on-going program of professional self-development.
3. MIN Contributes to and participates in college staff development programs, such as annual associate faculty meetings, all-staff activities and workshops, teleconferences, staff development classes, etc.

COMMENTS:

He is on the TexMatyc Board.

V. PROFESSIONAL INTERACTION

1. MIN Interacts professionally and courteously with students, teaching faculty and staff, including advising and assisting associate faculty when required or appropriate.
2. MIN Recognizes, respects and encourages ideas of others.

COMMENTS:

VI. POLICIES, PROCEDURES AND TIME LINES

1. MIN Performs duties and responsibilities in accordance with established policies and procedures.
2. MIN Meets time lines for assigned work.
3. MIN Provides timely notice for substitutes and class/schedule changes.

COMMENTS:



VII. OPTIONAL ACTIVITIES PERFORMED

- 2013 Summer - Professional Development: AMATYC SW Regional Conference in Arizona (June 12-16)
- 2013 Summer - Dept service: Serve on TSI evaluation committee
- 2013 Spring - Dept service: Chaired Math Search Committee (S. Sikes officially hired)
- 2013 Spring - Professional Development: TCCTA/TexMATYC conference in Houston, TX - Feb 21-23 ; also a board member as webmaster (Community Service)
- 2012-13 - College Service: webmaster for Collin Faculty Council
- 2013 Spring, 2012 Fall - Dept service: HB2504 syllabus design/update/additions
- 2013 Spring - College Service: Chaired Emerging Scholar task force; annual member, organizer
- 2013 Spring - Community Service: Coram Deo consultation on college preparation for high school students (Feb 19)
- 2012-13 Fall - Dept service:
  - Chaired PASS implementation and distribution for College Algebra, Calculus I , and Business Calc I
- Spring 2012-13 - PASS Further Statistical analysis
  - AMATYC SML annual moderator/grader: Nov. 2012 and Mar. 2013 ; submitted problems for 2013-14 rounds; (T Hartnett) will be awarded \$250 bookstore credit; no significant increase in participation.
- 2012-13 - Realigned 1316 online hwk WebAssign
- 2012-13 - Dept service: attended lectures/presentations given by potential math dept adjuncts

VIII. ACADEMIC CHAIR ACTIVITIES



Name: \_\_\_\_\_ Date: \_\_\_\_\_

*To be completed only for faculty members with Academic Chair responsibilities.*

1. MIN Performs Academic Chair duties and responsibilities in accordance with established policies and procedures.
2. MIN Meets time lines for assigned Academic Chair work.
3. MIN Ensures associate faculty meet criteria required for accreditation.
4. MIN Follows hiring procedures and completes related documentation on a timely basis.
5. MIN Conducts classroom visits and evaluates each associate faculty member at least one time per year.
6. MIN Ensures teaching excellence among associate faculty.

COMMENTS:



## IX. DEAN'S ASSESSMENT OF STUDENT EVALUATIONS IN THIS EVALUATION PERIOD

He is available and thorough in his course treatment. Many students wish for a slower pace. He is approachable. He is attentive and helpful in his web section.

**Goal Review** (Conduct annually.)

The faculty member and division dean should review a copy of the goals set during last year's Faculty Performance Appraisal and, together, evaluate the degree to which this faculty member accomplished the goals. Indicate, in the boxes shown, which goals were accomplished, which were partially accomplished, and which were not accomplished. Provide explanations for goals that were partially accomplished or not accomplished

Goals for Year 2012-2013	Goal Completion	Explanation
As committee chair, ensure another successful Emerging Scholar event next April 18, 2013.	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	Event went very well.
1316.BXn Trig online homework/test realign; discuss removal of 1316 or 2312/replace one with other or change 1316 as prerequisite for 2312? May need committee formation	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	Trig course discussions are ongoing.
Attend AMATYC conference in Houston this November as further professional development	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	Attended AMATYC regional conf in Flagstaff
Continue to compile PASS (Prerequisite Assessment for Student Success) data for faculty member use during the first week of classes. Enable faculty members to better convey the strong statistical correlation between prerequisite math	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	Data is used extensively.

<p>knowledge and student retention and success; get data on college website? BANNER? COUGARWEB?</p>		
<p>Continue to refine Student Math League participation methods/PUBLIC RELATIONS to increase the probability of a Collin qualifier in region/Texas</p>	<p><input checked="" type="checkbox"/> Accomplished  <input type="checkbox"/> Partially Accomplished  <input type="checkbox"/> Not Accomplished</p>	<p><i>Student placed 4th in SW region, 2 pts from 1st</i></p>

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**OVERALL EVALUATION:** Indicate below the overall appraisal rating which best describes a summary of the above ratings and comments.

MEETS STANDARDS OF EXCELLENCE  
 IMPROVEMENT NEEDED

**Comments:**

He is a valued committee member who gets the task accomplished.

**RECOMMENDATION TO THE COUNCIL ON EXCELLENCE**

To be completed by the Division Dean when the faculty member has become eligible for award of a multi-year contract).

I \_\_\_\_\_ do \_\_\_\_\_ do not recommend this faculty member for a multi-year contract.

JUSTIFICATIONS/COMMENTS:

**Division Dean's Statement:**

I have reviewed and discussed this performance appraisal with the faculty member.

Division Dean's Signature

*Cameron Neal*

Date:

*6-24-13*

Name: \_\_\_\_\_ Date: \_\_\_\_\_

My Division Dean has reviewed and discussed this performance appraisal with me. Please use the back of this form or an attachment if more room for comments is needed.

Comments:

There is a delicate balance between pace and rigor & covering material, but I try!  
It is a pleasure to be a part of this department; this makes it easy to perform at the highest level.

Faculty Member's Signature: \_\_\_\_\_

A black rectangular redaction box covers the signature of the faculty member.

Date:

6/26/2013

**IX. ANNUAL GOALS/OBJECTIVES AND EVALUATION FORM**

**Goal Setting** (Conduct annually.)

Together, the faculty member and division dean should agree on a set of goals for the faculty member for the next fiscal year. After completion, the division dean should give the faculty member a copy of this sheet. The division dean should also retain a copy, and use it as a part of the next year's Faculty Performance Appraisal.

Goals for Year 2013-2014	Goal Completion	Explanation
As task force chair, ensure another successful Emerging Scholar event next April 17, 2014.	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
Devote time in the new Math Lab as part of office hours.	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
Continue to refine Student Math League participation methods/PUBLIC RELATIONS to increase the probability of a Collin qualifier in region/Texas.	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
1316.BXn Trig online videos – need to place internet links that contain more lecture-oriented explanation to improve student understanding. Coordinate with Alan, Ray.	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	

Division Dean's Signature

Date:

Faculty Member's Signature:

Date:

*Edel A. Bel...*

6/26/2013



COLLIN COUNTY COMMUNITY COLLEGE

EVALUATION FORM FOR CLASSROOM VISIT

Class/section: Date of Visit:

Faculty Name: [Redacted]

Math 2415 10-26-09

Evaluator: Evaluate the instructor based on the four criteria listed below by describing your observations of their classroom presentation/activities conducted during your visit.

- Criterion 1. Preparation: the instructor provided examples to reinforce concepts, provided clear answers to students' questions, expanded upon the textbook;
Criterion 2. Content: the instructor used appropriate materials, previewed upcoming course material, presented in a logical sequence;
Criterion 3. Methodology: the instructor respected the students, presented enthusiastically, used variety of presentation methods, and moved from podium;
Criterion 4. Student Involvement: the instructor solicited questions, comments and examples, provided opportunities for group or individual discussion on the material, and students participated in experiential activities.

1. The instructor was prepared for class.

He had application problems to be solved. He was familiar with the applications, the Physics principles, and the general techniques used to solve problems.

2. The content of the class session was appropriate for achieving instructional goals.

The content was using ideas of multiple integration to solve Physics problems related to mass, centroids, and inertia. Those applications are standard in a Calculus course. He confined class discussion to discussing those concepts and solving problems.

3. The instructor effectively presented the material.

His explanations were very detailed. He did a good job of talking about analogs in one and two dimensions and referring to basic concepts. He discussed the reasonableness of answers and what the answers mean practically.

4. The students were appropriately involved in the learning process.

They were frequently asked questions, and they responded well. They were engaged in the lesson and could provide the next step in the process or the principle used when they were asked.

Evaluator's comments/recommendations: (Please use reverse side if additional space is needed.)

His conversational style helps students to relax and give input.

Instructor's comments/response: (Please use reverse side if additional space is needed.)

Thank,

SIGNATURES

Instructor Signature: [Redacted] CWID: [Redacted] Date: 10/26/09

Evaluator: [Signature] Date:

Academic Dean: [Signature] Date: 10-26-09

EVALUATION FORM FOR CLASSROOM VISIT

Class/section: Date of Visit:

Faculty Name: [Redacted]

Math 2413 9-21-2011

Evaluator: Evaluate the instructor based on the four criteria listed below by describing your observations of their classroom presentation/activities conducted during your visit.

- Criterion 1. Preparation: the instructor provided examples to reinforce concepts, provided clear answers to students' questions, expanded upon the textbook;
- Criterion 2. Content: the instructor used appropriate materials, previewed upcoming course material, presented in a logical sequence;
- Criterion 3. Methodology: the instructor respected the students, presented enthusiastically, used variety of presentation methods, and moved from podium;
- Criterion 4. Student Involvement: the instructor solicited questions, comments and examples, provided opportunities for group or individual discussion on the material, and students participated in experiential activities.

1. The instructor was prepared for class.

He spoke easily without notes and was able to derive the formulas needed in a logical manner and without hesitation.

2. The content of the class session was appropriate for achieving instructional goals.

The lesson was about developing rules for finding derivatives. It was a standard lesson for differential Calculus. The amount of material covered was appropriate for a class session.

3. The instructor effectively presented the material.

He anticipated student difficulties and adapted his lesson for them. He did a thorough review of the important points of Trigonometry from a geometric perspective. His derivations flowed logically and he presented them in an effective sequence. He did a good job of foreshadowing future lessons on applications.

4. The students were appropriately involved in the learning process.

He frequently asked them questions and got feedback. He used the feedback well to clarify important points.

Evaluator's comments/recommendations: (Please use reverse side if additional space is needed.)

It was a pretty traditional discussion, but his pace and sequencing showed a lot of thought into effective practices.

Instructor's comments/response: (Please use reverse side if additional space is needed.)

Thank you much!

SIGNATURES

Instructor Signature: [Redacted]

CWID:

Date 9/26/11

Evaluator: [Signature]

Date

Academic Dean: [Signature]

Date

9-21-11

## BOARD REPORT

### 3 Year Contract for **Betsy Brody** Professor of Political Science

At COLLIN since 2003

#### • Education

Institution	Degree	Major
University of Notre Dame	Ph.D.	Political Science
University of Notre Dame	M.A.	Political Science
University of Notre Dame	B.A.	Political Science/Japanese

#### • Prior Work Experience

Job Title	Organization Name	Date of Employment
Associate Faculty	Collin College	2002-2003
Graduate Research Assistant	University of Notre Dame- Dr. Peter Moody	1998-2000
Teaching Assistant	University of Notre Dame- Dr. Timothy Scully	1997-1998

#### • Professional Development and Activities

- Attended, Fulbright Association, Annual Conference, Washington, D.C., 2011.
- Attended, Study Grant presentations, "The New Atheism" by Professor Sam Tullock, and "Collaboration, Dissemination, and Emigration: How World War II Shaped Western Art Music" by Professor Kimberly Harris, 2011.
- Attended, Food and Health: Public Policy and Personal Choice forum, San Francisco, CA, 2011.
- Attended, "Simpler Living in the Great Recession" public lecture by visiting scholar Dr. David Shi, 2011.
- Served as Faculty lead, Blackboard Template project- Political Science, 2011.
- Participated, WIMBA Training, 2011.
- Attended, Faculty Development Day presentation, "Path to Creating a Culture of Assessment," 2011.
- Attended, Teaching and Learning Center (TLC) Blackboard Training, 2011.
- Attended, Faculty Development Day presentation, "Using Writing More: The Five-Minute In-Class Writing Assignment" by Professor Matthew Coulter, 2010.
- Attended, Study Grant presentation, "The Social Protection of Children: A Cross-National Comparison" by Professor Debbie White, 2010.
- Attended, "Collin Faculty Development Conference," 2009.
- Attended, "New Technologies in Political Science: Conference," Dallas, TX, 2009.
- Attended, Study Grant presentation, "Readings in African-American and Italian American History: 1830-present" by Professor Keith Volanto, 2009.
- Attended, "The Modern Day Holocaust: Comparing and Contrasting the Holocaust to Darfur" presentation by Dr. Cary Israel and Dr. Bryan Rigg, 2009.

**CWID: 110727099**

**Name: Betsy Teresa Brody**

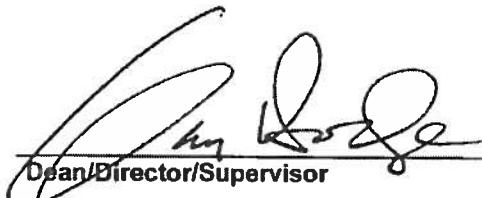


- **College Service / College Related Community Service**

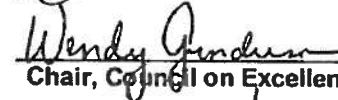
- Participated, College-wide Information Technology (IT) Steering Committee, 2011.
- Participated, Political Science Textbook Selection Committee, 2011.
- Participated, Firefighter Appreciation Project, 2011.
- Developed Program Level Student Learning Outcomes for Political Science, 2011.
- Served as Faculty Council Representative, 2011.
- Participated, Social Justice Club Tsunami Relief Project, 2011.
- Participated, Social Justice Club/Collin Serves Sports Equipment Drive, 2011.
- Chaired, Political Science Faculty Search Committee, 2010.
- Served, Criminal Justice Faculty Search Committee, 2010.
- Volunteered, Collin homeless support project, 2010.
- Participated, Blackboard course pilot program, 2010.
- Presented, Fulbright program presentation, 2010.
- Participated, Martin Luther King Day walk, 2010.
- Co-chaired, Faculty Council Teaching and Learning Committee, 2009-2010.
- Served as Member, Outstanding Professor Award Committee, 2009-2010.
- Attended, Passport Series presentation, "Siberia: The Surprising Side of Russia" by Professor Donald Weasenworth, 2009.
- Served as Auditor, Grade Appeals Board, 2009.
- Volunteered, Collin Welcome Week, 2009.

Approval Signatures:

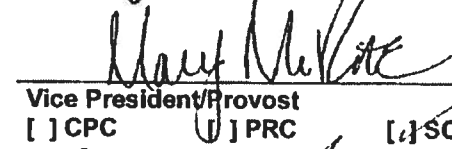
Recommended  Not Recommended

  
\_\_\_\_\_  
Dean/Director/Supervisor 9/28/2011  
Date


Recommended  Not Recommended

  
\_\_\_\_\_  
Chair, Council on Excellence 12-19-11  
Date

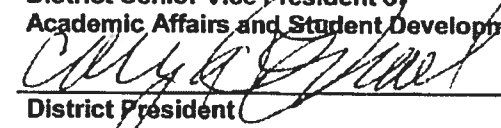
Recommended  Not Recommended

  
\_\_\_\_\_  
Vice President/Provost 1/28/12  
Date  
 CPC  PRC  SCC

Recommended  Not Recommended

  
\_\_\_\_\_  
District Senior Vice President of 3-11-12  
Date  
Academic Affairs and Student Development

Recommended  Not Recommended

  
\_\_\_\_\_  
District President 3/12/12  
Date

Approved

Not Approved by the Board of Trustees at its meeting on

3/27/12  
Date



**FACULTY SELF-EVALUATION AND APPLICATION  
FOR MULTI-YEAR CONTRACT FORM**

Name: [REDACTED] Division: Social & Behavioral Sciences

**Candidate for a 3-year contract**  
Beginning in August 2012 and ending May 2013

**Authorization:** I authorize the Council on Excellence to obtain the Student Survey of Instruction forms, class visit forms and the dean's annual faculty performance appraisals and multi-year contract recommendation, and the Board Report form, to be used in confidence by the Council, for the purpose of determining its recommendation for a multi-year contract.

Upon completion of this process, the annual faculty performance appraisal form(s) will be returned to my personnel file and all other records considered in the multi-year contract process will be archived by Human Resources, in compliance with the district's records retention plan.

[REDACTED SIGNATURE]  
\_\_\_\_\_  
Faculty Member's Signature

9/27/2011  
\_\_\_\_\_  
Date

**FACULTY SELF-EVALUATION AND APPLICATION**

**I. TEACHING**

**A.**

<b>Semester/Year</b>	<b>Courses Taught</b>	<b>Number of Sections</b>
Spring 2011	GOVT 2302	5
Fall 2010	GOVT 2302	5
Summer 2010	GOVT 2302	2
Spring 2010	GOVT 2302	5
Fall 2009	GOVT 2302	5

**B.**

<b>Current Semester</b>	<b>Courses Taught</b>	<b>Number of Sections</b>
Fall 2011	GOVT 2301, GOVT 2302	5

**C. List projects or innovations related to teaching you have created, developed and implemented including any courses or programs developed.**

- Developed GOVT 2302 online template for full-time and associate faculty use and completed subsequent updates reflecting change in textbook
- Developed and offered GOVT 2301 and GOVT 2302 in Express format
- Adopted and incorporated "Clicker" technology to increase student engagement and enhance meaningful assessment
- Adopted Instant Feedback Assessment Tool for some student assessment
- Incorporated a class blog in some classes to promote interactivity

## II. STUDENTS

### A. Describe your advising activities.

- Worked with students in a mentoring capacity focusing on career choices, scholarship opportunities, and study skills
- Advised students on study abroad opportunities through outside grants (ex. Fulbright grants)
- Informed/advised students on the Learning Communities and Honors programs at Collin and advocated for participation in these programs

### B. List any student-related activities demonstrating support of students outside of the classroom in which you have been involved. Examples include participation in student organizations, student-related events, or attending student performances / receptions.

- Moderator- Interdisciplinary Undergraduate Research Conference (Spring 2011)
- Attended and participated in the Social Justice Club's "Blossoms of Hope" Tsunami Relief Activity (Spring 2011)
- Co-organized and conducted Social Justice Club's summer lemonade stand to benefit the "Collin Serves" sports ball drive for underserved youth in Collin County (Summer 2011)
- Attendee, Cultivating Scholars Research conference (Spring 2010, Spring 2009)
- Attendee, Hispanic Heritage Reading (Fall 2009)
- Attendee, Collin Student Art Show (Fall 2009, Fall 2010)
- Attendee, Mexican American Field of Study film screening
- Attendee, Constitution Day (Fall 2009)
- Attendee, International Day

- **III. PROFESSIONAL DEVELOPMENT AND ACTIVITIES**

**A. List professional activities**

1. Conferences/Workshops attended/conducted

- Attendee, Fulbright Association, Annual Conference (Fall 2011)
- Attendee, "The New Atheism" presentation by Professor Sam Tullock (Fall 2011)
- Attendee, Food and Health: Public Policy and Personal Choice forum (Spring 2011)
- Attendee, "Collaboration, Dissemination, and Emigration: How World War II Shaped Western Art Music" presentation by Professor Kimberly Harris (Spring 2011)
- Attendee, "Simpler Living in the Great Recession" public lecture by visiting scholar Dr. David Shi (Spring 2011)
- Attendee, "Path to Creating a Culture of Assessment" (Spring 2011)
- Attendee, "In-Class Writing and Assessment" presentation by Professor Matthew Coulter (Fall 2010)
- Attendee, "The Social Protection of Children: A Cross-National Comparison" presentation by Professor Debbie White (Spring 2010)
- Attendee, Collin Faculty Development Conference (Fall 2009)
- Attendee, "New Technologies in Political Science: Conference (Fall 2009)
- Attendee, "Siberia: The Surprising Side of Russia" presentation by Professor Donald Weasenworth (Fall 2009)
- Attendee, "Readings in African-American and Italian American History: 1830-present" presentation by Professor Keith Volanto (Spring 2009)

2. Professional presentations, papers presented/published/submitted for publication

3. Involvement in professional organizations

- Fulbright Association
- American Political Science Association

4. Coursework recently completed or in progress

N/A

5. List any other ways in which you remain current in your discipline not reflected in the categories above.

- Journals, with a special focus on online teaching/pedagogy

## IV. COLLEGE SERVICE

**A. List college-related activities in which you have participated. Exclude activities expected of all faculty members such as attending All College Day, graduation or division meetings.**

**1. College-Wide:**

- Member, College-wide Information Technology (IT) Steering Committee (Spring 2011)
- Participant Blackboard Course pilot program (Fall 2010)
- Faculty lead, Blackboard Template project- Political Science
- Faculty Council Teaching and Learning Committee Co-chair (2009-2010)
- Faculty Council Representative (Fall 2011)
- Auditor, Grade Appeals Board (Fall 2009)
- Member, Outstanding Professor Award committee (2009-2010)
- Volunteer, Collin Welcome Week (Fall 2009)

**2. Division/Department:**

- Chair, Political Science Search Committee (Fall 2010)
- Member, Criminal Justice Search Committee (Spring 2010)
- Member, Political Science Textbook Selection Committee (Spring 2011)
- Developed Program Level SLOs for Political Science (Spring 2011)

**3. Any other contributions to the college community:**

- Presenter, Fulbright Program Presentation (Spring 2010)



**B. List professionally related community activities in which you have participated.**

- Martin Luther King Day walk (Spring 2010)
- Volunteer, Collin Homeless Support project (Fall 2010)

## V. OTHER

**List other professional contributions or job-related items of importance not addressed in previous categories.**

CoE Board Report for

[REDACTED]  
(Faculty member's name)

POLITICAL SCIENCE/SOCIAL SCIENCES  
(Department/Division)

This Board Report has been reviewed and approved by the following Council on Excellence members:

PEGGY BROWN  
(Print name)

Peggy B  
Signature

9/27/11  
Date

Wendy Gunderson  
(Print name)

Wendy Gunderson  
Signature

9/27/11  
Date



## FACULTY PERFORMANCE APPRAISAL 2009-2010

Faculty Member: [REDACTED] Date: August 2010

Annual Appraisal     Probationary Appraisal     Multi-year Contract Appraisal     Other

Period Covered: 2009-2010

Dean: Gary Hodge                      Division: Social and Behavioral Sciences, SCC

### INSTRUCTIONS

The primary purpose of the assessment process at Collin is to maintain high quality educational programs. The process focuses on the professional growth and development of each faculty member as an individual in relation to the position description, standards of excellence, divisional and institutional goals and priorities. The performance appraisal process is also used as a component in determining contractual status, including renewal, non-renewal, the awarding of multi-year contracts and termination.

The performance appraisal process is conducted in an atmosphere of open and honest communication between the employee and the supervisor. Each employee is responsible for providing the supervisor with evidence of professional accomplishments during the year that support the mission and goals of the division and the institution. Likewise, the supervisor is responsible for reviewing the employee's professional accomplishments to determine the degree to which the employee met the established objectives for the year. Conducted in an atmosphere of mutual trust and respect, the performance appraisal process provides a growth experience for all college faculty and staff. See Section 9 of the *Faculty and Staff Handbook*.

Criteria for excellence in the performance of faculty "Duties and Responsibilities" are listed by category on the following pages. Using the definitions and examples for these ratings, circle the appropriate rating that matches the individual's performance in each category.

- M Meets standards for excellence
- I Improvement needed
- N Not applicable

### Definitions and Examples:

**MEETS:** One or more of the words usually, frequently, successfully, or effectively applies. This rating is appropriate for job performance that meets and may exceed required criteria for excellence in the category.

**IMPROVEMENT NEEDED:** One or more of the terms occasionally, marginally, inadequately, sometimes, or progressing applies. This rating describes performance in which many of the job duties and standards are met, but where improvement in one or more areas is required to meet the criteria for excellence. An action plan must be in place, or be established to accompany this appraisal to clearly identify specific skills or areas in need of continued growth, development and/or improvement.

**NOT APPLICABLE:** The activity is not part of the faculty member's job or position at the college.

**PLEASE NOTE:**

*In the comment area provided following each section, you must justify ratings that indicate a need for improvement.*

**I. TEACHING**

- 1. **M I N** Facilitates learning.
- 2. **M I N** Provides students with the fundamental body of knowledge of his/her discipline.
- 3. **M I N** Teaches students to apply that knowledge.
- 4. **M I N** Responds to the differing educational requirements of students.
- 5. **M I N** Employs current materials in classroom presentations and learning experiences.
- 6. **M I N** Uses innovative teaching and learning methods.
- 7. **M I N** Employs effective evaluation techniques.
- 8. **M I N** Meets classes as scheduled.

**COMMENTS:** [redacted] works to create courses that are innovative (YouTube, PowerPoint, blogs, clickers), and engaging (Learning Communities, Book-in-Common, Service-learning options). Betsy consistently maintains a strong academic foundation in all she does. Her online courses are excellent.

**II. ASSISTING STUDENTS**

- 1. **M I N** Understands current career and curriculum options, degree requirements and course transfer information within the discipline and provides timely and tailored advice to students.
- 2. **M I N** Helps students with education-based problems and/or directs students to appropriate college resources.
- 3. **M I N** Assists students in accessing appropriate college and community resources for non-educational problems.
- 4. **M I N** Is available to and approachable by students.

**COMMENTS:** [redacted] responds to students in a timely and positive manner.

**III. COLLEGE SERVICE**

- 1. **M I N** Participates in divisional and departmental meetings.
- 2. **M I N** Works individually and/or collaboratively with college employees to accomplish discipline, divisional and college missions, goals and objectives, by serving on college-wide task forces, search committees, faculty senate committees, advisory groups, student groups as a faculty adviser, professionally related community activities on behalf of the college, etc.

**COMMENTS:** [redacted] served on the Criminal Justice faculty search committee, the Faculty Council Teaching/Learning committee, the Outstanding Professor selection task force, and the Mexican-American Field of Study task force.

**IV. PROFESSIONAL DEVELOPMENT**

1. **MIN** Remains current and competent in the appropriate academic discipline.
2. **MIN** Participates in an on-going program of professional self-development.
3. **MIN** Contributes to and participates in college staff development programs, such as annual associate faculty meetings, all-staff activities and workshops, teleconferences, staff development classes, etc.

**COMMENTS:** [REDACTED] is a member of the American Political Science Association, Open Democracy, and the Fulbright Association. Betsy is active in remaining current in her discipline and in regard to political issues. I recommend attending one regional or national conference in the academic year.

Betsy attended several professional development activities at Collin, including Study Grant presentations and the Collin Professional development events.

**V. PROFESSIONAL INTERACTION**

1. **MIN** Interacts professionally and courteously with students, teaching faculty and staff, including advising and assisting associate faculty when required or appropriate.
2. **MIN** Recognizes, respects and encourages ideas of others.

**COMMENTS:** Betsy is professional and courteous in her interactions.

**VI. POLICIES, PROCEDURES AND TIME LINES**

1. **MIN** Performs duties and responsibilities in accordance with established policies and procedures.
2. **MIN** Meets time lines for assigned work.
3. **MIN** Provides timely notice for substitutes and class/schedule changes.

**COMMENTS:** [REDACTED] adheres to established policies, practices and procedures.

**VII. OPTIONAL ACTIVITIES PERFORMED:**

**VIII. ACADEMIC CHAIR ACTIVITIES**

*To be completed only for faculty members with Academic Chair responsibilities.*

1. **MIN** Performs Academic Chair duties and responsibilities in accordance with established policies and procedures.
2. **MIN** Meets time lines for assigned Academic Chair work.
3. **MIN** Ensures associate faculty meet criteria required for accreditation.
4. **MIN** Follows hiring procedures and completes related documentation on a timely basis.
5. **MIN** Conducts classroom visits and evaluates each associate faculty member at least one time per year.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**IX. DEAN'S ASSESSMENT OF STUDENT EVALUATIONS IN THIS EVALUATION PERIOD**

\_\_\_\_\_ consistently receives positive student evaluations. Examples of her strengths are: knowledge of the subject, passion for teaching. Examples are as follows:

\_\_\_\_\_ is very attentive and interested in every student's opinion."

"Very knowledgeable and passionate..."

"She was always upbeat and in a good mood, which made me want to come to class."

"She is willing to change teaching styles to fit the learning needs of the class."

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**OVERALL EVALUATION:** Indicate below the overall appraisal rating which best describes a summary of the above ratings and comments.

**MEETS STANDARDS OF EXCELLENCE**  
 **IMPROVEMENT NEEDED**

Comments: Betsy is professional and scholarly in carrying out her faculty role.

**RECOMMENDATION TO THE COUNCIL ON EXCELLENCE**

To be completed by the Division Dean when the faculty member has become eligible for award of a multi-year contract.

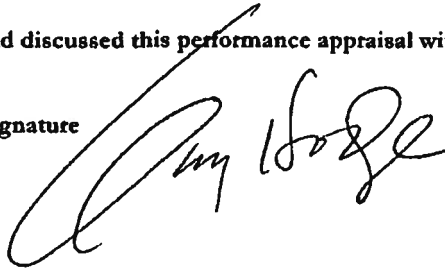
I \_\_\_\_\_ do \_\_\_\_\_ do not recommend this faculty member for a multi-year contract.

**JUSTIFICATIONS/COMMENTS:** [REDACTED] is an active, engaged faculty member recognized by her peers for academic excellence.

**Division Dean's Statement:**

I have reviewed and discussed this performance appraisal with the faculty member.

Division Dean's Signature



Date:

8/20/2010



Name: \_\_\_\_\_ Date: \_\_\_\_\_

My Division Dean has reviewed and discussed this performance appraisal with me. Please use the back of this form or an attachment if more room for comments is needed.

Comments:

Faculty Member's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

8/20/10

**IX. ANNUAL GOALS/OBJECTIVES AND EVALUATION FORM**

**Goal Setting** (Conduct annually.)

Together, the faculty member and division dean should agree on a set of goals for the faculty member for the next fiscal year. After completion, the division dean should give the faculty member a copy of this sheet. The division dean should also retain a copy, and use it as a part of the next year's Faculty Performance Appraisal.

**Goal Review** (Conduct annually.)

The faculty member and division dean should review a copy of the goals set during last year's Faculty Performance Appraisal and, together, evaluate the degree to which this faculty member accomplished the goals. Indicate, in the boxes shown, which goals were accomplished, which were partially accomplished, and which were not accomplished. Provide explanations for goals that were partially accomplished or not accomplished

**Goals for Year 2010-2011**

**Goal Completion**

**Explanation**

n

Research options for Express GMA courses	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
Attend Bookin Common events	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
Use in-class writing exercises	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
Incorporate clickers for test review	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	

Division Dean's Signature

Date:

Faculty Member's Signature:

Date:



**Goal Setting** (Conduct annually.)

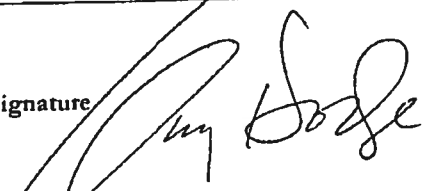
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The faculty member and division dean should review a copy of the goals set during last year's Faculty Performance Appraisal and, together, evaluate the degree to which this faculty member accomplished the goals. Indicate, in the boxes shown, which goals were accomplished, which were partially accomplished, and which were not accomplished. Provide explanations for goals that were partially accomplished or not accomplished

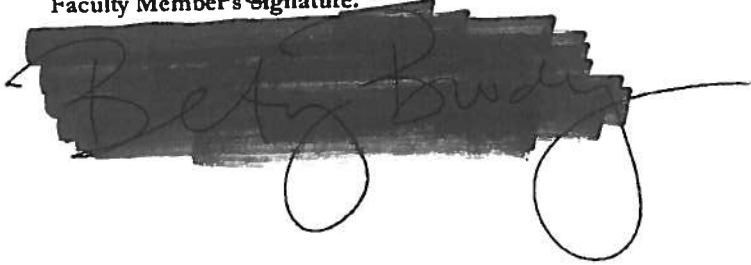
Goals for Year 2009-2010	Goal Setting	Explanation
Attend TLC professional development	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
Use rubric for grading projects	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
Learn streaming video techniques for Blackboard	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
Attend/participate in national conference	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input checked="" type="checkbox"/> Not Accomplished	

Division Dean's Signature



Date:

Faculty Member's Signature:



Date:

9/28/2009



FACULTY PERFORMANCE APPRAISAL  
2010-2011

Faculty Member [REDACTED]

Date: August 2011

Annual Appraisal     Probationary Appraisal     Multi-year Contract Appraisal     Other

Period Covered: 2010-2011

Dean: Gary Hodge

Division: Social and Behavioral Sciences, SCC

INSTRUCTIONS

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- I Improvement needed
- N Not applicable

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**IMPROVEMENT NEEDED:** One or more of the terms occasionally, marginally, inadequately, sometimes, or progressing applies. This rating describes performance in which many of the job duties and standards are met, but where improvement in one or more areas is required to meet the criteria for excellence. An action plan must be in place, or be established to accompany this appraisal to clearly identify specific skills or areas in need of continued growth, development and/or improvement.

**NOT APPLICABLE:** The activity is not part of the faculty member's job or position at the college.

**PLEASE NOTE:**

*In the comment area provided following each section, you must justify ratings that indicate a need for improvement.*

**I. TEACHING**

1. MIN Facilitates learning.
2. MIN Provides students with the fundamental body of knowledge of his/her discipline.
3. MIN Teaches students to apply that knowledge.
4. MIN Responds to the differing educational requirements of students.
5. MIN Employs current materials in classroom presentations and learning experiences.
6. MIN Uses innovative teaching and learning methods.
7. MIN Employs effective evaluation techniques.
8. MIN Meets classes as scheduled.

COMMENTS: [REDACTED] has created courses that are topical and that actively engage students in the learning process. Her online courses are among the best that I have seen.

**II. ASSISTING STUDENTS**

1. MIN Understands current career and curriculum options, degree requirements and course transfer information within the discipline and provides timely and tailored advice to students.
2. MIN Helps students with education-based problems and/or directs students to appropriate college resources.
3. MIN Assists students in accessing appropriate college and community resources for non-educational problems.
4. MIN Is available to and approachable by students.

COMMENTS: [REDACTED] works with students as needed. She is available and approachable for students and she provides academic advising for students interested in Political Science.

**III. COLLEGE SERVICE**

1. MIN Participates in divisional and departmental meetings.
2. MIN Works individually and/or collaboratively with college employees to accomplish discipline, divisional and college missions, goals and objectives, by serving on college-wide task forces, search committees, faculty senate committees, advisory groups, student groups as a faculty adviser, professionally related community activities on behalf of the college, etc.

COMMENTS: Betsy is active in service to her department and to the college. She completed and updated the 2302 online course template, she Chaired the SCC Political Science faculty search, and she developed the program level SLO's. Additionally, Betsy served on the College-wide IT Steering Committee.

**IV. PROFESSIONAL DEVELOPMENT**

1. MIN Remains current and competent in the appropriate academic discipline.
2. MIN Participates in an on-going program of professional self-development.
3. MIN Contributes to and participates in college staff development programs, such as annual associate faculty meetings, all-staff activities and workshops, teleconferences, staff development classes, etc.

COMMENTS: [REDACTED] attended a national conference on food policy and she has integrated this into her courses. I would recommend membership in one or more Political Science associations (not listed on self-evaluation) and attendance at one regional or national conference in Political Science.

**V. PROFESSIONAL INTERACTION**

1. MIN Interacts professionally and courteously with students, teaching faculty and staff, including advising and assisting associate faculty when required or appropriate.
2. MIN Recognizes, respects and encourages ideas of others.

COMMENTS: [REDACTED] adheres to the college core values in all interactions.

**VI. POLICIES, PROCEDURES AND TIME LINES**

1. MIN Performs duties and responsibilities in accordance with established policies and procedures.
2. MIN Meets time lines for assigned work.
3. MIN Provides timely notice for substitutes and class/schedule changes.

COMMENTS: [REDACTED] follows established policies and procedures in carrying out her responsibilities.

**VII. OPTIONAL ACTIVITIES PERFORMED:**

**VIII. ACADEMIC CHAIR ACTIVITIES**

*To be completed only for faculty members with Academic Chair responsibilities.*

1. MIN Performs Academic Chair duties and responsibilities in accordance with established policies and procedures.
2. MIN Meets time lines for assigned Academic Chair work.
3. MIN Ensures associate faculty meet criteria required for accreditation.
4. MIN Follows hiring procedures and completes related documentation on a timely basis.
5. MIN Conducts classroom visits and evaluates each associate faculty member at least one time per year.

**IX. DEAN'S ASSESSMENT OF STUDENT EVALUATIONS IN THIS EVALUATION PERIOD**

**[REDACTED] consistently receives positive student evaluations. Her students comment on her knowledge and intelligence, her enthusiasm for teaching and her ability to make the course interesting. Examples of student comments are as follows:**

**"She is very interested in her subject and she makes it interesting."**

**"Her enthusiasm motivates students."**

**"She is really enthusiastic about the course and she has a passion for helping students."**

**"She has a positive attitude and challenges students to think."**

**"Articulate, knowledgeable and personable."**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**OVERALL EVALUATION:** Indicate below the overall appraisal rating which best describes a summary of the above ratings and comments.

**MEETS STANDARDS OF EXCELLENCE**  
 **IMPROVEMENT NEEDED**

Comments:

**RECOMMENDATION TO THE COUNCIL ON EXCELLENCE**

To be completed by the Division Dean when the faculty member has become eligible for award of a multi-year contract).

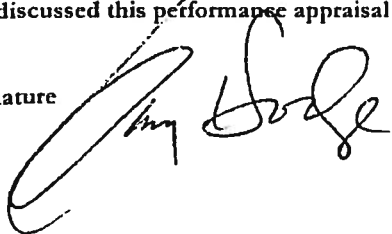
I  do \_\_\_\_\_ do not recommend this faculty member for a multi-year contract.

**JUSTIFICATIONS/COMMENTS:** Betsy is professional in all she does. Her scholarship and positive attitude are valued assets.

**Division Dean's Statement:**

I have reviewed and discussed this performance appraisal with the faculty member.

Division Dean's Signature



Date:

8/29/2011



Name: \_\_\_\_\_ Date: \_\_\_\_\_

My Division Dean has reviewed and discussed this performance appraisal with me. Please use the back of this form or an attachment if more room for comments is needed.

Comments:

Faculty Member's Signature

Date:

8/29/2011

**IX. ANNUAL GOALS/OBJECTIVES AND EVALUATION FORM**

**Goal Setting (Conduct annually.)**

Together, the faculty member and division dean should agree on a set of goals for the faculty member for the next fiscal year. After completion, the division dean should give the faculty member a copy of this sheet. The division dean should also retain a copy, and use it as a part of the next year's Faculty Performance Appraisal.

**Goal Review (Conduct annually.)**

The faculty member and division dean should review a copy of the goals set during last year's Faculty Performance Appraisal and, together, evaluate the degree to which this faculty member accomplished the goals. Indicate, in the boxes shown, which goals were accomplished, which were partially accomplished, and which were not accomplished. Provide explanations for goals that were partially accomplished or not accomplished

<b>Goals for Year 2011-2012</b>	<b>Goal Completion</b>	<b>Explanation</b>
Develop assessment for Program Level SLOS in Political Science	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
Attend a national conference	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
Use Instant Feedback Assessment Tool for student assessment and collaboration	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
Increase quality of feedback for online students	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	

Division Dean's Signature

Date:

Faculty Member's Signature:

Date:



FACULTY PERFORMANCE APPRAISAL  
2011-2012

Faculty Member: [REDACTED]

Date: August 2012

Annual Appraisal     Probationary Appraisal     Multi-year Contract Appraisal     Other

Period Covered: 2011-2012

Dean: Gary Hodge

Division: Social and Behavioral Sciences, SCC

INSTRUCTIONS

The primary purpose of the assessment process at Collin is to maintain high quality educational programs. The process focuses on the professional growth and development of each faculty member as an individual in relation to the position description, standards of excellence, divisional and institutional goals and priorities. The performance appraisal process is also used as a component in determining contractual status, including renewal, non-renewal, the awarding of multi-year contracts and termination.

The performance appraisal process is conducted in an atmosphere of open and honest communication between the employee and the supervisor. Each employee is responsible for providing the supervisor with evidence of professional accomplishments during the year that support the mission and goals of the division and the institution. Likewise, the supervisor is responsible for reviewing the employee's professional accomplishments to determine the degree to which the employee met the established objectives for the year. Conducted in an atmosphere of mutual trust and respect, the performance appraisal process provides a growth experience for all college faculty and staff. See Section 9 of the *Faculty and Staff Handbook*.

Criteria for excellence in the performance of faculty "Duties and Responsibilities" are listed by category on the following pages. Using the definitions and examples for these ratings, circle the appropriate rating that matches the individual's performance in each category.

- M Meets standards for excellence
- I Improvement needed
- N Not applicable

Definitions and Examples:

**MEETS:** One or more of the words usually, frequently, successfully, or effectively applies. This rating is appropriate for job performance that meets and may exceed required criteria for excellence in the category.

**IMPROVEMENT NEEDED:** One or more of the terms occasionally, marginally, inadequately, sometimes, or progressing applies. This rating describes performance in which many of the job duties and standards are met, but where improvement in one or more areas is required to meet the criteria for excellence. An action plan must be in place, or be established to accompany this appraisal to clearly identify specific skills or areas in need of continued growth, development and/or improvement.

**NOT APPLICABLE:** The activity is not part of the faculty member's job or position at the college.

**PLEASE NOTE:**

*In the comment area provided following each section, you must justify ratings that indicate a need for improvement.*

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**I. TEACHING**

1. *MIN* Facilitates learning.
2. *MIN* Provides students with the fundamental body of knowledge of his/her discipline.
3. *MIN* Teaches students to apply that knowledge.
4. *MIN* Responds to the differing educational requirements of students.
5. *MIN* Employs current materials in classroom presentations and learning experiences.
6. *MIN* Uses innovative teaching and learning methods.
7. *MIN* Employs effective evaluation techniques.
8. *MIN* Meets classes as scheduled.

COMMENTS: [redacted] creates topical and relevant courses for students that actively engage them in learning. Her online courses are among the best I have seen.

**II. ASSISTING STUDENTS**

1. *MIN* Understands current career and curriculum options, degree requirements and course transfer information within the discipline and provides timely and tailored advice to students.
2. *MIN* Helps students with education-based problems and/or directs students to appropriate college resources.
3. *MIN* Assists students in accessing appropriate college and community resources for non-educational problems.
4. *MIN* Is available to and approachable by students.

COMMENTS: [redacted] works with students as a mentor and she is available and approachable when assistance is needed.

**III. COLLEGE SERVICE**

1. *MIN* Participates in divisional and departmental meetings.
2. *MIN* Works individually and/or collaboratively with college employees to accomplish discipline, divisional and college missions, goals and objectives, by serving on college-wide task forces, search committees, faculty senate committees, advisory groups, student groups as a faculty adviser, professionally related community activities on behalf of the college, etc.

COMMENTS: [redacted] serves on the Faculty Council and she is active in service to the Political Science Department. She is active in attending and participating in a number of Collin events.

I recommend seeking a general college task force or committee to serve on in the coming year.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

IV. PROFESSIONAL DEVELOPMENT

1. *MIN* Remains current and competent in the appropriate academic discipline.
2. *MIN* Participates in an on-going program of professional self-development.
3. *MIN* Contributes to and participates in college staff development programs, such as annual associate faculty meetings, all-staff activities and workshops, teleconferences, staff development classes, etc.

COMMENTS: [REDACTED] is a member of the American Political Science Association and the Fulbright Association. She attended and served as a Roundtable Moderator at the 34<sup>th</sup> Annual Fulbright Conference. Betsy attended and participated in a number of Collin professional development opportunities.

V. PROFESSIONAL INTERACTION

1. *MIN* Interacts professionally and courteously with students, teaching faculty and staff, including advising and assisting associate faculty when required or appropriate.
2. *MIN* Recognizes, respects and encourages ideas of others.

COMMENTS: [REDACTED] professional and courteous in her interactions.

VI. POLICIES, PROCEDURES AND TIME LINES

1. *MIN* Performs duties and responsibilities in accordance with established policies and procedures.
2. *MIN* Meets time lines for assigned work.
3. *MIN* Provides timely notice for substitutes and class/schedule changes.

COMMENTS: [REDACTED] follows all college policies and procedures.

VII. OPTIONAL ACTIVITIES PERFORMED:

VIII. ACADEMIC CHAIR ACTIVITIES

*To be completed only for faculty members with Academic Chair responsibilities.*

1. *MIN* Performs Academic Chair duties and responsibilities in accordance with established policies and procedures.
2. *MIN* Meets time lines for assigned Academic Chair work.
3. *MIN* Ensures associate faculty meet criteria required for accreditation.
4. *MIN* Follows hiring procedures and completes related documentation on a timely basis.
5. *MIN* Conducts classroom visits and evaluates each associate faculty member at least one time per year.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

IX. DEAN'S ASSESSMENT OF STUDENT EVALUATIONS IN THIS EVALUATION PERIOD

\_\_\_\_\_ receives positive student evaluations. Her students comment on her knowledge of the subject of politics, her enthusiasm for teaching, her ability to make the course material interesting, and her concern for their success. Many students comment about how they were not really interested in politics until they took the class with \_\_\_\_\_. This comment sums up \_\_\_\_\_ student evaluations:

"I am taking \_\_\_\_\_ again for a reason. I don't think I could have chosen a better professor. When I leave this class, I can proudly say that I learned and know more about the government."

\_\_\_\_\_ has a faculty load that is primarily online. Her online students are complimentary of the class and they comment on how easy it is to navigate the course, how interactive the class is, and how \_\_\_\_\_ responds to questions and requests in a timely manner.

DEC/6/2012

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**OVERALL EVALUATION:** Indicate below the overall appraisal rating which best describes a summary of the above ratings and comments.

- MEETS STANDARDS OF EXCELLENCE
- IMPROVEMENT NEEDED

Comments: [REDACTED] is professional and dedicated in carrying out her faculty responsibilities.

**RECOMMENDATION TO THE COUNCIL ON EXCELLENCE**

To be completed by the Division Dean when the faculty member has become eligible for award of a multi-year contract).  
I \_\_\_\_\_ do \_\_\_\_\_ do not recommend this faculty member for a multi-year contract.  
**JUSTIFICATIONS/COMMENTS:**

**Division Dean's Statement**


I have reviewed and discussed this performance appraisal with the faculty member.

Division Dean's Signature: *[Handwritten Signature]* Date: 8/20/2012

Name: \_\_\_\_\_ Date: \_\_\_\_\_

My Division Dean has reviewed and discussed this performance appraisal with me. Please use the back of this form or an attachment if more room for comments is needed.

Comments:

Faculty Member's Signature:  Date: 8/20/2012

DEC/6/2012



Name: \_\_\_\_\_ Date: \_\_\_\_\_

**IX. ANNUAL GOALS/OBJECTIVES AND EVALUATION FORM**

**Goal Setting (Conduct annually.)**

Together, the faculty member and division dean should agree on a set of goals for the faculty member for the next fiscal year. After completion, the division dean should give the faculty member a copy of this sheet. The division dean should also retain a copy, and use it as a part of the next year's Faculty Performance Appraisal.

**Goal Review (Conduct annually.)**

The faculty member and division dean should review a copy of the goals set during last year's Faculty Performance Appraisal and, together, evaluate the degree to which this faculty member accomplished the goals. Indicate, in the boxes shown, which goals were accomplished, which were partially accomplished, and which were not accomplished. Provide explanations for goals that were partially accomplished or not accomplished

**Goals for Year 2011-2012 Goal Completion Explanation**

Goal	Goal Completion	Explanation
Develop assessment for Program Level SLOS in Political Science	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
Attend a national conference	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
Use Instant Feedback Assessment Tool for student assessment and collaboration	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
Increase quality of feedback for online students	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	3

Division Dean's Signature



Date:

8/20/2012

Faculty Member's Signature:



Date:

8/20/2012

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**IX. ANNUAL GOALS/OBJECTIVES AND EVALUATION FORM**

**Goal Setting** (Conduct annually.)

Together, the faculty member and division dean should agree on a set of goals for the faculty member for the next fiscal year. After completion, the division dean should give the faculty member a copy of this sheet. The division dean should also retain a copy, and use it as a part of the next year's Faculty Performance Appraisal.

**Goal Review** (Conduct annually.)

The faculty member and division dean should review a copy of the goals set during last year's Faculty Performance Appraisal and, together, evaluate the degree to which this faculty member accomplished the goals. Indicate, in the boxes shown, which goals were accomplished, which were partially accomplished, and which were not accomplished. Provide explanations for goals that were partially accomplished or not accomplished.

**Goals for Year 2012-2013 Goal Completion Explanation**

	Goal Completion	Explanation
Develop new 2305/2306 courses	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
Serve on district-wide task force	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
Develop and teach Honors course	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
Increase writing component of 2301/2302 courses	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	

Division Dean's Signature

Date:

Faculty Member's Signature:

Date:

Annual Self-Evaluation  
June 2012

### I. Professional Development

- Attended at 34<sup>th</sup> Annual Fulbright Conference "Living in a Diverse, Crowded World"
- Roundtable Moderator "Civic Society and Peace" at Fulbright Conference
- Co-presented "Arguing Politics: Teaching for the Public Space" with Kay Mizell at Collin Faculty Development Conference
- Attendee, "The Simultaneous Fascination and Revulsion Towards Sameness: An Examination of the Identical" presented by Julie and Linda Sears, Collin Faculty Development Conference
- Attendee, "Welcoming Collin's Global Village: A Guide to International Students' Names' Pronunciation, Gender, and Order" presented by Kyle Wilkison, Tatiana Shehadeh, Rebecca Crowell and Kay Mizell at Collin Faculty Development Conference
- Attendee, "Readings on the Black Experience in Texas", presented by Roger Ward at Collin Faculty Development Conference
- Attendee, "Defining the Twentieth Century: Pivotal Events in Art, Science, Society & Politics" presented by Joan Jenkins, David Cullen, Greg Sherman, Byrd Williams at Collin Faculty Development Conference
- Attendee, "Christianity, The First 500 Years: It Ain't Your Mother's Church" presented by Joan Jenkins and Tony Howard)
- Attendee, "The New Atheism" presentation by Professor Sam Tullock (Fall 2011)
- Online Course Modules with U.S. Institute of Peace
- Member, Fulbright Association
- Member, American Political Science Association

### II. College Service

- Faculty Council representative-Spring Creek Campus
- Board Appreciation luncheon-table leader and attendee
- Co-facilitator, Social Justice Club Lemonade Stand benefiting Collin Serves
- Student Completion Workshop-Table leader and recorder
- Participant, Office of Teaching and Learning QEP Focus Group
- GOVT 2107 lead for developing SLOs for new course
- Distance Learning Blackboard 9 pilot volunteer

Annual Self-Evaluation  
June 2012

- Attendee, Death Penalty Information event- Connelly House
- Collin Philanthropy project volunteer
- Attendee, Rebecca Sharpless lecture "Cooking in Other Women's Kitchens: Domestic Workers in the South, 1865-1960"
- Member, Collin Wellness team
- Attendee, Honors Faculty and Advisor Information Meeting
- Japan-America Grassroots Summit lecture by Kimberly Harris
- Collin Soul Food luncheon
- Human Rights Initiative
- Member, Notre Dame Club of Dallas

**III. Curriculum/Classroom innovations**

- Developed and offered GOVT 2301 and GOVT 2302 in Express format
- Adopted and incorporated "Clicker" technology to increase student engagement and enhance meaningful assessment
- Adopted Instant Feedback Assessment Tool for some student assessment

**IV. Support for students**

- Worked with students in a mentoring capacity focusing on career choices, scholarship opportunities, and study skills
- Advised students on study abroad opportunities through outside grants (ex. Fulbright grants)
- Informed/advised students on the Learning Communities and Honors programs at Collin and advocated for participation in these programs

**V. Goals for the 2012-13 academic year**

- Continue to develop multimedia driven modules for in-class projects/discussion.
- Develop and teach Honors GOVT course.
- Redesign my online courses to meet new state requirements.



FACULTY PERFORMANCE APPRAISAL  
2012-2013

Faculty Member: [REDACTED]

Date: August 2013

Annual Appraisal     Probationary Appraisal     Multi-year Contract Appraisal     Other

Period Covered: 2012-2013

Dean: Gary Hodge

Division: Social and Behavioral Sciences, SCC

INSTRUCTIONS

The primary purpose of the assessment process at Collin is to maintain high quality educational programs. The process focuses on the professional growth and development of each faculty member as an individual in relation to the position description, standards of excellence, divisional and institutional goals and priorities. The performance appraisal process is also used as a component in determining contractual status, including renewal, non-renewal, the awarding of multi-year contracts and termination.

The performance appraisal process is conducted in an atmosphere of open and honest communication between the employee and the supervisor. Each employee is responsible for providing the supervisor with evidence of professional accomplishments during the year that support the mission and goals of the division and the institution. Likewise, the supervisor is responsible for reviewing the employee's professional accomplishments to determine the degree to which the employee met the established objectives for the year. Conducted in an atmosphere of mutual trust and respect, the performance appraisal process provides a growth experience for all college faculty and staff. See Section 9 of the *Faculty and Staff Handbook*.

Criteria for excellence in the performance of faculty "Duties and Responsibilities" are listed by category on the following pages. Using the definitions and examples for these ratings, circle the appropriate rating that matches the individual's performance in each category.

- M Meets standards for excellence
- I Improvement needed
- N Not applicable

Definitions and Examples:

**MEETS:** One or more of the words usually, frequently, successfully, or effectively applies. This rating is appropriate for job performance that meets and may exceed required criteria for excellence in the category.

**IMPROVEMENT NEEDED:** One or more of the terms occasionally, marginally, inadequately, sometimes, or progressing applies. This rating describes performance in which many of the job duties and standards are met, but where improvement in one or more areas is required to meet the criteria for excellence. An action plan must be in place, or be established to accompany this appraisal to clearly identify specific skills or areas in need of continued growth, development and/or improvement.

**NOT APPLICABLE:** The activity is not part of the faculty member's job or position at the college.

PLEASE NOTE:

*In the comment area provided following each section, you must justify ratings that indicate a need for improvement.*

**I. TEACHING**

1. MIN Facilitates learning.
2. MIN Provides students with the fundamental body of knowledge of his/her discipline.
3. MIN Teaches students to apply that knowledge.
4. MIN Responds to the differing educational requirements of students.
5. MIN Employs current materials in classroom presentations and learning experiences.
6. MIN Uses innovative teaching and learning methods.
7. MIN Employs effective evaluation techniques.
8. MIN Meets classes as scheduled.

**COMMENTS:** Betsy has created courses that challenge students while also providing support for student success. Her online courses are very innovative and actively engage students.

**II. ASSISTING STUDENTS**

1. MIN Understands current career and curriculum options, degree requirements and course transfer information within the discipline and provides timely and tailored advice to students.
2. MIN Helps students with education-based problems and/or directs students to appropriate college resources.
3. MIN Assists students in accessing appropriate college and community resources for non-educational problems.
4. MIN Is available to and approachable by students.

**COMMENTS:** [REDACTED] provides academic advising for students interested in Political Science. She assist students when they need help.

**III. COLLEGE SERVICE**

1. MIN Participates in divisional and departmental meetings.
2. MIN Works individually and/or collaboratively with college employees to accomplish discipline, divisional and college missions, goals and objectives, by serving on college-wide task forces, search committees, faculty senate committees, advisory groups, student groups as a faculty adviser, professionally related community activities on behalf of the college, etc.

**COMMENTS:** [REDACTED] served as a member of the Political Science textbook selection committee. She is a member of the Faculty Council and the SCC Springfest Steering Committee. [REDACTED] is a subcommittee chair for a SACSCOC committee.

[REDACTED] attended a number of Collin events and speakers this year.

**IV. PROFESSIONAL DEVELOPMENT**

1. **MIN** Remains current and competent in the appropriate academic discipline.
2. **MIN** Participates in an on-going program of professional self-development.
3. **MIN** Contributes to and participates in college staff development programs, such as annual associate faculty meetings, all-staff activities and workshops, teleconferences, staff development classes, etc.

**COMMENTS:** [REDACTED] is a member of the Fulbright Association. She attended a number of Collin professional development activities and speakers this year (see attached self-evaluation for details).

I would encourage attending one regional or national Political Science conference in the 2013-14 academic year.

**V. PROFESSIONAL INTERACTION**

1. **MIN** Interacts professionally and courteously with students, teaching faculty and staff, including advising and assisting associate faculty when required or appropriate.
2. **MIN** Recognizes, respects and encourages ideas of others.

**COMMENTS:** [REDACTED] is professional and courteous in her interactions.

**VI. POLICIES, PROCEDURES AND TIME LINES**

1. **MIN** Performs duties and responsibilities in accordance with established policies and procedures.
2. **MIN** Meets time lines for assigned work.
3. **MIN** Provides timely notice for substitutes and class/schedule changes.

**COMMENTS:** [REDACTED] adheres to Collin policies and procedures.

**VII. OPTIONAL ACTIVITIES PERFORMED:**

**VIII. ACADEMIC CHAIR ACTIVITIES**

*To be completed only for faculty members with Academic Chair responsibilities.*

1. **MIN** Performs Academic Chair duties and responsibilities in accordance with established policies and procedures.
2. **MIN** Meets time lines for assigned Academic Chair work.
3. **MIN** Ensures associate faculty meet criteria required for accreditation.
4. **MIN** Follows hiring procedures and completes related documentation on a timely basis.
5. **MIN** Conducts classroom visits and evaluates each associate faculty member at least one time per year.

**IX. DEAN'S ASSESSMENT OF STUDENT EVALUATIONS IN THIS EVALUATION PERIOD**

\_\_\_\_\_ receives good student evaluations. Her students comment on her enthusiasm and passion for teaching, her concern for their success and her ability to make the course interesting. Examples of student comments are as follows:

"I believe her positive energy and enthusiastic approach to teach Honors Government made this class more enjoyable."

"I don't typically love government or political science, but Professor Brody makes it interesting. She engages the students and knows her field well."

"She made me feel my opinion on the subject matter was important."

"I was so afraid to take government, but you made it fun and interesting."

"She was very excited about the material and that motivated me."

"Professor Brody seems genuinely interested in her students."



Name: \_\_\_\_\_ Date: \_\_\_\_\_

**OVERALL EVALUATION:** Indicate below the overall appraisal rating which best describes a summary of the above ratings and comments.

MEETS STANDARDS OF EXCELLENCE  
 IMPROVEMENT NEEDED

Comments: Betsy conducts herself in a positive and professional manner at all times. She is a valued member of this academic area.

**RECOMMENDATION TO THE COUNCIL ON EXCELLENCE**

To be completed by the Division Dean when the faculty member has become eligible for award of a multi-year contract).


I \_\_\_\_\_ do \_\_\_\_\_ do not recommend this faculty member for a multi-year contract.

**JUSTIFICATIONS/COMMENTS:**

**Division Dean's Statement:**

I have reviewed and discussed this performance appraisal with the faculty member.

Division Dean's Signature



Date:

8/23/2013

Name: \_\_\_\_\_ Date: \_\_\_\_\_

My Division Dean has reviewed and discussed this performance appraisal with me. Please use the back of this form or an attachment if more room for comments is needed.

Comments:

Faculty Member's Signature: 

Date:

8/23/2013

**IX. ANNUAL GOALS/OBJECTIVES AND EVALUATION FORM**

**Goal Setting (Conduct annually.)**

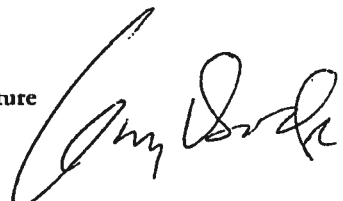
Together, the faculty member and division dean should agree on a set of goals for the faculty member for the next fiscal year. After completion, the division dean should give the faculty member a copy of this sheet. The division dean should also retain a copy, and use it as a part of the next year's Faculty Performance Appraisal.

**Goal Review (Conduct annually.)**

The faculty member and division dean should review a copy of the goals set during last year's Faculty Performance Appraisal and, together, evaluate the degree to which this faculty member accomplished the goals. Indicate, in the boxes shown, which goals were accomplished, which were partially accomplished, and which were not accomplished. Provide explanations for goals that were partially accomplished or not accomplished

Goals for Year 2011-2012	Goal Completion	Explanation
Continue to develop multi-media driven modules for in-class projects/discussion	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
Develop and teach Honors GOVT course	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
Redesign my online online courses to meet new state requirements	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	

Division Dean's Signature



Date:

8/23/2013

Faculty Member's Signature:



Date:

8/23/2013

<b>IX. ANNUAL GOALS/OBJECTIVES AND EVALUATION FORM</b>
--

**Goal Setting** (Conduct annually.)

Together, the faculty member and division dean should agree on a set of goals for the faculty member for the next fiscal year. After completion, the division dean should give the faculty member a copy of this sheet. The division dean should also retain a copy, and use it as a part of the next year's Faculty Performance Appraisal.

**Goal Review** (Conduct annually.)

The faculty member and division dean should review a copy of the goals set during last year's Faculty Performance Appraisal and, together, evaluate the degree to which this faculty member accomplished the goals. Indicate, in the boxes shown, which goals were accomplished, which were partially accomplished, and which were not accomplished. Provide explanations for goals that were partially accomplished or not accomplished

<b>Goals for Year 2013-2014</b>	<b>Goal Completion</b>	<b>Explanation</b>
---------------------------------	------------------------	--------------------

Develop and teach online Honors course	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
Master and implement Prezi software in lecture courses	<input type="checkbox"/> Accomplished <input checked="" type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
Evaluate feasibility of Express 2306 course	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
Develop more documentary film lab assignments	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	

Division Dean's Signature

Date:

Faculty Member's Signature:

Date:

  
2012-13 Faculty Self-Evaluation

**I. Professional Development**

- Attendee, "The Election Process: What's at Stake" Dr. Cal Jillson lecture, Distinguished Speakers series
- Attendee, Social and Cultural Reform Movements in the U.S. from 1820-1850" Dr. Nancy Hewitt lecture
- Attendee, "Sociology, Social Activism and the Quest for Objectivity" Larry Stern lecture, Collin Faculty Development Conference
- Attendee, "Dissecting History: Studies on the Development of Biological Concepts in Historical Context" Sukanya Subramanian lecture, Collin Faculty Development Conference
- Attendee, "Iran in Historical Perspective" Wendy Gunderson lecture, Collin Faculty Development Conference
- Attendee, "African American Activism" Mia Bay lecture, African American History Month event
- Attendee, Women in Texas Politics event-Annie's List
- Attendee, Death Penalty Information event- Equal Justice USA
- Teaching Texas Politics Forum (Norton event)
- Member, Fulbright Association
- Government in Action webinar
- Texas Organizing Project lecture
- U.S. Institutes of Peace, online course modules

**II. College Service**

- Faculty Council representative-Spring Creek Campus
- SpringFest steering committee member
- SACSCOC Committee, Subcommittee chair
- Member, Collin Government Department Textbook Committee
- Attendee, Interdisciplinary Civic Engagement/Judiciary Project meeting
- Attendee, Board of Trustees Forum
- Panel participant, Collin ESL conference
- Attendee, Collin Chili Cookoff
- Participant, Office of Teaching and Learning QEP Focus Group
- International Student Advising and Support Committee
- Attendee, Innocence Project Presentation
- Attendee, Honors Faculty and Advisor Information Meeting
- Japan-America Grassroots Summit volunteer
- Member, Notre Dame Club of Dallas

**III. Curriculum/Classroom innovations**

- Developed and introduced Documentary Film Lab Projects on food insecurity and healthcare reform topics in GOVT 2301 and GOVT 2302 Express format
- Developed and taught GOVT 2302 Honors as a seminar on Gun Violence
- Developed and received OAB approval for new GOVT 2306 Online Texas Politics course

**IV. Support for students**

- Worked with students in a mentoring capacity focusing on career choices, scholarship opportunities, and study skills
- Advised students on study abroad opportunities through outside grants (ex. Fulbright grants)
- Informed/advised students on the Learning Communities and Honors programs at Collin and advocated for participation in these programs

**V. Goals for the 2013-14 academic year**

- Develop and teach new American and Texas politics courses
- Expand documentary lab projects to other domestic policy arenas
- Expand participation and partnerships in International Student Advising program

COLLIN COUNTY COMMUNITY COLLEGE

EVALUATION FORM FOR CLASSROOM VISIT

Class/section:

Date of Visit:

Faculty Name: [Redacted]

GOVT 2302.S13

10/14/2010

Evaluator: Evaluate the instructor based on the four criteria listed below by describing your observations of their classroom presentation/activities conducted during your visit.

- Criterion 1. Preparation: the instructor provided examples to reinforce concepts, provided clear answers to students' questions, expanded upon the textbook;
- Criterion 2. Content: the instructor used appropriate materials, previewed upcoming course material, presented in a logical sequence;
- Criterion 3. Methodology: the instructor respected the students, presented enthusiastically, used variety of presentation methods, and moved from podium;
- Criterion 4. Student Involvement: the instructor solicited questions, comments and examples, provided opportunities for group or individual discussion on the material, and students participated in experiential activities.

1. The instructor was prepared for class. [Redacted] was organized and very prepared for panel discussions by students. Students selected a position to defend related to current world events. [Redacted] provided clear answers to student questions. Good job of expanding beyond the text through readings.

2. The content of the class session was appropriate for achieving instructional goals. Students were assigned topics relative to the course and presented a position on the topic they selected [Redacted] provided structure to the student presentations.

3. The instructor effectively presented the material. [Redacted] demonstrated energy and enthusiasm as she guided the panel discussions. Very good job of guiding the students as they presented positions on world events. Good job of establishing a solid academic foundation for students to analyze events.

4. The students were appropriately involved in the learning process. [Redacted] visited with students before class. Students were actively engaged in the learning process through class presentations and discussions. [Redacted] was positive and supportive in her comments to students. Excellent class discussion!

Evaluator's comments/recommendations: (Please use reverse side if additional space is needed.)

Excellent job of getting students to think about world events!

Instructor's comments/response: (Please use reverse side if additional space is needed.)

SIGNATURES

[Redacted Signature]

Instructor Signature

CWID [Redacted]

10/19/2010  
Date

[Redacted Signature]

Evaluator:

Date

Academic Dean:

10/19/2010  
Date

COLLIN COUNTY COMMUNITY COLLEGE

EVALUATION FORM FOR CLASSROOM VISIT

Class/section:

Date of Visit:

Faculty Name: Dr. [redacted]

GOVT 2301.XS2

10/04/2011

Evaluator: Evaluate the instructor based on the four criteria listed below by describing your observations of their classroom presentation/activities conducted during your visit.

- Criterion 1. Preparation: the instructor provided examples to reinforce concepts, provided clear answers to students' questions, expanded upon the textbook;
- Criterion 2. Content: the instructor used appropriate materials, previewed upcoming course material, presented in a logical sequence;
- Criterion 3. Methodology: the instructor respected the students, presented enthusiastically, used variety of presentation methods, and moved from podium;
- Criterion 4. Student Involvement: the instructor solicited questions, comments and examples, provided opportunities for group or individual discussion on the material, and students participated in experiential activities.

1. The instructor was prepared for class.

[redacted] was organized and prepared for a discussion of Political Parties in America. Good use of examples to expand beyond the text and to reinforce concepts.

2. The content of the class session was appropriate for achieving instructional goals.

[redacted] presented course material in a clear and logical manner. Very good job of establishing a strong academic foundation. [redacted] demonstrated a solid depth of knowledge without relying on notes.

3. The instructor effectively presented the material.

[redacted] demonstrated enthusiasm when presenting. Good use of PowerPoint to guide the class discussion. Students responded to the embedded videos – maybe use these to generate student discussion.

4. The students were appropriately involved in the learning process.

[redacted] referred to students by name and demonstrated respect for students. Students were attentive for the most part. Consider integrating current political events through video or the Internet to actively engage students in the lecture (i.e. video clips of the political extremes you mentioned or websites of the political parties to demonstrate party platforms).

Evaluator's comments/recommendations: (Please use reverse side if additional space is needed.)

I appreciate the scholarship you bring to students.

Instructor's comments/response: (Please use reverse side if additional space is needed.)

SIGNATURES

[redacted signature]

CWID: [redacted]

10/5/2011

Instructor Signature:

Date

Evaluator:

Date

Academic Dean:

Date

10/5/2011





# RECOMMENDATION FOR FACULTY CONTRACT EXTENSION

CWID: [redacted]  
Name: [redacted]

Faculty member's name: [redacted] Date: October 4, 2011

### Section A.

I have reviewed the following documents for the above mentioned faculty member:

- Academic Dean's Annual Faculty Performance Appraisals: 2010 and 2011
- Student Evaluations: Fall 2009, Spring 2010, Fall 2010, Spring 2011, Fall, Spring
- Classroom Evaluations for the following dates: 1) Sp 2011 and 2) Fa 2011
- Other: (Please explain)

Based on the above, I  do recommend \_\_\_ do not recommend this faculty member for a multi-year contract extension. I have reviewed and discussed my recommendation with the faculty member. *Justifications/Comments:*

Academic Dean's Signature: [Signature] Date: 10/18/2011

### Section B.

**Faculty Member Statement:** My Academic Dean has discussed his/her recommendation with me. I <sup>do</sup> concur with or wish to appeal his/her recommendation. Comments attached. Y/N

[redacted signature] Date: 10/18/2011

### Section C.

I  do or \_\_\_ do not recommend that the Board of Trustees consider the above-referenced faculty member for a contract extension of three years.

[Signature] Date: 10.26.11  
Vice President/Provost Signature

### Section D.

I  do or \_\_\_ do not recommend that the Board of Trustees consider the above-referenced faculty member for a contract extension of three years.

[Signature] Date: 11-12-11  
SVP Academic Affairs and Student Development Signature

[Signature] Date: 3/24/12  
President Approval for Submission to the Board of Trustees

*Approved by Board 3/27/12 [Signature]*



FACULTY PERFORMANCE APPRAISAL
2010-2011

Faculty Member: [Redacted]

Date: 28 April 2011

[x] Annual Appraisal [ ] Probationary Appraisal [X] Multi-year Contract Appraisal [ ] Other

Period Covered: 2010-2011

Dean: Marianne Layer

Division: Communication and Humanities

INSTRUCTIONS

The primary purpose of the assessment process at CCCC is to maintain high quality educational programs. The process focuses on the professional growth and development of each faculty member as an individual in relation to the position description, standards of excellence, divisional and institutional goals and priorities.

The performance appraisal process is conducted in an atmosphere of open and honest communication between the employee and the supervisor. Each employee is responsible for providing the supervisor with evidence of professional accomplishments during the year that support the mission and goals of the division and the institution.

Criteria for excellence in the performance of faculty "Duties and Responsibilities" are listed by category on the following pages. Using the definitions and examples for these ratings, circle the appropriate rating that matches the individual's performance in each category.

- M Meets standards for excellence
I Improvement needed
N Not applicable

Definitions and Examples:

MEETS: One or more of the words usually, frequently, successfully, or effectively applies. This rating is appropriate for job performance that meets and may exceed required criteria for excellence in the category.

IMPROVEMENT NEEDED: One or more of the terms occasionally, marginally, inadequately, sometimes, or progressing applies. This rating describes performance in which many of the job duties and standards are met, but where improvement in one or more areas is required to meet the criteria for excellence.

NOT APPLICABLE: The activity is not part of the faculty member's job or position at the college.

PLEASE NOTE:

In the comment area provided following each section, you must justify ratings that indicate a need for improvement.

**I. TEACHING**

1. **MIN** Facilitates learning.
2. **MIN** Provides students with the fundamental body of knowledge of his/her discipline.
3. **MIN** Teaches students to apply that knowledge.
4. **MIN** Responds to the differing educational requirements of students.
5. **MIN** Employs current materials in classroom presentations and learning experiences.
6. **MIN** Uses innovative teaching and learning methods.
7. **MIN** Employs effective evaluation techniques.
8. **MIN** Meets classes as scheduled.

**COMMENTS:**

\* Revises media courses in real-time, using contemporary and late-breaking media developments for class discussion and activities. This increases student engagement with news, advertising, television and film scheduling, criticism, and PR events and underscores the industry need for currency.

\* Develops ongoing relationships with industry personnel to give media students access to professional audition, critique, and feedback.

**II. ASSISTING STUDENTS**

1. **MIN** Understands current career and curriculum options, degree requirements and course transfer information within the discipline and provides timely and tailored advice to students.
2. **MIN** Helps students with education-based problems and/or directs students to appropriate college resources.
3. **MIN** Assists students in accessing appropriate college and community resources for non-educational problems.
4. **MIN** Is available to and approachable by students.

**COMMENTS:**

1. Advises students on course and career decisions, provides industry feedback for students concerned about changes in media industries
2. Auditions and coaches students for college and/or professional productions
3. Adapted, directed and financially underwrote audio book production of *Scheherazade and the King at CakeMix Recording, Plano*, for LibriVox, a nonprofit audio book resource for works in the public domain.
4. Guest lectured on publishing for the literary market
5. Collaborated with ACCESS on individual student performance and success concern.

6. 'Ask Me' volunteer – student assistance during opening days of semester, Fall 2010

III. COLLEGE SERVICE

1. **MIN** Participates in divisional and departmental meetings.
2. **MIN** Works individually and/or collaboratively with college employees to accomplish discipline, divisional and college missions, goals and objectives, by serving on college-wide task forces, search committees, faculty senate committees, advisory groups, student groups as a faculty adviser, professionally related community activities on behalf of the college, etc.

COMMENTS:

7. Evaluated Associate Faculty members
8. Assisted fellow faculty members in new course creation and CAB presentation for Fall 2010
9. Met with Associate Faculty and potential Associate Faculty inquiring about new course development, learning communities, and other opportunities possibly available for Associates in Speech / Comm
10. Advised Academic Chair on issues particular to COMM/broadcast coursework, standards, and staffing issues

As Discipline Lead:

11. Called Discipline Meetings
12. Coordinated and set Discipline Meeting Agenda
13. Led Discipline Meetings
14. Coordinated, administered, and created summary analysis for ongoing SACs study
15. Coordinated revision of Core Course SLOs to include state objectives
16. Drafted and submitted Discipline-Wide summary objectives
17. Met with Stephanie Hanson to create engagement plan with university communication departments
18. Began dialogue with four-year institutions on articulation agreements, status of transferable courses, suggested course additions and deletions, etc.
19. Discipline SLO Workshop, April 2011

IV. PROFESSIONAL DEVELOPMENT

1. **MIN** Remains current and competent in the appropriate academic discipline.
2. **MIN** Participates in an on-going program of professional self-development.
3. **MIN** Contributes to and participates in college staff development programs, such as annual associate faculty meetings, all-staff activities and workshops, teleconferences, staff development classes, etc.

COMMENTS:

4. Research and coursework in crisis / first responder communication attendant to graduate work through the University of Maryland / International Critical Incident Stress Foundation.
5. As a result of book publication, have served as guest, respondent, consultant or interviewee on more than 30 additional media interviews (television, print, radio) since July 2010 and ongoing.
7. Entered into production advisor/ consultation agreement with TNT and CBS for television series based on first book, *Scent of the Missing*.

**V. PROFESSIONAL INTERACTION**

1. **MIN** Interacts professionally and courteously with students, teaching faculty and staff, including advising and assisting associate faculty when required or appropriate.
2. **MIN** Recognizes, respects and encourages ideas of others.

**COMMENTS:**

meets all requirements.

**VI. POLICIES, PROCEDURES AND TIME LINES**

1. **MIN** Performs duties and responsibilities in accordance with established policies and procedures.
2. **MIN** Meets time lines for assigned work.
3. **MIN** Provides timely notice for substitutes and class/schedule changes.

**COMMENTS:**

meets all requirements.

**VII. OPTIONAL ACTIVITIES PERFORMED**

- \* Media Liaison / Public Information Officer, MARK-9 Search and Rescue
- \* Developer and Director of The Possibility Dogs (501c3 nonprofit benefitting shelter animals and potential service partners in need)
- \* Dallas Police Department Neighborhood Safety Fairs – presenter. May/June 2009
- \* Mentor, The Writer's Garret of Dallas, evaluation and coaching of writers at Professional Level in Writer's Garret development program.

Prepared, submitted, and sold book proposal for second book, *The Possibility Dogs*, to publisher Houghton Mifflin Harcourt, March 2011

1. UNT / Mayborn Graduate School of Journalism – Mayborn Literary Nonfiction Conference, July 2010  
Speaker, judge, workshop leader, attendee
2. DFW Writers Conference – workshop critic, Feb. 2011
3. Writer's Guild of Texas – speaker, April 2011

**VIII. ACADEMIC CHAIR ACTIVITIES**

*To be completed only for faculty members with Academic Chair responsibilities.*

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. MIN Performs Academic Chair duties and responsibilities in accordance with established policies and procedures.
2. MIN Meets time lines for assigned Academic Chair work.
3. MIN Ensures associate faculty meet criteria required for accreditation.
4. MIN Follows hiring procedures and completes related documentation on a timely basis.
5. MIN Conducts classroom visits and evaluates each associate faculty member at least one time per year.
6. MIN Ensures teaching excellence among associate faculty.

COMMENTS:

Students respect [REDACTED] hands on experience and her knowledge of television and radio. Her Fall 2010 evaluations indicate her strength as a professor of Radio and Television. The Spring 2011 evaluations are tremendously strong, with an overwhelming percentage of students rating "strongly agree" to the 16 statements. More than one student commented that her encouragement and honesty when assessing student performance proved especially positive.

**OVERALL EVALUATION:** Indicate below the overall appraisal rating which best describes a summary of the above ratings and comments.

MEETS STANDARDS OF EXCELLENCE  
 IMPROVEMENT NEEDED

Comments:

**RECOMMENDATION TO THE COUNCIL ON EXCELLENCE**

To be completed by the Division Dean when the faculty member has become eligible for award of a multi-year contract).

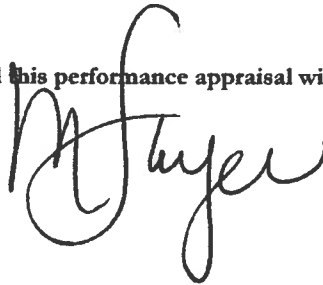
I ~~do~~ do not recommend this faculty member for a multi-year contract.

JUSTIFICATIONS/COMMENTS:

**Division Dean's Statement:**

I have reviewed and discussed this performance appraisal with the faculty member.

Division Dean's Signature



Date:

8/3/2011

Name: \_\_\_\_\_ Date: \_\_\_\_\_

My Division Dean has reviewed and discussed this performance appraisal with me. Please use the back of this form or an attachment if more room for comments is needed.

Comments:

*Thank you, Dear Lazer,  
for everything you done in support  
of these students and classes.*

Faculty Member's Signature



Date:

*5/2/2011*



C:\Documents and Settings\Administrator\My Documents\Evaluations10

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Develop and propose Survey of Film class to CAB, Fall 2010 Assist in development and proposal of Intro to Advertising / PR to CAB, Fall 2010	<input checked="" type="checkbox"/> Accomplished <input checked="" type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	Assisted Dr. Wang with new course creation, submission and CAB meeting procedures. Survey of Film created, but CAB submission delayed until Fall 2011, pending feedback from four-year institutions about transferability of course.
Detail facilities plan and cost analysis to upgrade studio and create sound booth appropriate for high quality audio recording.	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	Some equipment cannibalized and room arrangement upgraded to date. Removal of some equipment in query due to grant restrictions. (Affects last item below.) Pursuing donation / grant possibilities for Whisper Room audio booth(s) for B233.
Revamp studio area and transfer out-of-date equipment to improve flexibility of production space.	<input checked="" type="checkbox"/> Accomplished <input checked="" type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	

Division Dean's Signature

*M. Jayer*

Date:

8/3/2011

Faculty Member's Signature:



Date:

8/3/2011



CWID [REDACTED]

### FACULTY PERFORMANCE APPRAISAL 2011-2012

Faculty Member: [REDACTED]

Date: 08-02-12

Annual Appraisal     Probationary Appraisal     Multi-year Contract Appraisal     Other

Period Covered: 2011-2012

Dean: Marianne Layer

Division: Communication and Humanities

#### INSTRUCTIONS

The primary purpose of the assessment process at CCC is to maintain high quality educational programs. The process focuses on the professional growth and development of each faculty member as an individual in relation to the position description, standards of excellence, divisional and institutional goals and priorities. The performance appraisal process is also used as a component in determining contractual status, including renewal, non-renewal, the awarding of multi-year contracts and termination.

The performance appraisal process is conducted in an atmosphere of open and honest communication between the employee and the supervisor. Each employee is responsible for providing the supervisor with evidence of professional accomplishments during the year that support the mission and goals of the division and the institution. Likewise, the supervisor is responsible for reviewing the employee's professional accomplishments to determine the degree to which the employee met the established objectives for the year. Conducted in an atmosphere of mutual trust and respect, the performance appraisal process provides a growth experience for all college faculty and staff. See Section 9 of the *Faculty and Staff Handbook*.

Criteria for excellence in the performance of faculty "Duties and Responsibilities" are listed by category on the following pages. Using the definitions and examples for these ratings, circle the appropriate rating that matches the individual's performance in each category.

- M Meets standards for excellence
- I Improvement needed
- N Not applicable

#### Definitions and Examples:

**MEETS:** One or more of the words usually, frequently, successfully, or effectively applies. This rating is appropriate for job performance that meets and may exceed required criteria for excellence in the category.

**IMPROVEMENT NEEDED:** One or more of the terms occasionally, marginally, inadequately, sometimes, or progressing applies. This rating describes performance in which many of the job duties and standards are met, but where improvement in one or more areas is required to meet the criteria for excellence. An action plan must be in place, or be established to accompany this appraisal to clearly identify specific skills or areas in need of continued growth, development and/or improvement.

**NOT APPLICABLE:** The activity is not part of the faculty member's job or position at the college.

PLEASE NOTE:

**I. TEACHING**

1. **MIN** Facilitates learning.
2. **MIN** Provides students with the fundamental body of knowledge of his/her discipline.
3. **MIN** Teaches students to apply that knowledge.
4. **MIN** Responds to the differing educational requirements of students.
5. **MIN** Employs current materials in classroom presentations and learning experiences.
6. **MIN** Uses innovative teaching and learning methods.
7. **MIN** Employs effective evaluation techniques.
8. **MIN** Meets classes as scheduled.

**COMMENTS:**

- Continues to develop strategies that allow courses to meet demands of real-time media trends and topics. Exploring the use and academic availability (reduced cost) for direct SMS/mobile news feeds from AP/Reuters and NOAA's Weather Ready Nation (WRN) to students in COMM 2332.
- Continues to establish professional contacts in print and broadcast news and the entertainment industry—including sound recording, television, film and publishing—to provide students direct feedback, critique, and audition opportunities in these current industries.
- Exploring use of Wimba for real-time discussion with writing, news, and Media Literacy students during network airing of television pilots and/or major news events that override scheduled programming.

**II. ASSISTING STUDENTS**

1. **MIN** Understands current career and curriculum options, degree requirements and course transfer information within the discipline and provides timely and tailored advice to students.
2. **MIN** Helps students with education-based problems and/or directs students to appropriate college resources.
3. **MIN** Assists students in accessing appropriate college and community resources for non-educational problems.
4. **MIN** Is available to and approachable by students.

**COMMENTS:**

- Advises students on course, major, four-year institution, and career decisions
- In some cases provides individual students direct contact and/or audition or interview opportunities with professionals in the fields of interest (career fact-finding)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

- Individual performance coaching and script or news-writing workshops for students seeking to expand their skills—dialect performance, for example, or script-writing for web television.
- Collaboration with ACCESS on individual student performance and success concerns.
- Collaboration with Dean of Students on issues of student privacy.
- “NEED HELP? ASK ME” volunteer, Fall and Spring

### III. COLLEGE SERVICE

1. **MIN** Participates in divisional and departmental meetings.
2. **MIN** Works individually and/or collaboratively with college employees to accomplish discipline, divisional and college missions, goals and objectives, by serving on college-wide task forces, search committees, faculty senate committees, advisory groups, student groups as a faculty adviser, professionally related community activities on behalf of the college, etc.

#### COMMENTS:

- Evaluated Associate Faculty Members
- Assisted Associate Faculty Member new to mass media instruction on course development for Survey of Television
- Advised Academic Chair on issues particular to COMM/broadcast course work, standards, and staffing issues. Responded to student or public inquiry in these areas originally directed to chair
- New Student Orientation faculty panelist or table respondent (2), Summer 2012
- Need Help? Ask Me Volunteer Fall 2012, Spring 2012
- Health and Safety Fair Committee
- Online Faculty Committee
- Auteur Series presentation Panelist
- Book in Common presentation Panelist -- PTSD
- Keynote Speaker Sigma Alpha Pi National Society of Leadership and Success

#### As Discipline Lead:

- Called Discipline Meetings
- Coordinated Agenda
- Led Meetings
- Coordinated, administered, and created summary analysis for ongoing SACS study (SPCH 1311/1315)
- Met with associate faculty on all three campuses to assist integration of revised SLOs that include state objectives
- Worked with Kathleen Fenton and Vickie Stone toward the articulation of Program Level SLOs and the first evaluation of their use in COMM 2300 and COMM 2301—Spring 2012
- Revised and updated website

### IV. PROFESSIONAL DEVELOPMENT

1. **MIN** Remains current and competent in the appropriate academic discipline.
2. **MIN** Participates in an on-going program of professional self-development.
3. **MIN** Contributes to and participates in college staff development programs, such as annual associate faculty meetings, all-staff activities and workshops, teleconferences, staff development classes, etc.

#### COMMENTS:

Mayborn Graduate School of Journalism Annual Conference (workshop leader, award jurist, critic/respondent), July 2011

National Association of Broadcast Webinars:

Webcast: Broadcaster Liability: Managing Legal Risks Associated with New Media

Webcast: How the FCC's Disaster Information Reporting System (DIRS) Can Help Broadcasters During an Emergency

Consulting Producer for CBS Television 2011-present

- Strategy and pitch meetings with CBS, Carol Mendelsohn Productions, Barry Josephson Entertainment, and TNT programming, Universal Studios, Warner Brothers Studios, June 2011
- Co-developed TNT television pilot, *Scent of the Missing*, Summer 2011
- On-set production assistance during shooting of TNT pilot, *Scent of the Missing*, Dec. 10-17, 2012
- ADR / sound effects consultant, *Scent of the Missing* (phone/Skype), Jan-Feb 2012
- Consultant as-needed: *CSI, Dogs in the City* (2011-2012)

#### V. PROFESSIONAL INTERACTION

1. M I N Interacts professionally and courteously with students, teaching faculty and staff, including advising and assisting associate faculty when required or appropriate.
2. M I N Recognizes, respects and encourages ideas of others.

COMMENTS: [REDACTED] interacts professionally and courteously at all times.

#### VI. POLICIES, PROCEDURES AND TIME LINES

1. M I N Performs duties and responsibilities in accordance with established policies and procedures.
2. M I N Meets time lines for assigned work.
3. M I N Provides timely notice for substitutes and class/schedule changes.

COMMENTS: Policies, procedures, and time lines are always met.

#### VII. OPTIONAL ACTIVITIES PERFORMED

- K9 Handler and Media Liaison, Waypoint Search and Rescue US
- Developer and Executive Director, Possibility Dogs, Inc., a 501c3 providing service dogs for the disabled
- Guest speaker: Junior League of Dallas, Masonic Lodge Garland (Fall 2011, Spring 2012)

#### VIII. ACADEMIC CHAIR ACTIVITIES

*To be completed only for faculty members with Academic Chair responsibilities.*

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. M I N Performs Academic Chair duties and responsibilities in accordance with established policies and procedures.
2. M I N Meets time lines for assigned Academic Chair work.
3. M I N Ensures associate faculty meet criteria required for accreditation.
4. M I N Follows hiring procedures and completes related documentation on a timely basis.
5. M I N Conducts classroom visits and evaluates each associate faculty member at least one time per year.
6. M I N Ensures teaching excellence among associate faculty.

COMMENTS:



**IX. DEAN'S ASSESSMENT OF STUDENT EVALUATIONS IN THIS EVALUATION PERIOD**

Professor [REDACTED] student evaluations show that students "strongly agree or agree" with all of the instrument's statements. Students in her on-line course especially appreciate her engagement in the on-line environment. Student comments include, "love how she enforces her rules and keeps the class in line, but still remains super nice and genuinely wants you to do well." "She 's a wonderful teacher and I love hearing all her stories."

"She was really inspiring because she's been in the business for a long time and her credibility is legit. She has been the best professor I've had thus far. She really helped me get better in this field of study. She also helped me reach my goal of getting into PACE University in New York."

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**OVERALL EVALUATION:** Indicate below the overall appraisal rating which best describes a summary of the above ratings and comments.

MEETS STANDARDS OF EXCELLENCE  
 IMPROVEMENT NEEDED

Comments:

RECOMMENDATION TO THE COUNCIL ON EXCELLENCE

To be completed by the Division Dean when the faculty member has become eligible for award of a multi-year contract).

I \_\_\_\_\_ do \_\_\_\_\_ do not recommend this faculty member for a multi-year contract.

JUSTIFICATIONS/COMMENTS:

**Division Dean's Statement:**

I have reviewed and discussed this performance appraisal with the faculty member.

Division Dean's Signature




Date:

8/8/2012

My Division Dean has reviewed and discussed this performance appraisal with me. Please use the back of this form or an attachment if more room for comments is needed.

Comments:

Faculty Member's Signature:  Date: 8/8/2012

**Goal Review (Conduct annually.)**

The faculty member and division dean should review a copy of the goals set during last year's Faculty Performance Appraisal and, together, evaluate the degree to which this faculty member accomplished the goals. Indicate, in the boxes shown, which goals were accomplished, which were partially accomplished, and which were not accomplished. Provide explanations for goals that were partially accomplished or not accomplished

Goals for Year 2011-2012	Goal Completion	Explanation
Create Collin proprietary media writing handbook for student use in COMM 2339, 2332, and 2300, sellable in book store or downloadable (free) online	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	Includes formats for: Single announcer spots Dialogue spots SFX spots PSAs – single announcer PSAs – dialogue News stories – topline News stories – feature Film proposal Agent pitch Available as download to support “green” initiative below
Develop practice news event for broadcast journalism students using local agencies and/or Collin emergency response classes	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	COMM 2332 event Oak Point, Plano, with MARK-9 Search and Rescue, June 2011
Adapt Nathaniel Hawthorne short story for audio book production for nonprofit LibriVox	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	Ready to produce; LibriVox now advises they are seeking only book-length recordings, so may produce forward for another educational resource

Name: \_\_\_\_\_ Date: \_\_\_\_\_

<p>Develop a "green plan" for material cross-use across COMM 2331, 2332, and 2339</p>	<p><input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished</p>	<p>Exceptional student copy written in COMM 2332 / 2339 becomes performance copy (and produced) in COMM 2331 same semester and for training use in later semesters. Students are given acrylic sleeve to insert copy, marking for performance on the sleeve in transparency marker, then returning original copy afterward, for later use in future semesters</p>
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**IX. ANNUAL GOALS/OBJECTIVES AND EVALUATION FORM**

**Goal Setting** (Conduct annually.)

Together, the faculty member and division dean should agree on a set of goals for the faculty member for the next fiscal year. After completion, the division dean should give the faculty member a copy of this sheet. The division dean should also retain a copy, and use it as a part of the next year's Faculty Performance Appraisal.

**Goal Review** (Conduct annually.)


The faculty member and division dean should review a copy of the goals set during last year's Faculty Performance Appraisal and, together, evaluate the degree to which this faculty member accomplished the goals. Indicate, in the boxes shown, which goals were accomplished, which were partially accomplished, and which were not accomplished. Provide explanations for goals that were partially accomplished or not accomplished

<b>Goals for Year 2012-2013</b>	<b>Goal Completion</b>	<b>Explanation</b>
<p>1) Develop inter-course production protocol for students in COMM 2331, 2332, and 2339 for students to collaborate in the writing, direction, and production experiences of original copy</p>	<p><input type="checkbox"/> Accomplished  <input type="checkbox"/> Partially Accomplished  <input type="checkbox"/> Not Accomplished</p>	
<p>2) Develop PSA development / service availability for area non-profits</p>	<p><input type="checkbox"/> Accomplished  <input type="checkbox"/> Partially Accomplished  <input type="checkbox"/> Not Accomplished</p>	
<p>3) Establish Wimba or Skype protocol for real-time discussion with writing, news, and Media Literacy students during network airing of television pilots and/or major news events that override scheduled programming.</p>	<p><input type="checkbox"/> Accomplished  <input type="checkbox"/> Partially Accomplished  <input type="checkbox"/> Not Accomplished</p>	

4) Retire / re-purpose / re-home aging equipment as directed by college; reorganize production area to improve security	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
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Division Dean's Signature *M. Fayer*

Date: *8/8/2012*

Faculty Member's Signature:  


Date: *8/8/2012*



## FACULTY PERFORMANCE APPRAISAL 2012-2013

Faculty Members: [REDACTED] Date: August 2013

Annual Appraisal     Probationary Appraisal     Multi-year Contract Appraisal     Other

Period Covered: 2012-2013

Dean: Gary Hodge

Division: Social and Behavioral Sciences, SCC

### INSTRUCTIONS

The primary purpose of the assessment process at Collin is to maintain high quality educational programs. The process focuses on the professional growth and development of each faculty member as an individual in relation to the position description, standards of excellence, divisional and institutional goals and priorities. The performance appraisal process is also used as a component in determining contractual status, including renewal, non-renewal, the awarding of multi-year contracts and termination.

The performance appraisal process is conducted in an atmosphere of open and honest communication between the employee and the supervisor. Each employee is responsible for providing the supervisor with evidence of professional accomplishments during the year that support the mission and goals of the division and the institution. Likewise, the supervisor is responsible for reviewing the employee's professional accomplishments to determine the degree to which the employee met the established objectives for the year. Conducted in an atmosphere of mutual trust and respect, the performance appraisal process provides a growth experience for all college faculty and staff. See Section 9 of the *Faculty and Staff Handbook*.

Criteria for excellence in the performance of faculty "Duties and Responsibilities" are listed by category on the following pages. Using the definitions and examples for these ratings, circle the appropriate rating that matches the individual's performance in each category.

- M Meets standards for excellence
- I Improvement needed
- N Not applicable

### Definitions and Examples:

**MEETS:** One or more of the words usually, frequently, successfully, or effectively applies. This rating is appropriate for job performance that meets and may exceed required criteria for excellence in the category.

**IMPROVEMENT NEEDED:** One or more of the terms occasionally, marginally, inadequately, sometimes, or progressing applies. This rating describes performance in which many of the job duties and standards are met, but where improvement in one or more areas is required to meet the criteria for excellence. An action plan must be in place, or be established to accompany this appraisal to clearly identify specific skills or areas in need of continued growth, development and/or improvement.

**NOT APPLICABLE:** The activity is not part of the faculty member's job or position at the college.

### PLEASE NOTE:

*In the comment area provided following each section, you must justify ratings that indicate a need for improvement.*

I. TEACHING

1. MIN Facilitates learning.
2. MIN Provides students with the fundamental body of knowledge of his/her discipline.
3. MIN Teaches students to apply that knowledge.
4. MIN Responds to the differing educational requirements of students.
5. MIN Employs current materials in classroom presentations and learning experiences.
6. MIN Uses innovative teaching and learning methods.
7. MIN Employs effective evaluation techniques.
8. MIN Meets classes as scheduled.

COMMENTS: [REDACTED] does an excellent job of creating courses that actively engage students in learning through real life simulations and group scenarios. Her courses are experiential and directly applicable to her discipline.

II. ASSISTING STUDENTS

1. MIN Understands current career and curriculum options, degree requirements and course transfer information within the discipline and provides timely and tailored advice to students.
2. MIN Helps students with education-based problems and/or directs students to appropriate college resources.
3. MIN Assists students in accessing appropriate college and community resources for non-educational problems.
4. MIN Is available to and approachable by students.

COMMENTS: [REDACTED] provides academic advising to students interested in broadcast journalism. She is available and approachable when students request assistance.

III. COLLEGE SERVICE

1. MIN Participates in divisional and departmental meetings.
2. MIN Works individually and/or collaboratively with college employees to accomplish discipline, divisional and college missions, goals and objectives, by serving on college-wide task forces, search committees, faculty senate committees, advisory groups, student groups as a faculty adviser, professionally related community activities on behalf of the college, etc.

COMMENTS: [REDACTED] is active in service to her department and the college. She served as Discipline Lead and she was active in COMM. 2300 and 2339 CIP assessments. [REDACTED] is a member of the QEP Task Force and the Health and Safety Fair Committee.

[REDACTED] is very active in community service through her canine search and rescue efforts.



IV. PROFESSIONAL DEVELOPMENT

1. MIN Remains current and competent in the appropriate academic discipline.
2. MIN Participates in an on-going program of professional self-development.
3. MIN Contributes to and participates in college staff development programs, such as annual associate faculty meetings, all-staff activities and workshops, teleconferences, staff development classes, etc.

COMMENTS: [REDACTED] is very active in professional development. She is a member of the Broadcast Education Association, the International Critical Incident Stress Foundation, the Association of Traumatic Stress Specialists, the National Association of Broadcasters, and the National Communication Association. [REDACTED] presented the keynote address at the Community College Humanities Association Regional Conference and she presented at the Association of Professional Dog Trainers Annual Conference. Additionally, she had her book *The Possibility Dogs* published to critical acclaim.

Ceilidh appeared on a number of radio and television programs this past year.

V. PROFESSIONAL INTERACTION

1. MIN Interacts professionally and courteously with students, teaching faculty and staff, including advising and assisting associate faculty when required or appropriate.
2. MIN Recognizes, respects and encourages ideas of others.

COMMENTS: [REDACTED] conducts herself in a professional and courteous manner.

VI. POLICIES, PROCEDURES AND TIME LINES

1. MIN Performs duties and responsibilities in accordance with established policies and procedures.
2. MIN Meets time lines for assigned work.
3. MIN Provides timely notice for substitutes and class/schedule changes.

COMMENTS: [REDACTED] adheres to all college policies and procedures.

VII. OPTIONAL ACTIVITIES PERFORMED:

VIII. ACADEMIC CHAIR ACTIVITIES

*To be completed only for faculty members with Academic Chair responsibilities.*

1. MIN Performs Academic Chair duties and responsibilities in accordance with established policies and procedures.
2. MIN Meets time lines for assigned Academic Chair work.
3. MIN Ensures associate faculty meet criteria required for accreditation.
4. MIN Follows hiring procedures and completes related documentation on a timely basis.
5. MIN Conducts classroom visits and evaluates each associate faculty member at least one time per year.

IX. DEAN'S ASSESSMENT OF STUDENT EVALUATIONS IN THIS EVALUATION PERIOD

[REDACTED] student evaluations were positive in tone. Her students commented on her enthusiasm, professionalism and preparation, and her genuine interest in them. Examples of student comments are as follows:

"She fosters creativity and gives great insight and knowledge into her field."

"She was extremely enthusiastic about the subject matter every single class."

"Very enthusiastic about her job and teaching us. Loves the subject."

"She is always enthusiastic and clear when teaching. Provides good information and helps us succeed in the class."

"She was always prepared and made the content clear."

"Very open to questions and explains everything in an easy to understand way."

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**OVERALL EVALUATION:** Indicate below the overall appraisal rating which best describes a summary of the above ratings and comments.

- MEETS STANDARDS OF EXCELLENCE  
 IMPROVEMENT NEEDED

Comments: Ceilidh is a valued member of the faculty and she carries out her responsibilities in a professional and dedicated manner.

**RECOMMENDATION TO THE COUNCIL ON EXCELLENCE**

To be completed by the Division Dean when the faculty member has become eligible for award of a multi-year contract).

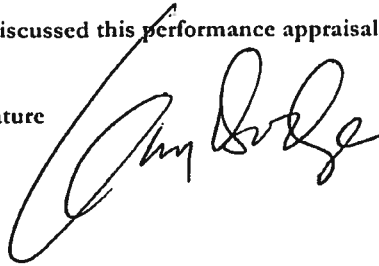
I \_\_\_\_\_ do \_\_\_\_\_ do not recommend this faculty member for a multi-year contract.

**JUSTIFICATIONS/COMMENTS:**

**Division Dean's Statement:**

I have reviewed and discussed this performance appraisal with the faculty member.

Division Dean's Signature



Date:

8/12/2013


Name: \_\_\_\_\_ Date: \_\_\_\_\_

My Division Dean has reviewed and discussed this performance appraisal with me. Please use the back of this form or an attachment if more room for comments is needed.

Comments:

*Thank you so much!*

Faculty Member's Signature:

  
*[Handwritten signature]*

Date:

*8/12/2013*

IX. ANNUAL GOALS/OBJECTIVES AND EVALUATION FORM
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**Goal Setting** (Conduct annually.)

Together, the faculty member and division dean should agree on a set of goals for the faculty member for the next fiscal year. After completion, the division dean should give the faculty member a copy of this sheet. The division dean should also retain a copy, and use it as a part of the next year's Faculty Performance Appraisal.

**Goals for Year 2013-2014**

1. **Develop web-based platform for broadcast student reviews (theatre, film, books, music)**
2. **Create cohesive advertising campaign for COMM courses in partnership with student focus groups**
3. **Develop weather warnings presentation table for Health and Safety Fair in partnership with COMM students**
4. **Develop performance workshop for Collin writers interested in reading/performing/recording their own work for live or audiobook performance.**

**Goal Review** (Conduct annually.)

The faculty member and division dean should review a copy of the goals set during last year's Faculty Performance Appraisal and, together, evaluate the degree to which this faculty member accomplished the goals. Indicate, in the boxes shown, which goals were accomplished, which were partially accomplished, and which were not accomplished. Provide explanations for goals that were partially accomplished or not accomplished

Goals for Year 2012-2013	Goal Completion	Explanation
--------------------------	-----------------	-------------

Develop inter-course production protocol for COMM 2331, 2332, and 2339 where students can collaborate in writing, direction, and production experiences of original copy.	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	Piloted and executed in Fall 2012 and Spring 2013.
Develop PSA/service availability for area non-profits	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	Piloted Fall 2012 and Spring 2013, with further development across COMM courses academic year 2013-2014
Establish Wimba or Skype protocol for real-time discussion with writing, news, and Media Literacy students during network airing of	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	Wimba and Skype beta-tested; better success with conference call equipment plus join.me (free desktop share/viewing platform). Very good success

television pilots and/or major news events that override scheduled programming.		using Twitter to follow producer commentary via #hashtag during episode airings and developing news (ex. Anderson Cooper coverage during Boston Marathon recovery/investigation)
Retire/re-purpose/re-home aging equipment and set pieces as directed by college; reorganize production area to better ensure security	xAccomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	Ongoing 2013-2014. Equipment and set pieces retired or in process of retirement; new set pieces in acquisition.

Division Dean's Signature



Date:

8/12/2013

Faculty Member's Signature



Date:

8/12/2013

  
**Professional Development****Presentation/ Performance / Publication / Broadcast**

**Presentation:** Keynote, Community College Humanities Association Regional Conference, Dallas, November 2013

**Presentation:** Scent Theory, Critical Incident Stress and Compassion Fatigue in Animal-Assisted Crisis Response, Association of Professional Dog Trainers Annual Conference, October 2013

**Presentation:** Compassion Fatigue and Communication Failure in the Crisis Environment, Hope Animal-Assisted Crisis Response Annual Conference, June 2013

**Publication:** *The Possibility Dogs*, Houghton Mifflin Harcourt, published June 2013

**Performance:** Audiobook recording/narration: *The Possibility Dogs*, Blackstone Audio, April 25-27

**Media:**

National television/radio:

ABC Digital/*Good Morning America*, with Bob Woodruff. June 4 & 10, 2013

*Fox & Friends*, with Gretchen Carlson, June 5, 2013

6/18, 10:46am - 11:00am CENTRAL, Lifestyle Talk Radio (National Syndicated)

Regional television/radio:

CBS-NYC, *Live from the Couch*, with John Elliot, June 6, 2013

KERA-FM (NPR/PRI), North Texas, *Think*, with Krys Boyd, June 19, 2013

Local television/radio:

KTXD, *The Texas Daily* with Jeff Brady, June 19, 2013

Radio junkets:

6/13, 6:40am - 6:50amam CENTRAL, WOCM-FM Ocean City MD

6/13, 6:50am - 7:00 am CENTRAL, WBEX-AM Chillicothe-Columbus OH

6/13, 7:30am - 7:40am CENTRAL, KCMN-AM/Colorado Springs CO

6/13, 8:20am - 8:30am CENTRAL, KTOE-AM Minneapolis MN

6/13, 8:30am - 8:45am CENTRAL, WSYR-AM Syracuse NY

6/13, 8:50am - 9:00am CENTRAL, WLW-AM Cincinnati Ohio

6/13, 9:05am - 9:30am CENTRAL, WOCA-AM Ocala FL

6/13, 10:30am - 10:40am CENTRAL, KWKM-FM Flagstaff AZ  
6/14, 6:30am - 6:50am CENTRAL, WPTF-AM Raleigh-Durham NC  
6/14, 7:10am - 7:20am CENTRAL, WICH-AM New London/Norwich CT  
6/14, 8:30am - 8:50am CENTRAL, WISR-AM/Pittsburgh PA  
6/14, 9:20am-10:40am CENTRAL, KSKK-FM Minneapolis MN  
6/14, 10:00am - 10:30am CENTRAL, WGTD-FM (NPR) Milwaukee WI  
6/14, 10:30am - 10:45am CENTRAL, WNEW-AM/Washington DC  
6/14, 11:00am - 11:10am CENTRAL, WDLM-FM Davenport IA  
6/18, 7:30am - 7:45am CENTRAL, WREL-AM/Lexington VA  
6/18, 8:35am - 9:00am CENTRAL, WRVC-AM Huntington W.VA  
  
6/23, 7:30am EASTERN - 6:30am CENTRAL, WIP-AM&FM Philadelphia PA

### **Conferences/Workshops/Internships/Consultation-Internship**

UNT Mayborn Graduate School of Journalism Annual Conference, July 2012 – attendee, critic/evaluator, professional workshop leader

Audio booth / cast production consultation (for COMM 2331, COMM 2339), Blackstone Audio, Ashland, Oregon April 23-24

National Association of Broadcasters Education Foundation, online webinars:

“Building a Resume for a Career in the Media” (for COMM 2389-CO-OP)

“How to Use Social Media as a Recruitment Tool” (for Comm Studies program)

Discussion/Presentation: Feature Radio Journalism, Ira Glass (NPR), June 1, 2013, AT&T Performing Arts Center

### **Professional Organizations:**

Member: Broadcast Education Association, International Critical Incident Stress Foundation, Association of Traumatic Stress Specialists, National Association of Broadcasters, National Communication Association

### **College Service**

Health and Safety Fair Committee

Discipline Lead

Program Review Committee

COMM 2300 pilot CIP assessment



COMM 2339 CIP assessment

QEP Committee

**Community Service:**

Executive Director, Possibility Dogs, Inc., McKinney, TX – a 501c3 serving the disabled, special needs, and trauma-surviving community nationwide

Search and Rescue Specialist (K9): Waypoint SAR U.S., serving disaster and single-victim searches nationwide

Consultant: New Jersey Search and Rescue, Mahwah, NJ

Communication Support: Mark-9 Search and Rescue, Dallas

**Classroom Innovations/Teaching Strategies:**

COMM 2339 (Writing for Radio/TV/Film) and COMM 2331 (Radio/TV Announcing): A writing/audition/directing partnership. In this collaboration between two courses, COMM 2339 students write copy for COMM 2331 performance students, and in cases of excellent writing, audition and direct those students performing their own copy.

COMM 2339 (Writing for Radio/TV/Film) In order to improve their understanding of concept, strategy, and professional expectation in advertising, students take a live interactive workshop with Creative Director Devon Thomas Treadwell, Principal, Pollywog Naming and Branding, Minneapolis, then write radio spots to her specifications and receive individual critique of those spots in a second session.

COMM 2331 (Radio/TV Announcing) Because successfully managing the audition experience is critical to success in the broadcast/media performance industries, it is important that students are given the opportunity to professionally audition. This year, students narrated an excerpt from Dr. Peggy Brown's novel, *Strangler Figs*, for producer Raymond Scully of Blackstone Audio (audiobook publisher), receiving professional critique.

COMM 1307 (Intro to Mass Communication), online

Students demonstrate command of theory and history through interactive responses that tie real-time events to foundation material—news coverage of Superstorm Sandy, for example, compared to the reporting capabilities of the Johnstown Flood (1989), Hurricane Carla (1961), the F5 tornado in Wichita Falls (1979), and Hurricane Katrina (2005), or *Series on the Brink*, a discussion of 2011-2012 television series attempting to survive a second season through major revision of artistic direction, plotlines, and characters (ex. *Smash*). In addition to teacher-led discussions, I developed a unique Coffee House posting forum where students are encouraged to engage in their own dialogue on current issues in media. Major course assignments are project-driven, offering students a wide menu of project options to complete the

course—including a create-your-own project (often brainstormed in the Coffee House)—that focus on industries that most interest them.

Many of these options are metacommunicational, enriching foundation material. Students may write a hypothetical public relations campaign for an “unsung hero” of the communication industry like Alice Guy (Blaché), the first female movie director or film camera inventor Augustine Le Prince, who disappeared off a Paris-bound train on his way to secure a patent in 1890. Students can also draft film proposals, write a 20-entry journal as though they were actors called before House Un-American Activities Committee, or analyze public willingness to believe “reality” television with little relationship to the truth.

Spring students have the option to view Academy Award nominated films (some online students elect to meet to do this) and cast their own ballots for various awards, then discuss the cultural, political, and temporal implications of awards as a reflection of the entertainment industry in real-time. This discussion includes historic moments—Martin Scorsese protecting House Un-American Activities Committee testifier Elia Kazan at the 1999 Oscars, Sacheen Littlefeather refusing to accept Marlon Brando’s Best Actor award for *The Godfather* in 1973, and Hattie McDaniel’s walk from the segregated table at the back of the ceremony to accept the 1940 Best Supporting Actress award. Discussions like these not only create a deeper lens to examine current awards events, but tie such ceremonies to our social, political, and cultural history in meaningful ways.

#### COMM 2332

Students in the Fall section of Radio and Television News had an option to create a focus assignment of their own choosing. As this was the semester in which Superstorm Sandy devastated portions of the East Coast, students elected to compare broadcast news coverage of Hurricane Katrina with coverage of Superstorm Sandy, hoping to determine what was learned about disaster reporting post-Katrina and if there were more effective methods used for updating audiences on storm movement, intensity, and levels of approaching peril. Students were interested enough in this that they proposed putting together a Storm Warning table at the Collin College Health and Safety Fair, a table they would staff and that would provide video, Powerpoint, and handout explanations of storm intensities, weather buzzwords, and why, for example, people who lived nowhere near water should still heed Flash Flood warnings. Given a briefing of current news stories in the early morning, students also wrote real-time news and then compared their prepared newscasts with local station newscasts to better analyze why and how stories are chosen, prioritized, and ultimately pulled from newscasts on any given day.

#### SPCH 1311

Since this course involves family, friend, colleague and stranger interactions that students must manage daily, I believe students learn best through trial-and-error with concepts taught. I teach this class using mini-lectures of no more than 20 minutes, followed by student created and directed scenarios that demonstrate concepts that are most difficult to do well—listening to help, for example, or being provisional (in our terminology, being willing to accept new information that revises our perceptions) while giving criticism. Students draft, direct, and deliver these scenes, often comparing weaker communication techniques with more effective ones. Some student groups elect to follow the same family or group of colleagues or friends across the entire semester, so that we are familiar with the characters and

can focus on the theory-in-play in any given episode. Exceptional scenarios are video-recorded for future class sections; thus, students have the ability to be a part of the teaching of the course, communicate forward to fellow-students, and develop companion print study materials to accompany their scenes. They help determine, from their perspective, what skills are most difficult to develop and—in some cases—what techniques prescribed from the perspective of a textbook writer, cannot be successfully applied in their communication cultures. With such criticism in hand, they draft alternative communication strategies that they believe would achieve the same result in a more approachable way. This work necessarily involves a great deal of group collaboration and public presentation, merging those units seamlessly with our interpersonal content from the earliest days of the course.

## EVALUATION FORM FOR CLASSROOM VISIT

Class/section: COMM 2332

COPY

Date of Visit: February 10, 2011

Faculty Name: [REDACTED]

Evaluator: Evaluate the instructor based on the four criteria listed below by describing your observations of their classroom presentation/activities conducted during your visit.

- Criterion 1. Preparation: the instructor provided examples to reinforce concepts, provided clear answers to students' questions, expanded upon the textbook;
- Criterion 2. Content: the instructor used appropriate materials, previewed upcoming course material, presented in a logical sequence;
- Criterion 3. Methodology: the instructor respected the students, presented enthusiastically, used variety of presentation methods, and moved from podium;
- Criterion 4. Student Involvement: the instructor solicited questions, comments and examples, provided opportunities for group or individual discussion on the material, and students participated in experiential activities.

1. The instructor was prepared for class.

Professor [REDACTED] began the course by stressing the changes that have occurred due to the weather cancellations. She reminded students where they could find the updated information. Professor [REDACTED] provided lucid answers and excellent examples to student questions.

2. The content of the class session was appropriate for achieving instructional goals.

News Analysis. News is narrative. Professor [REDACTED] provided a handout to the students at the onset and then she went into a detailed explanation of the handout. (News Analysis Handout) She used the whiteboard to show students the arc that narrative or news development takes. PQRST

Shot Composition and Editing

Hard and Soft News: Hard News has an element/potential for peril, catastrophic events are also hard news. After the fact analysis is soft news.

3. The instructor effectively presented the material.

The classroom is filled with respect, and students are very engaged in the lecture. Professor [REDACTED] is able to take the concept she is teaching and connect it to other areas students may be familiar with (literature, creative writing) before she introduces the content of the course. As a result, students clearly understand the lecture material.

Professor [REDACTED] provided several excellent examples of what "good" shot composition is comprised of during the news. She showed examples of the use of file footage and B shots to enhance a "boring" story.

4. The students were appropriately involved in the learning process.


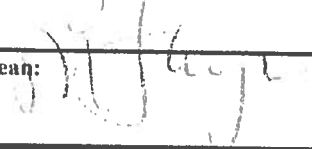
Students are very engaged in the class, as the class is like a lab. Students were asked to analyze a news story from last January, using the matrix. Students identified "Teasers", looked at the time used for the lead story, and whether it is a hard or soft story. Students identified components: proximity, amount of effect, timeliness, conflict. Visuals are used to enhance the story (students are asked to pay attention to every picture of the newscast).

Evaluator's comments/recommendations: (Please use reverse side if additional space is needed.)

Professor [REDACTED] class period was extremely interesting and dynamic. Students are actively involved in the course.

SIGNATURES

CWID:

Instructor Signature:		Date
Evaluator:		5/18/2011
Academic Dean:		Date
		2/10/2011

## EVALUATION FORM FOR CLASSROOM VISIT

Class/section: COMM 2332 S01

Date of Visit: October 6, 2011

Faculty Name: **Cecilia Charleson-Jennings**

Evaluator: Evaluate the instructor based on the four criteria listed below by describing your observations of their classroom presentation/activities conducted during your visit.

- Criterion 1. Preparation: the instructor provided examples to reinforce concepts, provided clear answers to students' questions, expanded upon the textbook;
- Criterion 2. Content: the instructor used appropriate materials, previewed upcoming course material, presented in a logical sequence;
- Criterion 3. Methodology: the instructor respected the students, presented enthusiastically, used variety of presentation methods, and moved from podium;
- Criterion 4. Student Involvement: the instructor solicited questions, comments and examples, provided opportunities for group or individual discussion on the material, and students participated in experiential activities.

**1. The instructor was prepared for class.**

Professor **[REDACTED]** is prepared. She provides clear examples to reinforce concepts, and wonderful answers to student questions.

**2. The content of the class session was appropriate for achieving instructional goals.**

**Ethics and Broadcast:** Prof. **[REDACTED]** discussed the history and meaning of libel and slander. She discussed how easy it is to prove libel today. Defamation was also discussed. Opinion on character is allowed; defamation of character is making judgments about ones' actions. Defamation must be proven. Reckless disregard (sloppy journalism falls here). Libel per se (damaging words) Libel pro que (innuendo-context of words) Policy Guidelines designed to govern a reporter in the field. 1 You can't use your position to earn personal gain, 2) you must produce credentials and cleared by the officer to report at the scene, 3) you are authorized to interview anyone that grants you access to an interview, but you can't impede the progress of an investigation, 4) you are not to accept preferential treatment, 5) you will not release the name of a person murdered or killed until law enforcement says the is confirmation and there has been a significant attempt to notify next of kin, (she gave a list of what information you can report), 6) You can release accident reports, arrest reports, 7) What you can't relea

**3. The instructor effectively presented the material.**

Professor **[REDACTED]** presents the information in the studio classroom. She answers questions as they arise. Students are relaxed and comfortable, so feel free to ask questions immediately as they arise. There is no smart podium in the classroom, as the classroom functions as a studio.

**4. The students were appropriately involved in the learning process.**

Students are very involved in the class. Students take notes, ask questions, provide examples, answer questions throughout the beginning of the class. Students participate in experiential activities that put the lecture material into practice. (Beat Reporter 90 second story).

**Evaluator's comments/recommendations:** (Please use reverse side if additional space is needed)  
**Interesting and informative class!**

**Instructor's comments/response:** (Please use reverse side if additional space is needed.)

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SIGNATURES

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CWID:



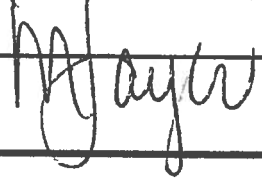


Date  
10/12/2011

Evaluator:

Date

Academic Dean:



Date  
10/12/11



**COPY**

**EVALUATION FORM FOR CLASSROOM VISIT**

Class:

Date of Visit:

Faculty Name: Celidh Charleson-Jennings

COMM.2300.S01

10/24/2013

Evaluator: Evaluate the instructor based on the four criteria listed below by describing your observations of their classroom presentation/activities conducted during your visit.

- Criterion 1. Preparation: the instructor provided examples to reinforce concepts, provided clear answers to students' questions, expanded upon the textbook;
- Criterion 2. Content: the instructor used appropriate materials, previewed upcoming course material, presented in a logical sequence;
- Criterion 3. Methodology: the instructor respected the students, presented enthusiastically, used variety of presentation methods, and moved from podium;
- Criterion 4. Student Involvement: the instructor solicited questions, comments and examples, provided opportunities for group or individual discussion on the material, and students participated in experiential activities.

**1. The instructor was prepared for class.**

[Redacted] was prepared and very organized for a discussion of "Fact v. Fiction in Narrative Nonfiction." Very good depth of knowledge of course material was demonstrated. Good use of examples to reinforce course concepts and expand the knowledge base of the students. Clear answers were provided for all student questions.

**2. The content of the class session was appropriate for achieving instructional goals.**

Celidh briefly reviewed previous course material at the start of class. The class discussion proceeded in a clear and logical manner. Good job of establishing a solid academic foundation for students. Students were actively engaged in the class discussion.

**3. The instructor effectively presented the material.**

[Redacted] moved around the front of the room and presented material with enthusiasm. Excellent job of prompting students to think critically about the material without "giving" them the answers. Very good job of explaining and describing important concepts.

**4. The students were appropriately involved in the learning process.**

[Redacted] visited informally with students before the class period. Students were very comfortable participating in the class discussion. Student comments and ideas were treated with respect. Students remained attentive throughout the class.

Evaluator's comments/recommendations: (Please use reverse side if additional space is needed.)

Your knowledge and experience are terrific assets for our students.

Instructor's comments/response: (Please use reverse side if additional space is needed.)

*Thank you so much for visiting and for your feedback here. This is a great group of students I'm lucky to work with.*

SIGNATURES

[Redacted Signature]

CWID: 110-72-6740

10/25/2013

Instructor Signature:

Date

[Redacted Signature]

Evaluator:

Date

10/25/2013

Academic Dean:

Date





FACULTY SELF-EVALUATION AND APPLICATION  
FOR MULTI-YEAR CONTRACT FORM

Name: [REDACTED]

Division: *Math and Natural Sciences*

**Candidate for a 3-year contract**  
Beginning in August 2013 and ending May 2016

**Authorization:** I authorize the Council on Excellence to obtain the Student Survey of Instruction forms, class visit forms and the dean's annual faculty performance appraisals and multi-year contract recommendation, and the Board Report form, to be used in confidence by the Council, for the purpose of determining its recommendation for a multi-year contract.

Upon completion of this process, the annual faculty performance appraisal form(s) will be returned to my personnel file and all other records considered in the multi-year contract process will be archived by Human Resources, in compliance with the district's records retention plan.

[REDACTED SIGNATURE]

\_\_\_\_\_  
**Faculty Member's Signature**

Sep 19, 2012

\_\_\_\_\_  
**Date**

Note:

No Board Rpt.. resigned effective 08-JAN-2013

## FACULTY SELF-EVALUATION AND APPLICATION

### I. TEACHING

A.

Semester/Year	Courses Taught	Number of Sections
Fall 2010	Physical Geology (Geol-1403)	2 lecture and 1 online section
	Earth Science (Geol-1401)	1 lecture and 2 lab sections
Spring 2011	Earth Science (Geol-1401)	1 lecture and 1 lab section
	Physical Geology (Geol-1403)	1 lecture and 1 online section
	Oceanography (Geol-1445)	1 lecture and 1 lab section
Summer I, 2011	Earth Science (Geol-1401)	1 lecture and 1 lab section
Fall 2011	Earth Science (Geol-1401)	1 lecture and 1 lab section
	Physical Geology (Geol-1403)	1 lecture and 1 online section
	Oceanography (Geol-1445)	1 lecture and 1 lab section
Spring 2012	Earth Science (Geol-1401)	1 lecture and 1 lab section
	Physical Geology (Geol-1403)	2 lecture and 1 online section
	Oceanography (Geol-1445)	1 lecture and 1 lab section
Summer II, 2012	Earth Science (Geol-1401)	1 lecture and 1 lab section

B.

Current Semester	Courses Taught	Number of Sections
Fall 2012	Earth Science (Geol-1401)	1 lecture and 1 lab section
	Physical Geology (Geol-1403)	1 lecture and 1 online section
	Oceanography (Geol-1445)	1 lecture and 1 lab section

C. List projects or innovations related to teaching you have created, developed and implemented including any courses or programs developed.

1. Integrated GeolMapApp technology (National Science Foundation & Trustees of Columbia University) into Oceanography Lab (Geol-1445 Lab), Summer 2012.
2. Prepared a textbook-supplement on computer simulations of geological processes, Fall 2010.
3. Integrated Dionisos program (stratigraphic modeling, IFP software) into teaching and research, Summer-Fall, 2010.
4. Developed online course Geol-1403, Summer-Fall 2010.

## II. STUDENTS

### A. Describe your advising activities.

Faculty Member of the CASMNS (Advanced studies in math and natural sciences) at Collin College.

### B. List any student-related activities demonstrating support of students outside of the classroom in which you have been involved. Examples include participation in student organizations, student-related events, or attending student performances / receptions.

Served as session chair at the Undergraduate Research Conference, Collin College, Spring 2012.

## III. PROFESSIONAL DEVELOPMENT AND ACTIVITIES

### A. List professional activities

#### 1. Conferences/Workshops attended/conducted

1. Attended Texas Community College Technology Forum at Collin College, Fall 2011.
2. Attended GCAGS conference (Gulf Coast Association of Geological Societies) in San Antonio, Fall 2010.

#### 2. Professional presentations, papers presented/published/submitted for publication

1. Authored a paper accepted for publication in the journal Stratigraphy (Micropress publication), Summer 2012.
2. Authored a paper accepted for publication in the journal Basin Research (Wiley-Blackwell publication), Spring 2012.

3. Co-authored two papers accepted for publication in the journals *Palaeo3* (Elsevier publication) and *Basin Research*, published both in Spring 2011.

3. Involvement in professional organizations

Active member: (i) American Association of Petroleum Geologists  
(ii) American Geophysical Union

4. Coursework recently completed or in progress

Attended training in CO<sub>2</sub>-sequestration (carbon capture and geological storage), Reservoir Characterization, Modeling and Monitoring. AAPG (American Association of Petroleum Geologists) online course, Fall 2012.

5. List any other ways in which you remain current in your discipline not reflected in the categories above.

1. Participated in Mathematica (Math teaching software) workshop, Fall 2011.
2. Awarded and completed a study grant, topic: Geology of the Rio Grande Rift, Fall 2011.

#### IV. COLLEGE SERVICE

**A. List college-related activities in which you have participated. Exclude activities expected of all faculty members such as attending All College Day, graduation or division meetings.**

1. College-Wide:

1. Served as committee member, hiring committee for Guitar Faculty, Summer 2012.

2. Served as committee member, hiring committee for Music Appreciation Faculty, Spring 2012.
3. Served as a reviewer of study grant applications for the February 2012 applications, Spring 2012.
4. Participated in the photo exhibition "Multiple Images of a Complex Nature" at Collin College as the author of the geological statement, Fall 2011.

2. Division/Department:

1. Participated in the Geology Department project on developing a new standardized lab test for the course Geol-1401, Fall 2011-Spring 2012.
2. Participated in the Geology Department project on developing a new lab manual for the course Geol-1401, Fall 2010-Spring 2011.

3. Any other contributions to the college community:

**B. List professionally related community activities in which you have participated.**

Served as judge at school science fairs, at Bowman Middle School, Plano in Fall 2010.

**V. OTHER**

**List other professional contributions or job-related items of importance not addressed in previous categories.**

FACULTY PERFORMANCE APPRAISAL  
2010-2011

Faculty Member: [REDACTED]

Date: 5-11-2011  
7-12-11

[X ] Annual Appraisal

Period Covered: 2010-2011

Dean: Neal

Division: SCCMNS

INSTRUCTIONS

The primary purpose of the assessment process at Collin is to maintain high quality educational programs. The process focuses on the professional growth and development of each faculty member as an individual in relation to the position description, standards of excellence, divisional and institutional goals and priorities. The performance appraisal process is also used as a component in determining contractual status, including renewal, non-renewal, the awarding of multi-year contracts and termination.

The performance appraisal process is conducted in an atmosphere of open and honest communication between the employee and the supervisor. Each employee is responsible for providing the supervisor with evidence of professional accomplishments during the year that support the mission and goals of the division and the institution. Likewise, the supervisor is responsible for reviewing the employee's professional accomplishments to determine the degree to which the employee met the established objectives for the year. Conducted in an atmosphere of mutual trust and respect, the performance appraisal process provides a growth experience for all college faculty and staff. See Section 9 of the *Faculty and Staff Handbook*.

Criteria for excellence in the performance of faculty "Duties and Responsibilities" are listed by category on the following pages. Using the definitions and examples for these ratings, circle the appropriate rating that matches the individual's performance in each category.

- M Meets standards for excellence
- I Improvement needed
- N Not applicable

Definitions and Examples:

**MEETS:** One or more of the words usually, frequently, successfully, or effectively applies. This rating is appropriate for job performance that meets and may exceed required criteria for excellence in the category.

**IMPROVEMENT NEEDED:** One or more of the terms occasionally, marginally, inadequately, sometimes, or progressing applies. This rating describes performance in which many of the job duties and standards are met, but where improvement in one or more areas is required to meet the criteria for excellence. An action plan must be in place, or be established to accompany this appraisal to clearly identify specific skills or areas in need of continued growth, development and/or improvement.

**NOT APPLICABLE:** The activity is not part of the faculty member's job or position at the college.

**PLEASE NOTE:**

*In the comment area provided following each section, you must justify ratings that indicate a need for improvement.*

**I. TEACHING**

1. **M I N** Facilitates learning.
2. **M I N** Provides students with the fundamental body of knowledge of his/her discipline.
3. **M I N** Teaches students to apply that knowledge.
4. **M I N** Responds to the differing educational requirements of students.
5. **M I N** Employs current materials in classroom presentations and learning experiences.
6. **M I N** Uses innovative teaching and learning methods.
7. **M I N** Employs effective evaluation techniques.
8. **M I N** Meets classes as scheduled.

**COMMENTS:**

He presents current material and uses up-to-date resources, but he has trouble keeping in mind that his writing and overall presentation need to be clear.

**II. ASSISTING STUDENTS**

1. **M I N** Understands current career and curriculum options, degree requirements and course transfer information within the discipline and provides timely and tailored advice to students.
2. **M I N** Helps students with education-based problems and/or directs students to appropriate college resources.
3. **M I N** Assists students in accessing appropriate college and community resources for non-educational problems.
4. **M I N** Is available to and approachable by students.

**COMMENTS:**

Some students describe him as very helpful, while others feel intimidated by him.

### III. COLLEGE SERVICE

1. **MIN** Participates in divisional and departmental meetings.
2. **MIN** Works individually and/or collaboratively with college employees to accomplish discipline, divisional and college missions, goals and objectives, by serving on college-wide task forces, search committees, faculty senate committees, advisory groups, student groups as a faculty adviser, professionally related community activities on behalf of the college, etc.

#### COMMENTS:

He is active within his department and participates in science fair judging.

### IV. PROFESSIONAL DEVELOPMENT

1. **MIN** Remains current and competent in the appropriate academic discipline.
2. **MIN** Participates in an on-going program of professional self-development.
3. **MIN** Contributes to and participates in college staff development programs, such as annual associate faculty meetings, all-staff activities and workshops, teleconferences, staff development classes, etc.

#### COMMENTS:

He is an active researcher who publishes and has been awarded a study grant.

### V. PROFESSIONAL INTERACTION

1. **MIN** Interacts professionally and courteously with students, teaching faculty and staff, including advising and assisting associate faculty when required or appropriate.
2. **MIN** Recognizes, respects and encourages ideas of others.

#### COMMENTS:

He needs to work on his early impressions on students. Setting a positive tone would really help him.

### VI. POLICIES, PROCEDURES AND TIME LINES

1. **MIN** Performs duties and responsibilities in accordance with established policies and procedures.
2. **MIN** Meets time lines for assigned work.
3. **MIN** Provides timely notice for substitutes and class/schedule changes.

#### COMMENTS:



**VII. OPTIONAL ACTIVITIES PERFORMED**

1. Attending a scientific conference – GCAGS conference in San Antonio (report submitted at return from the conference, and attached here)
2. Serving as judge at school science fairs – at Bowman Middle school in December 2010.
3. Study grant proposal – submitted and approved (!) I am happy and thankful for the committee and those who approved.
4. Submitting a paper for publication about the Pannonian Basin. – Submitted a paper to the international journal Basin Research in November 2010. Plus I am coauthor of two other papers submitted.
5. Preparing a textbook-supplement on computer simulations of geological processes. – Done

**VIII. ACADEMIC CHAIR ACTIVITIES**

*To be completed only for faculty members with Academic Chair responsibilities.*

1. **MIN** Performs Academic Chair duties and responsibilities in accordance with established policies and procedures.
2. **MIN** Meets time lines for assigned Academic Chair work.
3. **MIN** Ensures associate faculty meet criteria required for accreditation.
4. **MIN** Follows hiring procedures and completes related documentation on a timely basis.
5. **MIN** Conducts classroom visits and evaluates each associate faculty member at least one time per year.
6. **MIN** Ensures teaching excellence among associate faculty.

**COMMENTS:**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**IX. DEAN'S ASSESSMENT OF STUDENT EVALUATIONS IN THIS EVALUATION PERIOD**

**He uses good examples and makes his expectations clear. There are many mentions that he speaks softly and that his writing is not clear. Students think he provides them with the necessary materials to learn, but some mention that they do not like his response to their questions. His first day lesson does not set a positive tone for the course.**

**In Fall, one section had an overall very positive evaluation, while another had a very negative evaluation.**

**In Spring, the evaluations are much more positive overall. He is enthusiastic and students appreciate his knowledge and ability to communicate concepts. His sense of humor is appreciated by some students, but not others.**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**OVERALL EVALUATION:** Indicate below the overall appraisal rating which best describes a summary of the above ratings and comments.

- MEETS STANDARDS OF EXCELLENCE
- IMPROVEMENT NEEDED

Comments:

**RECOMMENDATION TO THE COUNCIL ON EXCELLENCE**

To be completed by the Division Dean when the faculty member has become eligible for award of a multi-year contract).

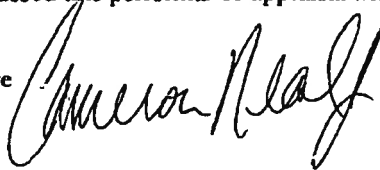
I \_\_\_\_\_ do \_\_\_\_\_ do not recommend this faculty member for a multi-year contract.

**JUSTIFICATIONS/COMMENTS:**

**Division Dean's Statement:**

I have reviewed and discussed this performance appraisal with the faculty member.

Division Dean's Signature



Date:

7-12-11

Name: \_\_\_\_\_ Date: \_\_\_\_\_

My Division Dean has reviewed and discussed this performance appraisal with me. Please use the back of this form or an attachment if more room for comments is needed.

Comments:

Thank you for your support

Faculty Member's Signature: \_\_\_\_\_

Date:

July 12, 2011

IX. ANNUAL GOALS/OBJECTIVES AND EVALUATION FORM
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**Goal Setting** (Conduct annually.)

Together, the faculty member and division dean should agree on a set of goals for the faculty member for the next fiscal year. After completion, the division dean should give the faculty member a copy of this sheet. The division dean should also retain a copy, and use it as a part of the next year's Faculty Performance Appraisal.

**Goal Review** (Conduct annually.)

The faculty member and division dean should review a copy of the goals set during last year's Faculty Performance Appraisal and, together, evaluate the degree to which this faculty member accomplished the goals. Indicate, in the boxes shown, which goals were accomplished, which were partially accomplished, and which were not accomplished. Provide explanations for goals that were partially accomplished or not accomplished

Goals for Year 2010-2011	Goal Completion	Explanation
Attend a scientific conference.	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	Attended GCAGS in San Antonio
Prepare a textbook-supplement on computer simulations of geological processes.	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	Simulations were prepared and will be posted online
Serve as judge at school science fairs.	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	Judged at Bowman
Complete study grant proposal in turbidite sedimentology and submit a paper for publication about the Pannonian Basin.	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	Received study grant

Division Dean's Signature



Date:

7-12-11

Faculty Member's Signature:



Date:

7-12-11

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Goals for Year 2011-2012      Goal Completion      Explanation**

Submitting a new paper for publication	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
Participating in a group of the Geology departments of Collin to develop a new lab manual in Geol1401.	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
Serving as judge at school science fair	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
Attending a scientific conference	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
Starting preparations for developing a new course in either field geology or gcophysics	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input checked="" type="checkbox"/> Not Accomplished	

Division Dean's Signature

Date:

Faculty Member's Signature:

Date:



## FACULTY PERFORMANCE APPRAISAL

Faculty Member: [REDACTED]

Date: 6-21-12

Annual Appraisal

Period Covered: 2011-12

Dean: Neal

Division: SCCMNS

### INSTRUCTIONS

The primary purpose of the assessment process at Collin is to maintain high quality educational programs. The process focuses on the professional growth and development of each faculty member as an individual in relation to the position description, standards of excellence, divisional and institutional goals and priorities. The performance appraisal process is also used as a component in determining contractual status, including renewal, non-renewal, the awarding of multi-year contracts and termination.

The performance appraisal process is conducted in an atmosphere of open and honest communication between the employee and the supervisor. Each employee is responsible for providing the supervisor with evidence of professional accomplishments during the year that support the mission and goals of the division and the institution. Likewise, the supervisor is responsible for reviewing the employee's professional accomplishments to determine the degree to which the employee met the established objectives for the year. Conducted in an atmosphere of mutual trust and respect, the performance appraisal process provides a growth experience for all college faculty and staff. See Section 9 of the *Faculty and Staff Handbook*.

Criteria for excellence in the performance of faculty "Duties and Responsibilities" are listed by category on the following pages. Using the definitions and examples for these ratings, circle the appropriate rating that matches the individual's performance in each category.

- M Meets standards for excellence
- I Improvement needed
- N Not applicable

### Definitions and Examples:

**MEETS:** One or more of the words usually, frequently, successfully, or effectively applies. This rating is appropriate for job performance that meets and may exceed required criteria for excellence in the category.

**IMPROVEMENT NEEDED:** One or more of the terms occasionally, marginally, inadequately, sometimes, or progressing applies. This rating describes performance in which many of the job duties and standards are met, but where improvement in one or more areas is required to meet the criteria for excellence. An action plan must be in place, or be established to accompany this appraisal to clearly identify specific skills or areas in need of continued growth, development and/or improvement.

**NOT APPLICABLE:** The activity is not part of the faculty member's job or position at the college.

**PLEASE NOTE:**

*In the comment area provided following each section, you must justify ratings that indicate a need for improvement.*

**I. TEACHING**

1. **M I N** Facilitates learning.
2. **M I N** Provides students with the fundamental body of knowledge of his/her discipline.
3. **M I N** Teaches students to apply that knowledge.
4. **M I N** Responds to the differing educational requirements of students.
5. **M I N** Employs current materials in classroom presentations and learning experiences.
6. **M I N** Uses innovative teaching and learning methods.
7. **M I N** Employs effective evaluation techniques.
8. **M I N** Meets classes as scheduled.

**COMMENTS:**

He does extremely well with motivated students, but struggles with unmotivated ones.

**II. ASSISTING STUDENTS**

1. **M I N** Understands current career and curriculum options, degree requirements and course transfer information within the discipline and provides timely and tailored advice to students.
2. **M I N** Helps students with education-based problems and/or directs students to appropriate college resources.
3. **M I N** Assists students in accessing appropriate college and community resources for non-educational problems.
4. **M I N** Is available to and approachable by students.

**COMMENTS:**

He is available and helpful to students, but some are anxious about approaching him.



III. COLLEGE SERVICE

1. MIN Participates in divisional and departmental meetings.
2. MIN Works individually and/or collaboratively with college employees to accomplish discipline, divisional and college missions, goals and objectives, by serving on college-wide task forces, search committees, faculty senate committees, advisory groups, student groups as a faculty adviser, professionally related community activities on behalf of the college, etc.

COMMENTS:

He is very active in his department.

IV. PROFESSIONAL DEVELOPMENT

1. MIN Remains current and competent in the appropriate academic discipline.
2. MIN Participates in an on-going program of professional self-development.
3. MIN Contributes to and participates in college staff development programs, such as annual associate faculty meetings, all-staff activities and workshops, teleconferences, staff development classes, etc.

COMMENTS:

He is an active professional researcher.

V. PROFESSIONAL INTERACTION

1. MIN Interacts professionally and courteously with students, teaching faculty and staff, including advising and assisting associate faculty when required or appropriate.
2. MIN Recognizes, respects and encourages ideas of others.

COMMENTS:

VI. POLICIES, PROCEDURES AND TIME LINES

1. MIN Performs duties and responsibilities in accordance with established policies and procedures.
2. MIN Meets time lines for assigned work.
3. MIN Provides timely notice for substitutes and class/schedule changes.

COMMENTS:

**VII. OPTIONAL ACTIVITIES PERFORMED**

Conference: Attended Texas Community College Technology Forum  
Attended Mathematica workshop hosted by Bill Ardis  
Co-author of two publications (one in Palaeo3 and one in Basin Research) appeared in 2011; Primary author of another publication in Basin Research accepted in 2012.  
Completed a study grant.  
Participated in the Geology Department project on developing a new standardized lab test in Geol-1401.  
Hiring committee member for Music Appreciation faculty  
Hiring committee member for a Guitar Faculty  
Participated in the photo exhibition "Multiple Images of a Complex Nature" at Collin.  
Reviewer of study grant applications for the February 2012 applications  
Served as session chair at the undergraduate student research conference

**VIII. ACADEMIC CHAIR ACTIVITIES**

*To be completed only for faculty members with Academic Chair responsibilities.*

1. **MIN** Performs Academic Chair duties and responsibilities in accordance with established policies and procedures.
2. **MIN** Meets time lines for assigned Academic Chair work.
3. **MIN** Ensures associate faculty meet criteria required for accreditation.
4. **MIN** Follows hiring procedures and completes related documentation on a timely basis.
5. **MIN** Conducts classroom visits and evaluates each associate faculty member at least one time per year.
6. **MIN** Ensures teaching excellence among associate faculty.

**COMMENTS:**

## IX. DEAN'S ASSESSMENT OF STUDENT EVALUATIONS IN THIS EVALUATION PERIOD

His student evaluations for Fall Oceanography are quite negative. Only a few students completed the evaluation, with more negative than positive comments. One comment, however, addresses the immaturity of classmates. Students in other Fall sections state that his explanations are clear and that he has a good sense of humor, although the clarity of his writing continues to be a problem. Several praise the depth of his explanations and state that they learned a lot from him.

Spring evaluations are generally more positive. Generally, students learn from him and appreciate his techniques, but many do not like what they perceive to be a cold demeanor. He illustrates points well, but is still careless with his handwriting. He is very helpful when asked a direct question. There are several comments that he is a "great teacher." There are several others that say he is too distant.

Overall, if he could seem to be more approachable, I think his evaluations would score higher

**Goal Review** (Conduct annually.)

The faculty member and division dean should review a copy of the goals set during last year's Faculty Performance Appraisal and, together, evaluate the degree to which this faculty member accomplished the goals. Indicate, in the boxes shown, which goals were accomplished, which were partially accomplished, and which were not accomplished. Provide explanations for goals that were partially accomplished or not accomplished

Goals for Year 2011-2012	Goal Completion	Explanation
--------------------------	-----------------	-------------

Submitting a new paper for publication	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	Co-author on 2 published papers
Participating in a group of the Geology departments of Collin to develop a new lab manual in Geol1401.	<input checked="" type="checkbox"/> Accomplished <input checked="" type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	Participating but progress is slow
Serving as judge at school science fair	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input checked="" type="checkbox"/> Not Accomplished	Not contacted by Bowman this year
Attending a scientific conference	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	Attended a conference on using technology
Starting preparations for developing a new course in either field geology	<input type="checkbox"/> Accomplished <input checked="" type="checkbox"/> Partially Accomplished	Discussions ongoing

Name: \_\_\_\_\_ Date: \_\_\_\_\_

or geophysics	Not Accomplished	
---------------	------------------	--

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**OVERALL EVALUATION:** Indicate below the overall appraisal rating which best describes a summary of the above ratings and comments.

MEETS STANDARDS OF EXCELLENCE  
 IMPROVEMENT NEEDED

Comments:

RECOMMENDATION TO THE COUNCIL ON EXCELLENCE

To be completed by the Division Dean when the faculty member has become eligible for award of a multi-year contract).

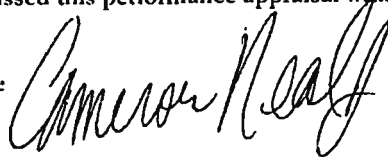
I \_\_\_\_\_ do \_\_\_\_\_ do not recommend this faculty member for a multi-year contract.

JUSTIFICATIONS/COMMENTS:

Division Dean's Statement:

I have reviewed and discussed this performance appraisal with the faculty member.

Division Dean's Signature



Date:

7-23-12

Name: \_\_\_\_\_ Date: \_\_\_\_\_

My Division Dean has reviewed and discussed this performance appraisal with me. Please use the back of this form or an attachment if more room for comments is needed.

Comments:

Thank you for the support

Faculty Member's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

July 23, 2012

**IX. ANNUAL GOALS/OBJECTIVES AND EVALUATION FORM**

**Goal Setting** (Conduct annually.)

Together, the faculty member and division dean should agree on a set of goals for the faculty member for the next fiscal year. After completion, the division dean should give the faculty member a copy of this sheet. The division dean should also retain a copy, and use it as a part of the next year's Faculty Performance Appraisal.

<b>Goals for Year 2012-2013</b>	<b>Goal Completion</b>	<b>Explanation</b>
Developing a new lab manual for Oceanography	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
Submitting a new paper for publication	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
Serving as judge at school science fair	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
Attending a scientific conference <i>Maybe Assn of Petroleum Engineers conference (Shales)</i>	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
Developing online version of Natural Disasters and/or Oceanography	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	

Division Dean's Signature

Date:

Faculty Member's Signature:



Date:

*July 23, 2012*

EVALUATION FORM FOR CLASSROOM VISIT

Class/section: Date of Visit:

Faculty Name: [Redacted]

Geol1403 11-03-2011

Evaluator: Evaluate the instructor based on the four criteria listed below by describing your observations of their classroom presentation/activities conducted during your visit.

- Criterion 1. Preparation: the instructor provided examples to reinforce concepts, provided clear answers to students' questions, expanded upon the textbook;
- Criterion 2. Content: the instructor used appropriate materials, previewed upcoming course material, presented in a logical sequence;
- Criterion 3. Methodology: the instructor respected the students, presented enthusiastically, used variety of presentation methods, and moved from podium;
- Criterion 4. Student Involvement: the instructor solicited questions, comments and examples, provided opportunities for group or individual discussion on the material, and students participated in experiential activities.

1. The instructor was prepared for class. He had a series of animations embedded in his Powerpoint presentation. He was very familiar with the topic and presented it without hesitation.

2. The content of the class session was appropriate for achieving instructional goals.

The topic was earthquakes. That is a significant topic in Geology. He presented the topic at an appropriate depth and in terms that were easily understandable.

3. The instructor effectively presented the material. The animations provided reinforcement and illustrated the topic very well. He used an unusual but effective method of projecting onto the whiteboard so that he could make notations on the images. His organization was very good, highlighted by a series of questions. His pace was good, and he referred to activities in the lab and to current events. He was enthusiastic.

4. The students were appropriately involved in the learning process.

They responded well to his open-ended questions. They were active and engaged. Every student sat near the front of the room.

Evaluator's comments/recommendations: (Please use reverse side if additional space is needed.)

I thought the instruction was very effective. I think I could remember the information well enough to pass a quiz. You did, however, occasionally lose sight of what the students could see. Some of the writing appeared not to be easily visible for all the students.

Instructor's comments/response: (Please use reverse side if additional space is needed.)

SIGNATURES

CWID: [Redacted]

Instructor Signature: [Redacted] Date: Nov 3, 11

Evaluator: [Signature: C. Neal] Date: [Redacted]

Academic Dean: [Signature: Charles Neal] Date: 11-3-11



COLLIN COUNTY COMMUNITY COLLEGE

EVALUATION FORM FOR CLASSROOM VISIT

Class/section: Date of Visit:

Faculty Name: [Redacted]

Geol 1401 9-18-2012

Evaluator: Evaluate the instructor based on the four criteria listed below by describing your observations of their classroom presentation/activities conducted during your visit.

- Criterion 1. Preparation: the instructor provided examples to reinforce concepts, provided clear answers to students' questions, expanded upon the textbook;
- Criterion 2. Content: the instructor used appropriate materials, previewed upcoming course material, presented in a logical sequence;
- Criterion 3. Methodology: the instructor respected the students, presented enthusiastically, used variety of presentation methods, and moved from podium;
- Criterion 4. Student Involvement: the instructor solicited questions, comments and examples, provided opportunities for group or individual discussion on the material, and students participated in experiential activities.

1. The instructor was prepared for class. He had animations loaded and had a very organized, coherent lecture planned that included references to future lesson and emphasized important points for test questions.

2. The content of the class session was appropriate for achieving instructional goals. The lesson was about wind and prevailing winds on the earth. This is a significant topic in Earth Science, and he placed the content well into the context of the course.

3. The instructor effectively presented the material. He was energetic and enthusiastic. His pace was very good. He paused for questions and encouraged comments. When there were questions, he answered them well. He made very good use of animations, so that the presentation was broken into segments and the lesson did not drag. His drawings were excellent and were labeled clearly. He used questions as introductions well, such as "Why does air pressure change?" and "How can volume change?"

4. The students were appropriately involved in the learning process. They answered his questions and asked appropriate questions of their own. They all appeared to be engaged in the lesson.

Evaluator's comments/recommendations: (Please use reverse side if additional space is needed.)

His writing was clear and his voice tone was consistently good. He was conscious of facing the class when speaking.

Instructor's comments/response: (Please use reverse side if additional space is needed.)

SIGNATURES

Instructor Signature: [Redacted] CWID: [Redacted] Date: Sep 19, 2012

Evaluator: [Signature] Date: [Redacted]

Academic Dean: [Signature] Date: 9-18-12



# BOARD REPORT

## 3 Year Contract for [REDACTED] Professor of Psychology At COLLIN since 2011

### • Education

Institution	Degree	Major
Southern Methodist University	Doctor of Philosophy	Psychology
Southern Methodist University	Master of Arts	Psychology
University of Texas, Arlington	Bachelor of Science	Mathematics

### • Prior Work Experience

Job Title	Organization Name	Date of Employment
Adjunct Professor, Psychology	Collin College	2010-2011
Adjunct Professor, Psychology	Temple College	2010
Assistant Professor, Psychology	University of Mary Hardin-Baylor	2007-2008

### • Professional Development, Activities, and Awards

- Attended 10th Annual Teaching Professor Conference, New Orleans, Louisiana, Summer 2013.
- Awarded, Mentor of Excellence, Collin College, Spring 2013.
- Co-presented with COAT, "How Do We Teach ... Personal Responsibility?" Collin College, Spring 2013.
- Attended presentations, "How Do We Teach ... Critical Thinking?" "How Do We Teach ... Communication Skills?" "How Do We Teach ... Teamwork Skills?" "How Do We Teach ... Social Responsibility?" Faculty Development Day, Spring 2013.
- Attended, Service Learning Faculty Camp and Meetings, Fall 2011 - Spring 2013
- Attended presentations, "The Art of Managing the Dynamic Collegiate Classroom," "College Boot Camp," "Collin College Rubrics for the Texas Core Objectives," "Teaching with Innovative Perspectives and Strategies (T.I.P.S)," Faculty Development Day, Fall 2012.
- Received Blackboard Online Certification, Fall 2012.
- Attended 65th Annual Texas Community College Teachers Association Conference, Frisco, Texas, Spring 2012.
- Received, "At-Risk Online Training for Faculty," Collin College, Fall 2011.
- Attended presentation, "Strategies for Behavioral Interventions," Collin College, Fall 2011.
- Attended presentation, "The Transgendered Experience," Dr. Oliver Blumer, Collin College, Fall 2011.

- **College Service / College-Related Community Service**

- Serve, Core Objectives Assessment Team (COAT), Fall 2012–present.
- Serve, Faculty Advisor, Collin Association for Sustainable Efforts (CASE), Fall 2012-present.
- Serve, Math Across the Curriculum Committee (MACC), Fall 2012–present.
- Serve as Student Mentor, Fall 2011-present.
- Assessed, Core Objective Personal Responsibility student artifacts for course review for COAT, Spring 2013.
- Served, Faculty Round Table, New Student Orientation, Spring 2013.
- Served, Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Compliance Certification Writing Committee - Governing Board Control and Academic Policies Standard 3.2.3.2, Fall 2012 - Summer 2013.
- Served, Mentor for new Psychology Faculty, Fall 2012-Spring 2013.
- Served, Committee on Collin Community, Spring 2012.
- Chaired, Central Park Campus Psychology Faculty Search Committee, Spring 2012.
- Served, Central Park Campus Political Science Faculty Search Committee, Fall 2011.



# RECOMMENDATION FOR FACULTY MULTI-YEAR CONTRACT

Faculty member's name: \_\_\_\_\_

Date: October 11, 2013

**Section A.**

I have reviewed the following Multi-year contract application packet for the above mentioned faculty member:

Based on the above, I X do recommend \_\_\_ do not recommend this faculty member for a multi-year contract. I have reviewed and discussed my recommendation with the faculty member. *Justifications/Comments:*

Professor Martha Francis has met the standards for a multi-year contract as established by Collin College.

Academic Dean's Signature: *Shunda Carter*

Date: October 11, 2013

**Section B.**

The Council on Excellence has reviewed the Multi-Year Contract application packet for the above mentioned faculty member:

Based on the above, CoE X does recommend \_\_\_ does not recommend this faculty member for a multi-year contract. *Justifications/Comments:*

*Mindy Bailey*  
Council on Excellence Chair's Signature

11/20/2013  
Date

**Section C.**

I X do or \_\_\_ do not recommend that the Board of Trustees consider the above-referenced faculty member for a Multi-Year Contract of three years

*Sherry Scurran*  
Vice President/Provost Signature

12/13/2013  
Date

**Section D.**

I X do or \_\_\_ do not recommend that the Board of Trustees consider the above-referenced faculty member for a Multi-Year Contract of three years.

*Colleen Smith*  
SVP Academic Affairs and Student Development Signature

1-11-14  
Date

*[Signature]*  
District President Approval

1/21/14  
Date

Approved by the Board of Trustees at its meeting on 03/25/14  
Date *SAH*



FACULTY SELF-EVALUATION AND APPLICATION  
FOR MULTI-YEAR CONTRACT FORM

Name: [REDACTED]

Division: Social and Behavioral Sciences

**Candidate for a 3-year contract**  
Beginning in August 2014 and ending May 2017

**Authorization:** I authorize the Council on Excellence to obtain the Student Survey of Instruction forms, class visit forms and the dean's annual faculty performance appraisals and multi-year contract recommendation, and the Board Report form, to be used in confidence by the Council, for the purpose of determining its recommendation for a multi-year contract.

**In signing below, I do attest that the information contained in this self-evaluation and board report is, to my knowledge, accurate and true.**

Upon completion of this process, the annual faculty performance appraisal form(s) will be returned to my personnel file, and all other records considered in the multi-year contract process will be archived by Human Resources, in compliance with the district's records retention plan.

[REDACTED SIGNATURE]

**Faculty Member's Signature**

August 30, 2013

**Date**

## I. TEACHING

A.

Summer II 2013	PSYC 2314	1
Summer I 2013	PSYC 2314	1
Summer I 2013	PSYC 2301	1
Spring 2013	PSYC 2319	1
Spring 2013	PSYC 2314	2
Spring 2013	PSYC 2301	2
Spring 2013	PSYC 1300	1
Fall 2012	PSYC 2314	1
Fall 2012	PSYC 2301	3
Fall 2012	PSYC 1300	1
Spring 2012	PSYC 2319	1
Spring 2012	PSYC 2301	4
Fall 2011	PSYC 2314	1
Fall 2011	PSYC 2301	4

B.

Fall 2013	PSYC 1300	1
Fall 2013	PSYC 2301	2
Fall 2013	PSYC 2314	2

C. List projects or innovations related to teaching you have created, developed and implemented including any courses or programs developed.

- Co-created and co-developed, new learning community with Professor Cooper entitled, "Developing the Best You! Get College Credit While Learning How to Learn," combining PSYC 1300 and ENGL 0305, Spring 2013-Summer 2013.
- Created and developed, Service Learning Project for Social Psychology (PSYC 2319), Spring 2013.
- Created and developed, "Flipping the Classroom" Project for General Psychology (PSYC 2301), Spring 2013.
- Co-created, co-developed, and implemented a new course, Learning Framework (PSYC 1300), Fall 2011 - Fall 2012.

## II. STUDENTS

### A. Describe your advising activities.

- Continually advise students, in the classroom and individually during scheduled office hours, concerning career opportunities, programs, and majors in the field of psychology. In individual sessions, I advise, on average, 1-2 students per week, Fall 2011-present.
- Continually advise students about support services at the college such as the writing center, tutoring, library resources, the mentor program, upcoming seminars and workshops, Fall 2011-present.
- Advised, Developmental Education students in scheduled advising sessions, Summer 2013.
- Served, Faculty Round Table at New Student Orientation, Spring 2013.

### B. List any student-related activities demonstrating support of students outside of the classroom in which you have been involved. Examples include participation in student organizations, student-related events, or attending student performances / receptions.

- Write, on average, 6 recommendation letters each semester for students transferring to baccalaureate and graduate programs, Fall 2011-present.
- Serve, Student Mentor, Fall 2011-present.
- Volunteer, "Need Help? Ask Me!" during Welcome Week, Fall 2011-present.
- Host, "At-Risk Friends in College" online training for students, by Pamela Love-White, Spring 2012-present.
- Host, presentation of the college Mentor program, by Stephen Rogers, Fall 2012, Fall 2013.
- Attended, Collin College Student Mentor Reception, Spring 2013.
- Awarded, Mentor of Excellence, Spring 2013.
- Co-hosted, Book-In-Common presentation, *My Dyslexia*, Spring 2013.
- Attended, George Handley's Earth Day, along with Social Psychology (PSYC 2319), Spring 2013.
- Attended, 9/11 Collin Serves: 9/11 Remembrance at Central Park Campus, Fall 2011.
- Attended, 2011 Constitution Day at Central Park Campus, Fall 2011.
- Attended, Veterans' Week Poetry Reading at Central Park Campus, Fall 2011.

## III. PROFESSIONAL DEVELOPMENT AND ACTIVITIES

### A. List professional activities

#### 1. Conferences/Workshops attended/conducted

- Attended, "Soft Teaching for Solid Learning," "Effective Strategies for Teaching Diversity and Cultural Competency," "Journaling as a Teaching Tool," "Flipping and Flopping in the Classroom," "Ideography in the Classroom: Before, During and After the Lecture," "Application of Adult Learning Theory in Understanding Student Resistance," 10<sup>th</sup> Annual Teaching Professor Conference, New Orleans, Louisiana, Summer 2013.
- Blackboard Training: "Using Adaptive Release," Summer 2013.
- Co-presented, "How Do We Teach ... Personal Responsibility?" Collin College's Professional Development Day, Spring 2013.

- Attended, "How Do We Teach ... Critical Thinking?" "How Do We Teach ... Communication Skills?" "How Do We Teach ... Teamwork Skills?" "How Do We Teach ... Social Responsibility?" Collin College's Faculty Development Day, Spring 2013.
  - Attended, Service Learning Faculty Camp and Meetings, Fall 2011-Spring 2013.
  - Attended, "The Art of Managing the Dynamic Collegiate Classroom," "College Boot Camp," "Collin College Rubrics for the Texas Core Objectives," "Teaching with Innovative Perspectives and Strategies (T.I.P.S)," Collin College Faculty Development Day, Fall 2012.
  - Received, Blackboard Online Certification Fall, 2012.
  - Attended, Blackboard Training: "More about BL9.1.6," Spring 2012.
  - Attended, Blackboard Training: "More about Blackboard's Gradebook tools," Spring 2012.
  - Attended, Blackboard Training: "Archiving and Copying in Blackboard," Spring 2012.
  - Attended, "New Search Committee Employment Process," Spring 2012.
  - Attended, "Student Preparedness (or lack thereof) for Success in General Chemistry," "Thinking it Through Together: An Approach to Generating Complex Student Dialogue in Online Courses," Collin College Faculty Development Day, Spring 2012.
  - Attended, "Interact and Innovate! Technology Challenges and Innovations in Psychology," "Case-based learning and Learn-Smart Modules," "Teaching With Tegrity," "The Digital Resource Depository," the 65<sup>th</sup> Annual Texas Community College Teachers Association Conference, Frisco, Texas, Spring 2012.
  - Received, "At-Risk Online Training for Faculty," Fall 2011.
  - Attended, "Strategies for Behavioral Intervention (SOBI)," Fall 2011.
  - Received, Advisor Training, Fall 2011.
  - Attended, "The Transgender Experience," Fall 2011.
  - Attended, Blackboard Training: "Faculty New to Online Teaching," Fall 2011.
  - Attended, Blackboard Training: "Blackboard: Getting Ready for the New Semester," Fall 2011.
  - Attended, Blackboard Training: "Using Gradebook in Blackboard," Fall 2011.
  - Attended, Blackboard Training: "Introduction to BL9.1.6," Fall 2011.
  - Attended, New Faculty Orientation, Fall 2011.
  - Attended, "What's What" New Faculty Symposia, Fall 2011.
  - Attended, New Faculty GroupWise Training, Fall 2011.
2. Professional presentations, papers presented/published/submitted for publication
- Trained, the Core Objectives Assessment Team (COAT) for the assessment of Personal Responsibility, Spring 2013.
3. Involvement in professional organizations
- Member, Texas Community College Teachers Association, Fall 2011-present.
  - Member, American Psychological Association, American Psychological Association Health Psychology Division, American Psychological Association Adult Development and Aging Division, Fall 2011-present.
4. Coursework recently completed or in progress



5. List any other ways in which you remain current in your discipline not reflected in the categories above. [list journals, consulting with faculty...]

- Continuous review of research and publications in various professional journals: *APA Monitor*, *American Psychologist*, *Health Psychology*, *Newsletter of Adult Development and Aging*, Fall 2011-present.
- Consultation with colleagues concerning current research in Human Development, Health Psychology, and Social Psychology, Fall 2011-present.

#### IV. COLLEGE SERVICE

A. List college-related activities in which you have participated. Exclude activities expected of all faculty members such as attending All College Day, graduation or division meetings.

1. College-Wide:

- Serve, Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Compliance Certification Writing Committee - Governing Board Control and Academic Policies, Fall 2012–present.
- Serve, Core Objectives Assessment Team (COAT), Fall 2012–present.
- Serve, Faculty Advisor, Collin Association for Sustainable Efforts (CASE), Fall 2012-present.
- Serve, Math Across the Curriculum Committee (MACC), Fall 2012–present.
- Researched, compiled, submitted draft of SACSCOC Compliance Certification CS 3.2.2.3 ~ Institutional Policy document, Spring 2013.
- Assessed, Personal Responsibility for COAT, Spring 2013.
- Served, Committee on Collin Community serving as Central Park Campus point of contact, collecting and delivering donated items for the Reader's Theater and Silent Auction at SCC, and serving as auction cashier, Spring 2012.
- Served, Central Park Campus representative for 2011 Faculty/Staff Annual Campaign, Fall 2011.

2. Division/Department:

- Served, mentor for new Psychology Faculty, 2012–2013.
- Chaired, Central Park Campus Psychology Faculty Search Committee, Spring 2012.
- Assisted, the Social and Behavioral Science Chair in hiring Psychology Associate Faculty, Spring 2012.
- Hosted, Human Sexuality (PSYC 2306) guest speaker in Dean Carter's absence, Spring 2012.
- Opened, assembled, and stored new materials and equipment for Human Sexuality (PSYC 2306), Spring 2012.
- Served, Central Park Campus Political Science Faculty Search Committee, Fall 2011.

3. Any other contributions to the college community:

B. List professionally related community activities in which you have participated.

#### V. OTHER

List other professional contributions or job-related items of importance not addressed in previous categories.



FACULTY 90 DAY PROBATIONARY PERFORMANCE EVALUATION
2010-2011

Faculty Name: [Redacted]

Review Date: November 7, 2011

Division: Academic Affairs - Central Park Campus

Dean: Brenda Carter

INSTRUCTIONS:

The primary purpose of the assessment process at Collin College is to maintain quality educational programs. The process focuses on the professional growth and development of each faculty member as an individual in relation to the position description, standards of excellence, divisional and institutional goals and priorities. The performance appraisal process begins with the 90-day probationary evaluation completed using the criteria on this form and continues annually with the Faculty Performance Evaluation Form provided on the COE (Council on Excellence) site on the college intranet. The performance appraisal process is also used as a component in determining contractual status, including renewal, non-renewal, the awarding of multi-year contracts and termination.

The performance appraisal process is conducted in an atmosphere of open and honest communication and mutual trust between the faculty member and the Academic Dean so that the performance appraisal process provides a growth experience for all college faculty members. Each faculty member is responsible for providing the Academic Dean with objectives that support the mission and goals of the institution and identify professional development and accomplishments to be attained during the remainder of the first academic year.

Criteria used in the evaluation of the performance of faculty members during the probationary period are listed by category on the following pages. Using the definitions and examples for these ratings, place an 'X' in the blank before the rating to indicate the individual's performance for each criterion. Ratings are 'M' for Meets standards of excellence, 'I' for Improvement needed, and 'N' Not applicable.

DEFINITIONS AND EXAMPLES:

MEETS: One or more of the words usually, frequently, successfully, or effectively applies. This rating is appropriate for job performance that meets and may exceed required performance on any given criteria.

IMPROVEMENT NEEDED: One or more of the terms 'occasionally', 'marginally', 'inadequately', 'sometimes', or 'progressing' applies. This rating describes performance in which many of the job duties and standards are met, but where improvement in one or more areas is required to meet the criteria for excellence. An action plan must be in place, or be established to accompany this appraisal to clearly identify specific skills or areas in need of continued growth, development and/or improvement.

NOT APPLICABLE: The criterion is not part of the faculty member's job or position at the college.

PLEASE NOTE: In the comment area provided following each section, you must justify ratings that indicate a need for improvement and indicate what the faculty member needs to do to meet the criterion on next review.

## I. TEACHING

1. Meets Facilitates learning.
2. Meets Provides students with the fundamental body of knowledge of his/her discipline.
3. Meets Teaches students to apply that knowledge.
4. Meets Responds to the differing educational requirements of students.
5. Meets Employs current materials in classroom presentations and learning experiences.
6. Meets Uses innovative teaching and learning methods.
7. Meets Employs effective evaluation techniques.
8. Meets Meets classes as scheduled.

### COMMENTS:

Professor [REDACTED] facilitates her student's learning process by making it easy for them to understand and remember material via her instructional style and mnemonic devices. Her lectures incorporate content from the textbook as well as information from outside sources that is pertinent to the course content. She uses visual tools (e.g., power points, handouts), oral presentations, real-world examples, and open-ended questions to enable various learning styles, stimulate critical thinking, and apply knowledge. She also uses videos and video-clips to further support and reinforce learning and for current material. Course assessments include a variety of effective evaluation methods (e.g., multiple-choice exams, written assignments). Martha meets her classes as scheduled.

## II. COLLEGE SERVICE

1. Meets Participates in required divisional and departmental meetings.
2. Meets Has identified and selected opportunities for college service for the remainder of the year.

### COMMENTS:

[REDACTED] has participated in all divisional and departmental meetings to date as well as Faculty Council meetings. Examples of her college service include: 1) Greeter, All College Council at Central Park Campus (CPC) "Need Help, Ask Me," 2) Attended, 9/11 Memorial Service, 3) Attended, 2011 Constitution Day Trivia Quiz Bowl, 4) Serving, Collin College Faculty Mentor to student, 5) Providing, faculty advising, 6) Member, Political Science Faculty Search Committee, and 7) Contributed to Meals on Wheels. [REDACTED] has identified additional college service opportunities, including developing a PSYC1300 - Learning Framework.

## III. PROFESSIONAL DEVELOPMENT

1. Meets Has identified professional development objectives and resources for the remainder of the year.

### COMMENTS:

[REDACTED] has participated in various professional development activities. Examples include: 1) Attended, District "What's What New Faculty Orientation," 2) Attended, CPC New Faculty Orientation, 3) Attended, Wimba Training Session, 4) Attended seminar, "The Science of Student Success," 5) Attended Brown Bag Seminar, "Religion as the Rigorous Practice of Cliches," 6) Attended, Teaching Learning Center workshop on Blackboard, 7) Attended, Service Learning Faculty Camp, 8) Attended, New Faculty Group Wise Training, 9) Completed, online course "At Risk," 10) Attended, lecture "Transgressors," 11) Attended, Training on Blackboard GradeBook, and 12) Attended, SOBI Training Workshop. [REDACTED] has identified two professional development opportunities 1) to become certified to teach hybrid and online courses and 2) to attend TCCTA in March 2012.

**ANNUAL GOALS/OBJECTIVES FOR THE REMAINDER OF THE YEAR**

Together, the faculty member and the academic dean should agree on a set of goals for the faculty member for the remainder of the academic year. [Insert enumerated goals below]

1. To develop PSYC 1300 and submit to CAB for instruction in the Summer of 2012 (SG 1)
2. To undergo, complete training, and become certified to teach online for Spring 2012 (SG 1)
3. To identify and then incorporate one new innovative strategy into PSYC 2301 course curriculum effective Spring 2012 (SG 1)
4. To identify Collin College Committees to join during the academic year 2011 - 2012.

**OVERALL EVALUATION:** Indicate below the overall appraisal rating which best describes a summary of the above ratings and comments.

MEETS STANDARDS      [ ] IMPROVEMENT NEEDED      [ ] DOES NOT MEET STANDARDS

**ACADEMIC DEAN'S COMMENTS:**

Professor [REDACTED] has exceeded the requirements for a 90 day probationary employee. I recommend she move forward off probation.

Academic Dean's Signature Brenda Carter

Date 11.09.2011

**FACULTY MEMBER'S COMMENTS/Signature and Date: [Insert if electronic]**

[Empty box for Faculty Member's Comments]

Faculty Member's Signature [REDACTED]

Date 11/8/2011



FACULTY PERFORMANCE APPRAISAL
2011-2012

Faculty Member: [Redacted] CIS

Date: September 25, 2012

[X] Annual Appraisal [ ] Probationary Appraisal [ ] Multi-year Contract Appraisal [ ] Other

Period Covered: 2011-2012

Dean: Brenda Carter

Division: Academic Affairs - Central Park Campus

INSTRUCTIONS

The primary purpose of the assessment process at CCCC is to maintain high quality educational programs. The process focuses on the professional growth and development of each faculty member as an individual in relation to the position description, standards of excellence, divisional and institutional goals and priorities. The performance appraisal process is also used as a component in determining contractual status, including renewal, non-renewal, the awarding of multi-year contracts and termination.

The performance appraisal process is conducted in an atmosphere of open and honest communication between the employee and the supervisor. Each employee is responsible for providing the supervisor with evidence of professional accomplishments during the year that support the mission and goals of the division and the institution. Likewise, the supervisor is responsible for reviewing the employee's professional accomplishments to determine the degree to which the employee met the established objectives for the year. Conducted in an atmosphere of mutual trust and respect, the performance appraisal process provides a growth experience for all college faculty and staff. See Section 9 of the Faculty and Staff Handbook.

Criteria for excellence in the performance of faculty "Duties and Responsibilities" are listed by category on the following pages. Using the definitions and examples for these ratings, circle the appropriate rating that matches the individual's performance in each category.

- M Meets standards for excellence
I Improvement needed
N Not applicable

Definitions and Examples:

MEETS: One or more of the words usually, frequently, successfully, or effectively applies. This rating is appropriate for job performance that meets and may exceed required criteria for excellence in the category.

IMPROVEMENT NEEDED: One or more of the terms occasionally, marginally, inadequately, sometimes, or progressing applies. This rating describes performance in which many of the job duties and standards are met, but where improvement in one or more areas is required to meet the criteria for excellence. An action plan must be in place, or be established to accompany this appraisal to clearly identify specific skills or areas in need of continued growth, development and/or improvement.

NOT APPLICABLE: The activity is not part of the faculty member's job or position at the college.

PLEASE NOTE:

In the comment area provided following each section, you must justify ratings that indicate a need for improvement.

1. TEACHING

- 1. MIN Facilitates learning.
- 2. MIN Provides students with the fundamental body of knowledge of his/her discipline.
- 3. MIN Teaches students to apply that knowledge.
- 4. MIN , Responds to the differing educational requirements of students.
- 5. MIN Employs current materials in classroom presentations and learning experiences.
- 6. MIN Uses innovative teaching and learning methods.
- 7. MIN Employs effective evaluation techniques.
- 8. MIN Meets classes as scheduled.

COMMENTS:

Professor [redacted] facilitates learning through the creation of a classroom environment where students feel supported, safe, and understood. She establishes clear explanations and displays enthusiasm for and knowledge of the subject. In General Psychology (PSYC 2301) and Lifespan (PSYC 2314), she uses a variety of modalities in the classroom (e.g., video clips, open discussion, clear examples, powerpoints, exam review documents, and key concept documents...) to facilitate learning so that all students have the potential to be successful. At the end of the semester, students in all of her classes (i.e., PSYC 1300, PSYC 2301, PSYC 2314) write Final Reflections Papers in which they reflect back over the course content for the semester, select topics that were interesting and personally relevant, discuss what these topics means and how these topics applied to them and their own lives. Students report that this a profound learning experience for them.

Through her work as a psychologist, [redacted] has developed a deep interest and expansive knowledge base in psychology. She has experience in teaching courses such as Experimental Psychology, Human Development (Lifespan), Cognition, Health Psychology, Social Psychology, as well as General Psychology. This large base of psychological knowledge and expertise allows her to provide students with the fundamental body of knowledge within psychology as well as give them an enhanced understanding and view of important psychological concepts in different fields within psychology. In addition, she continues to keep abreast of new research through extensive professional reading and professional development.

At the heart of [redacted] teaching is the idea that the application of knowledge is the secret to success in school and in life. To know the definition of a concept, but be unable to apply it to a particular setting or situation, does little for the student. Therefore, in virtually every class meeting in every course, she asks students to apply what they are learning. In General Psychology, she asks, "How might classical conditioning be at work when a person who has been receiving chemotherapy now feels sick when he enters the room where he has been getting treatments?" In Lifespan, she asks students "What are the different challenges that young adults face after high school graduation?" All of these questions are designed to help students reflect, think critically, and apply abstract concepts in concrete, real ways.

In all of her courses, [redacted] is successful at challenging students at every level. Some students are just beginning their journey into post-secondary education and she enjoys seeing their minds open up to new ways of thinking and seeing the world. Other students already love psychology and crave more and more knowledge. She believes that one of her biggest strengths is her ability to engage all students where they are, and help them improve and excel in their own unique ways.

[redacted] stays current in psychology. Some of her interests involve human development, cognition and learning, scientific method, social psychology, and health psychology. She is constantly finding new video clips, new research, and new

[REDACTED]

classroom techniques to enhance learning and keep her class sessions current. She teaches both face-to-face and hybrid courses and uses a combination of lecture, online discussion, and in-class discussion in her classes. Videos give students an in-depth understanding of an important concept. For example, In Lifespan she has students watch *Inside the Teenage Brain* which is followed with a class discussion about the key concepts. In General Psychology she teaches students about the new brain technology that is available and then they investigate various types of research and post recent findings in the Discussion Board.

In Spring 2012 [REDACTED] implemented a strategy that was innovative and new to her. It involved building a set of key documents that outlined particular concepts for students. In psychology, there are some concepts (e.g., correlation, classical conditioning, negative reinforcement) that seem to challenge students each semester. By developing a document for each of these (and many more over time) and posting these in a section of each course in blackboard, students can go to these documents and get a concise, clear definition with examples and visual support (e.g., graphs, figures, pictures, video clips) that will help them better understand and master the concepts and work at their own pace. [REDACTED] is developing these documents for all of her courses.

In all of her courses she uses effective evaluation techniques. She uses objective exams to evaluate mastery of key psychological concepts. She uses assignments to provide an opportunity outside of class for students to apply the concepts that they have learned in class. Students have to complete a final reflections paper to allow them to reflect back over the semester on what they have learned, put these concepts into their own words, and then apply these concepts in the real world to themselves in their own lives. In addition, in her hybrid course, students post responses in the Discussion Board. This enables all students to have the opportunity to "speak" on a topic, and also to respond to other students' postings that they find interesting.

[REDACTED] met all classes during the 2011-2012 year, with two exceptions. As a member of the Political Science Faculty Search Committee, she had to miss one class due to interview scheduling constraints. This was scheduled in advance, the students were notified in class and by email, and she posted a powerpoint, supporting lecture notes, and 3 brief videos for students to watch. She had to miss 1 day during final exam week. This was scheduled in advance, the students were notified in class, and an associate faculty member was scheduled to give two exams. In addition, at the beginning of each semester, the class schedules are developed as part of the course syllabi. [REDACTED] diligently works to stay on schedule and maintain all due dates for assignments, exams, and papers as outlined.

## II. ASSISTING STUDENTS

1. **MIN** Understands current career and curriculum options, degree requirements and course transfer information within the discipline and provides timely and tailored advice to students.
2. **MIN** Helps students with education-based problems and/or directs students to appropriate college resources.
3. **MIN** Assists students in accessing appropriate college and community resources for non-educational problems.
4. **MIN** Is available to and approachable by students.

### COMMENTS:

[REDACTED] offers students an informed view of coursework, programs, and universities as they relate to Psychology as a major or as a career. Students often come to her to explore their options concerning majors, courses, and programs. She helps them to identify their educational and career goals and help them develop questions about their own choices and challenges so that they can make more informed educational and career decisions.

In all of her course syllabi, she provides students with information about Active Minds and Psi Beta.

Because she teaches psychology, students often come to her for advice about their own psychological concerns or those of their family or friends. She explains to the students that CPC has a counseling center on campus that is free and counselors that are trained and available to help them. She has heard from many students that these services have been quite helpful to them. Also, Pamela Love-White provided a demonstration to the students in Social Psychology (PSYC 2319) concerning the Student At-Risk program. These students used a new interactive software program that is designed to present various scenarios, prompt students to make suggestions about the best course of action, and then receive feedback about their choices and suggestions. This allows students to learn interactively about how to best deal with problems and concern that they may encounter in a college setting.

She encourages all of her students to visit her in her office or contact her by email at any time. Even after the semester is over, students still come to visit just to say "Hello", or to ask about schooling, transfers, majors in Psychology, or to ask for a reference into a university program.

III. COLLEGE SERVICE

- 1. **MIN** Participates in divisional and departmental meetings.
- 2. **MIN** Works individually and/or collaboratively with college employees to accomplish discipline, divisional and college missions, goals and objectives, by serving on college-wide task forces, search committees, faculty senate committees, advisory groups, student groups as a faculty adviser, professionally related community activities on behalf of the college, etc.

COMMENTS:

[Redacted] has participated in a variety of college service activities. Examples include:

- Participated in New Faculty Meeting (August 2011)
- Participated in Psychology Departmental Meeting (August 2011)
- Participated in Psychology Department Meeting (January 2012)
- Participated in Fall Academic Affairs Meeting (August 2011)
- Participated in Spring Academic Affairs Meeting (January 2012)
- Served on Political Science Search Committee (October - November 2011)
- Chaired Psychology Search Committee (March - May 2012)
- Served as campus representative for 2011 Faculty/Staff Annual Campaign (November 2011)
- Served as lead on development of new course Learning Framework (PSYC 1300) (December 2011-January 2012)
- Served on Committee on Collin Community
- Served as CPC campus contact for Committee on Collin Community

IV. PROFESSIONAL DEVELOPMENT

- 1. **MIN** Remains current and competent in the appropriate academic discipline.
- 2. **MIN** Participates in an on-going program of professional self-development.
- 3. **MIN** Contributes to and participates in college staff development programs, such as annual associate faculty meetings, all-staff activities and workshops, teleconferences, staff development classes, etc.

COMMENTS:

[Redacted Signature]



has various professional development activities. Examples include:

The Science of Student Success (August 2011)  
At-Risk training (October 2011)  
The transgender experience (October 2011)  
Reviewed multiple textbooks to be used in the curriculum for Social Psychology - PSYC 2319 (December 2011)

TCCTA Conference in Frisco, Texas (March 2012)

- Student response systems
- Learn-Smart modules
- Tegrity
- Digital Resource Depository

New Faculty Training

- New Faculty Orientation (August 2011)
- "What's What" New Faculty Symposium (September 2011)
- "What's What" New Faculty Symposium (October 2011)

Blackboard training

- Getting Ready for the New Semester (August 2011)
- New Faculty GroupWise Training (August 2011)
- Archiving and copying in Blackboard (May 2012)
- Online certification (August 2012)

Strategies for Behavioral Intervention (SOBI) training (October 2011)

Math as a good predictor of success in Chemistry (January 2012)

Strategies for complex dialogue in online courses (January 2012)

New Search Committee Employment Process (February 2012)

## V. PROFESSIONAL INTERACTION

1. **M I N** Interacts professionally and courteously with students, teaching faculty and staff, including advising and assisting associate faculty when required or appropriate.
2. **M I N** Recognizes, respects and encourages ideas of others.

### COMMENTS:

All interactions with students, teaching faculty and staff are handled in a professional and courteous manner. All interactions with teaching faculty, staff, and administration are positive, productive, and professional.

As a faculty member, and as part of a department and institution, she always keeps the bigger picture in mind. She believes and models her belief that it is important to show respect and support for the ideas of others and work together as a team.

## VI. POLICIES, PROCEDURES AND TIME LINES

1. **M I N** Performs duties and responsibilities in accordance with established policies and procedures.
2. **M I N** Meets time lines for assigned work.

3. **MIN** Provides timely notice for substitutes and class/schedule changes.

**COMMENTS:**

performed all duties and responsibilities as stated in her single year contract. She completed all assignments and meetings. All deadlines for the college were met.

In the case where she had to miss class due to her Search Committee Chair responsibilities, she provided timely notice to her students. In the case where she had to miss a day during final exam week, she provided timely notice to her students and engaged an associate faculty member to administer the exams.

**VII. OPTIONAL ACTIVITIES PERFORMED**

**VIII. ACADEMIC CHAIR ACTIVITIES**

*To be completed only for faculty members with Academic Chair responsibilities.*

1. **MIN** Performs Academic Chair duties and responsibilities in accordance with established policies and procedures.
2. **MIN** Meets time lines for assigned Academic Chair work.
3. **MIN** Ensures associate faculty meet criteria required for accreditation.
4. **MIN** Follows hiring procedures and completes related documentation on a timely basis.
5. **MIN** Conducts classroom visits and evaluates each associate faculty member at least one time per year.
6. **MIN** Ensures teaching excellence among associate faculty.

**COMMENTS:**

[REDACTED]

IX. DEAN'S ASSESSMENT OF STUDENT EVALUATIONS IN THIS EVALUATION PERIOD

The Dean of Academic Affairs reviewed the student evaluations for Professor [REDACTED]. The comments were in the strongly agree and agree categories. There were not any comments that caused concern.

Examples of student comments:

Very energetic and engaged in the class. Helpful when we have questions. Always made sure we knew material before moving on.

Always well prepared and explains everything in detail.

Professor [REDACTED] made psychology very interesting. Lectures always kept me interested and kept me thinking. Very organized and nice person. Made me feel comfortable and confident every class.

[REDACTED] is an awesome professor. She explains material thoroughly and always is thinking of life examples to help us understand. She's very respectful and she has an open door policy. She's very easy to work with.

[REDACTED] has lost no enthusiasm for how people are connected and relate to one another. She has multiple examples for concepts and is always willing to go more in depth in the personal interests of her students. Her positive attitudes helps even the not so interesting topics become easy to discuss.



**OVERALL EVALUATION:** Indicate below the overall appraisal rating which best describes a summary of the above ratings and comments.

- MEETS STANDARDS OF EXCELLENCE
- IMPROVEMENT NEEDED

**Comments:**

Professor Martha Francis has made great contributions to the Psychology discipline at CPC. Her leadership in creating and helping institute the PSYC 1300 class is a benefit to Collin.

**RECOMMENDATION TO THE COUNCIL ON EXCELLENCE**

To be completed by the Division Dean when the faculty member has become eligible for award of a multi-year contract).

I \_\_\_\_\_ do \_\_\_\_\_ do not recommend this faculty member for a multi-year contract.

**JUSTIFICATIONS/COMMENTS:**

**Division Dean's Statement:**

I have reviewed and discussed this performance appraisal with the faculty member.

Division Dean's Signature: Brenda Carter Date: 10.01.2012

My Division Dean has reviewed and discussed this performance appraisal with me. Please use the back of this form or an attachment if more room for comments is needed.

Comments: This has been a wonderful year with Collin College and I look forward to many more!

Faculty Member's Signature: Martha Francis, PhD Date: 10/1/12

## IX. ANNUAL GOALS/OBJECTIVES AND EVALUATION FORM

**Goal Setting** (Conduct annually.)

Together, the faculty member and division dean should agree on a set of goals for the faculty member for the next fiscal year. After completion, the division dean should give the faculty member a copy of this sheet. The division dean should also retain a copy, and use it as a part of the next year's Faculty Performance Appraisal.

**Goal Review** (Conduct annually.)

The faculty member and division dean should review a copy of the goals set during last year's Faculty Performance Appraisal and, together, evaluate the degree to which this faculty member accomplished the goals. Indicate, in the boxes shown, which goals were accomplished, which were partially accomplished, and which were not accomplished. Provide explanations for goals that were partially accomplished or not accomplished

Goals for Year 2011-2012	Goal Completion	Explanation
To develop PSYC 1300 and submit to CAB for instruction in the Summer of 2012 (SG 1)	X Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	PSYC 1300 was passed by CAB (Spring 2012) and in place in the Fall of 2012.
To undergo, complete training, and become certified to teach online for Spring 2012 (SG 1)	X Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	██████████ completed training and became certified to teach online. (Spring 2012)
To identify and then incorporate one new innovative strategy into PSYC 2301 course curriculum effective Spring 2012 (SG 1)	X Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	██████████ implemented a strategy that was innovative and new to her. It involved building a set of documents that outline key concepts for PSYC 2301 students. These documents contain a brief overview of the topic along with video clips, figures, and examples to help clarify the particular concept. These documents are on blackboard for students to access as needed throughout the semester. (Spring 2012)
To identify Collin College Committees to join during the academic year 2011 - 2012	X Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	██████████ served on the Committee on Collin Community.

Faculty Member's Signature: ██████████

Date: 10/1/12

Division Dean's Signature: Drenda Carter

Date: 10.01.2012

IX. ANNUAL GOALS/OBJECTIVES AND EVALUATION FORM

**Goal Setting** (Conduct annually.)

Together, the faculty member and division dean should agree on a set of goals for the faculty member for the next fiscal year. After completion, the division dean should give the faculty member a copy of this sheet. The division dean should also retain a copy, and use it as a part of the next year's Faculty Performance Appraisal.

**Goal Review** (Conduct annually.)

The faculty member and division dean should review a copy of the goals set during last year's Faculty Performance Appraisal and, together, evaluate the degree to which this faculty member accomplished the goals. Indicate, in the boxes shown, which goals were accomplished, which were partially accomplished, and which were not accomplished. Provide explanations for goals that were partially accomplished or not accomplished

Goals for Year 2012-2013	Goal Completion	Explanation
To research the opportunity to develop a Learning Community with PSYC 1300 and a Developmental Education Faculty member (2012 - 2013).	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
To research and develop a plan for flipping a chapter in PSYC 2301 (2012 - 2013).	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
To research and develop a plan for a learning community project in PSYC 2319 (2012 - 2013).	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
To research conferences to attend that relate to the discipline of psychology and attend one conference during the Academic Year 12 - 13.	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	

Faculty Member's Signature:

*Martha Francis, PhD* 10/1/12

Division Dean's Signature:

*Brenda Carter* Date: 10.01.2012



## FACULTY PERFORMANCE APPRAISAL

Faculty Member: [REDACTED]

Date: August 29, 2013

Annual Appraisal

Period Covered: 2012-2013

Dean: Brenda Carter

Division: Academic Affairs – Central Park Campus

### INSTRUCTIONS

The primary purpose of the assessment process at Collin is to maintain high quality educational programs. The process focuses on the professional growth and development of each faculty member as an individual in relation to the position description, standards of excellence, divisional and institutional goals and priorities. The performance appraisal process is also used as a component in determining contractual status, including renewal, non-renewal, the awarding of multi-year contracts and termination.

The performance appraisal process is conducted in an atmosphere of open and honest communication between the employee and the supervisor. Each employee is responsible for providing the supervisor with evidence of professional accomplishments during the year that support the mission and goals of the division and the institution. Likewise, the supervisor is responsible for reviewing the employee's professional accomplishments to determine the degree to which the employee met the established objectives for the year. Conducted in an atmosphere of mutual trust and respect, the performance appraisal process provides a growth experience for all college faculty and staff. See Section 9 of the *Faculty and Staff Handbook*.

Criteria for excellence in the performance of faculty "Duties and Responsibilities" are listed by category on the following pages. Using the definitions and examples for these ratings, circle the appropriate rating that matches the individual's performance in each category.

- M Meets standards for excellence
- I Improvement needed
- N Not applicable

### Definitions and Examples:

**MEETS:** One or more of the words usually, frequently, successfully, or effectively applies. This rating is appropriate for job performance that meets and may exceed required criteria for excellence in the category.

**IMPROVEMENT NEEDED:** One or more of the terms occasionally, marginally, inadequately, sometimes, or progressing applies. This rating describes performance in which many of the job duties and standards are met, but where improvement in one or more areas is required to meet the criteria for excellence. An action plan must be in place, or be established to accompany this appraisal to clearly identify specific skills or areas in need of continued growth, development and/or improvement.

**NOT APPLICABLE:** The activity is not part of the faculty member's job or position at the college.

PLEASE NOTE:

*In the comment area provided following each section, you must justify ratings that indicate a need for improvement.*



**I. TEACHING**

1. **M I N Facilitates learning.**
2. **M I N Provides students with the fundamental body of knowledge of his/her discipline.**
3. **M I N Teaches students to apply that knowledge.**
4. **M I N Responds to the differing educational requirements of students.**
5. **M I N Employs current materials in classroom presentations and learning experiences.**
6. **M I N Uses innovative teaching and learning methods.**
7. **M I N Employs effective evaluation techniques.**
8. **M I N Meets classes as scheduled.**

**COMMENTS:**

Professor [REDACTED] facilitates learning through a supportive classroom environment that encourages students to feel safe and understood. She sets clear expectations of the course deliverables and demonstrates fairness and consideration to all of her students. In Learning Framework (PSYC 1300), General Psychology (PSYC 2301), Lifespan (PSYC 2314), and Social Psychology (PSYC 2319), she uses a variety of teaching tools (e.g., powerpoints, open discussions, in-class exercises, videos, video clips, clear examples, exam review documents, and key concept documents) to enhance a dynamic and engaged learning atmosphere so that all students have the opportunity and motivation to be successful. At the end of each semester, students in all of her classes (i.e., PSYC 1300, PSYC 2301, PSYC 2314, and PSYC 2319) write Final Reflections Papers. This assignment provides students with the opportunity to use critical thinking skills as they reflect back over the semester's work, identify key concepts that are especially important, interesting, and self-relevant, and then write about these topics in deep, clear, and personally-relevant ways. By explaining each topic in their own words and then applying it to themselves in their own lives, students enjoy a profound learning experience.

Through her background as a psychologist, [REDACTED] has developed a deep interest in the principles of psychology as well as a broad base of knowledge. She has taught a wide variety of psychology courses, including Learning Framework, General Psychology, Human Development (Lifespan Psychology), Social Psychology, Experimental Psychology, Cognitive Psychology, and Health Psychology. This broad area of knowledge and expertise provides her with a strong body of knowledge that she shares with her students to enrich and strengthen their understanding and critical thinking in psychology. Additionally, [REDACTED] stays informed about current research in psychology through continual review of key psychological journals, ongoing communication with research colleagues, and professional development. [REDACTED] continually works to stay abreast of new knowledge in the areas of human development, social psychology, and health psychology.

A central focus in her teaching involves helping students not only understand important psychological concepts but encouraging them to apply these concepts to themselves and others in meaningful ways. [REDACTED] frequently explains concepts to students in terms that are easy and straight-forward for them to understand, and then follow these explanations with examples that bring the concepts to life. Then, students are encouraged to share other examples in open discussion. Through this process, students learn to define and identify abstract concepts within the context of their own and others' life experiences.

Students vary in the ways they think and learn. One of [REDACTED] biggest strengths is her ability to reach students where they are. [REDACTED] likes the variety of students that are brought together to learn. This variety of students enriches the

classroom experience in profound ways. It enables students to better understand themselves, while learning things about others that they may never have considered before. This is education at its very best.

enhances classroom learning through the use of current psychological information. For example, she seeks out new current events and video clips to better demonstrate key concepts. In General Psychology (PSYC 2301), she introduced a current event about a research psychologist who studies willpower and how using the concept of willpower in the classroom helped children perform better. She finds new videos to bring concepts to life and to provide a more in-depth perspective. For example, in Lifespan (PSYC 2314), the last chapter focuses on death and dying. As an assignment, students watch the PBS video, *Living Old in America*, and answer a set of thought-provoking questions. Through this exercise, students are encouraged to think critically about issues surrounding growing old in our country and to contemplate what this means for them, both personally and professionally.

effectively uses creative and innovative techniques to engage students in the classroom. For example, in all of her classes, she introduces a topic, briefly discuss it, and then pose a thought-provoking question that causes students to think critically and reflectively about the concept in light of their own experiences. Another technique that she developed in Spring 2013 for Social Psychology (PSYC 2319), involves having students learn about various areas in psychology where researchers hold clashing views. In these Taking Sides assignments, students are randomly assigned to read either FOR or AGAINST articles on a particular topic and then, as a group, debate their side in an open classroom discussion. The topic in one Taking Sides debate was, *Can People Accurately Detect Lies?* These lively debates illuminate key issues in psychology and expose students to the importance and limitations inherent in psychological research.

She uses a variety of evaluation methods in all of her classes. Students vary in their responses to assessment. For example, some prefer multiple choice exams, others prefer short answer exams, and still others favor writing essays. Because of these differences, she uses a variety of assessment modalities, including multiple choice exams, short-answer written assignments, in-class team exercises, and a final paper which students develop in response to an open prompt. Because of this broad approach to assessment, all students have the opportunity to capitalize on their strengths while learning to strengthen perceived weaknesses. Additionally, in her hybrid and online courses, students have the opportunity to actively engage in online discussions about important psychological concepts. For example, PSYC 2314 online students view excerpts by leading experts concerning the growing problem of obesity in our country, post answers to discussion questions, and then respond to other students' posts. This exercise gives students an opportunity to think critically about real world problems within the context of human development.

met all classes during the 2012-2013 year, with one exception. Due to her brother's death, she had to miss one day of classes. Students were notified through a posted note in the classroom and by email. She posted a powerpoint, supporting lecture notes, and an assignment on Blackboard. At the beginning of each semester, she develops a class schedule for each course and section and she works diligently to maintain this schedule for all due dates for exams, assignments, in-class exercises, and papers. At the same time, when necessary, she is open and responsive to the needs of her students.

## II. ASSISTING STUDENTS

1. **MIN** Understands current career and curriculum options, degree requirements and course transfer information within the discipline and provides timely and tailored advice to students.
2. **MIN** Helps students with education-based problems and/or directs students to appropriate college resources.
3. **MIN** Assists students in accessing appropriate college and community resources for non-educational problems.
4. **MIN** Is available to and approachable by students.

## COMMENTS:

discusses current information concerning career options in psychology as well as various degree options, requirements, and transfer information. In Learning Framework (PSYC 1300), a formal classroom discussion centers around how to approach making choices concerning a particular career or a major. For this exercise, she uses careers and majors in psychology as an example. In General Psychology (PSYC 2301), as part of the introduction to psychology, a formal classroom discussion focuses on various educational and career pathways in the field of psychology. Also, during office hours, she meets individually with an average of 1-2 students per week to advise them on issues concerning choices in career, education, and transfer options that are available to them in light of their own needs, goals, and life circumstances. Students often come to her to explore their options concerning majors, course, and programs in psychology. She helps students identify their career and educational goals and helps them determine any challenges they may face.

In all of her course syllabi, she offers students information about Active Minds and Psi Beta. She continually advises students about support services at the college such as the writing center, tutoring, library resources, the mentor program, and upcoming seminars and workshops that might prove beneficial.

Because she is a psychologist, students often come to her for advice about their own psychological concerns or those of their family or friends. When necessary, she explains to students that CPC offers free counseling services on campus with counselors who are trained and available to help them. Several students have reported that these services have been quite beneficial for them.

In Learning Framework (PSYC 1300), she hosted a presentation by Stephen Rogers concerning the Mentor Program at Collin College. Following his presentation, she led a brief Q & A session about the mentor process and its role in student success.

Also, in Learning Framework (PSYC 1300), she hosted a presentation by Pamela Love-White. Ms. Love-White informed students about the counseling services available at CPC as well as key college and community resources for non-educational problems such as medical and prescription drug resources that are available to students living in the area. Ms. Love-White also discussed the Student At-Risk training that is available for students. The At-Risk training is an interactive software tool that is designed to present various scenarios, prompt students to make suggestions about the best course of action, and then provide feedback to them about their choices. This tool allows students to learn interactively about how to best deal with problems and concerns that they may encounter in a college setting.

For 2012-2013, she served as a student mentor. Her mentee plans to major in psychology and she was able to advise her about schools, majors, courses, and transfer options in psychology. Additionally, as her mentor, she supported her in her Mock Trial endeavors and listened to her concerns and challenges as a young mom and student with goals of becoming an attorney. She attended the Collin College Student Mentor Reception at CPC, Spring 2013, where she received the Collin College Mentor of Excellence Award.

To further support and be involved with students, she served as a volunteer during Welcome Week, "Need Help? Ask Me!" and co-hosted a Book-In-Common presentation, My Dyslexia, both in Spring, 2013. Additionally, along with her Social Psychology students, she attended the Earth Day Presentation by George Handley, April 22, 2013.

On an ongoing basis, she encourages all of her students to visit her in her office or to email her at any time. Even students from previous semesters drop by to say "Hello" or to ask questions about schools, majors, courses, or transfer options for psychology. She writes, on average, 6 recommendation letters for current and previous students who are pursuing entrance into a university program.

### III. COLLEGE SERVICE

1. **M I N** Participates in divisional and departmental meetings.

- [REDACTED]
2. **MIN** Works individually and/or collaboratively with college employees to accomplish discipline, divisional and college missions, goals and objectives, by serving on college-wide task forces, search committees, faculty senate committees, advisory groups, student groups as a faculty adviser, professionally related community activities on behalf of the college, etc.

**COMMENTS:**

Martha is active in college service. Examples include the following listed below:

- Participated in Fall Academic Affairs Meeting (August 2012)
- Participated in Spring Academic Affairs Meeting (January 2013)
- Participated in Psychology Departmental Meeting (August 2012)
- Participated in Psychology Departmental Meeting (January 2013)
- Worked with DE faculty member to create and develop and learning community pairing PSYC 1300 and ENGL 0305.
- Serve, Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Compliance Certification Writing Committee - Governing Board Control and Academic Policies
- Serve, Core Objectives Assessment Team (COAT).
- Serve, Faculty Advisor, Collin Association for Sustainable Efforts (CASE)
- Serve, Math Across the Curriculum Committee (MACC)
- Researched, compiled, submitted draft of SACSCOC Compliance Certification CS 3.2.2.3 ~ Institutional Policy document
- Assessed, Personal Responsibility for COAT
- Served, mentor for new Psychology Faculty

**IV. PROFESSIONAL DEVELOPMENT**

1. **MIN** Remains current and competent in the appropriate academic discipline.
2. **MIN** Participates in an on-going program of professional self-development.
3. **MIN** Contributes to and participates in college staff development programs, such as annual associate faculty meetings, all-staff activities and workshops, teleconferences, staff development classes, etc.

**COMMENTS:**

[REDACTED] has been involved in a variety of professional development activities. Examples include:

- Provided training to the Core Objectives Assessment Team (COAT) for the assessment of Personal Responsibility, Spring 2013.
- Attended, "Soft Teaching for Solid Learning," "Effective Strategies for Teaching Diversity and Cultural Competency," "Journaling as a Teaching Tool," "Flipping and Flopping in the Classroom," "Ideography in the Classroom: Before, During and After the Lecture," "Application of Adult Learning Theory in Understanding Student Resistance," 10<sup>th</sup> Annual Teaching Professor Conference, New Orleans, Louisiana, Summer 2013.
- Blackboard Training: "Using Adaptive Release," Summer 2013.
- Co-presented, "How Do We Teach ... Personal Responsibility?" Collin College's Professional Development Day, Spring 2013.
- Attended, "How Do We Teach ... Critical Thinking?" "How Do We Teach ... Communication Skills?" "How Do We Teach ... Teamwork Skills?" "How Do We Teach ... Social Responsibility?" Collin College's Faculty Development Day, Spring 2013.

- Attended, Service Learning Faculty Camp and Meetings, Fall 2012-Spring 2013.
- Attended, "The Art of Managing the Dynamic Collegiate Classroom," "College Boot Camp," "Collin College Rubrics for the Texas Core Objectives," "Teaching with Innovative Perspectives and Strategies (T.I.P.S)," Collin College Faculty Development Day, Fall 2012.
- Received, Blackboard Online Certification Fall, 2012.

**V. PROFESSIONAL INTERACTION**

1. **MIN** Interacts professionally and courteously with students, teaching faculty and staff, including advising and assisting associate faculty when required or appropriate.
2. **MIN** Recognizes, respects and encourages ideas of others.

**COMMENTS:**

[Redacted] handles all interactions with students, teaching faculty, staff, and administration in a professional and courteous manner, providing support, information, or a listening ear as needed. All interactions with students, teaching faculty, staff, and administration are positive, productive, and professional.

For 2012-2013, she served as mentor to the new CPC Psychology faculty. In this role, she provided knowledge and guidance concerning the college's expectations of a first-year faculty member as well as support when needed.

[Redacted] enjoys sharing ideas with colleagues about topics concerning current research in Human Development, Health Psychology, and Social Psychology. Also, she enjoys working with other faculty toward common goals. For example, she worked closely with a DE faculty member to create and develop a Learning Community through the pairing of PSCY 1300 and ENGL 0305. Through the process, [Redacted] shared ideas and perspectives about the course content as well as the needs of the Collin students. To facilitate the development of the Learning Community further, she arranged a meeting with a colleague who is a veteran professor with much experience in the development and running of successful Learning Communities. Through these relationships and discussions, she gained much insight, guidance, and great ideas.

**VI. POLICIES, PROCEDURES AND TIME LINES**

1. **MIN** Performs duties and responsibilities in accordance with established policies and procedures.
2. **MIN** Meets time lines for assigned work.
3. **MIN** Provides timely notice for substitutes and class/schedule changes.

**COMMENTS:**

[Redacted] performed all stated duties and responsibilities. She completed all assignments and attended meetings. All deadlines for the college were met.

In the case where she had to miss a day's classes due to her brother's death, she gave timely notice to her students and provided them with a clear instructions and materials for the missed class period.

**VII. OPTIONAL ACTIVITIES PERFORMED**

Unpackaged and stored new materials for Human Sexuality (PSYC 2306), Spring 2012.  
In Dean Carter's absence, she hosted Dean Carter's Human Sexuality class meeting, Spring 2012.

**VIII. ACADEMIC CHAIR ACTIVITIES**

*To be completed only for faculty members with Academic Chair responsibilities.*

1. MIN Performs Academic Chair duties and responsibilities in accordance with established policies and procedures.
2. MIN Meets time lines for assigned Academic Chair work.
3. MIN Ensures associate faculty meet criteria required for accreditation.
4. MIN Follows hiring procedures and completes related documentation on a timely basis.
5. MIN Conducts classroom visits and evaluates each associate faculty member at least one time per year.
6. MIN Ensures teaching excellence among associate faculty.

**COMMENTS:**

[REDACTED]

**IX. DEAN'S ASSESSMENT OF STUDENT EVALUATIONS IN THIS EVALUATION PERIOD**

The Dean reviewed the student evaluations with [REDACTED]. There were no comments that caused concern for the Dean. The majority of the student ratings were in the strongly agree and agree categories.

Examples of student comments included:

I love [REDACTED]. I actually made this class the must have for this semester and scheduled my other classes around it. She is an incredible person and professor. She gets high praises from me and I recommend her to every one I know that needs to take psychology.

She makes you feel absolutely awesome about yourself and how you see things.

I love the fact that she engages in conversation and I understand what and how she teaches.

Professor [REDACTED] motivated me to learn. Told me to not give up and that I could learn the material even if it seemed difficult at the time.

She is a great teacher. She is always prepared. Teaches in such a great way. She makes it so interested. She listens well and is always polite. Treats us all very well.

[REDACTED]

**OVERALL EVALUATION:** Indicate below the overall appraisal rating which best describes a summary of the above ratings and comments.

- MEETS STANDARDS OF EXCELLENCE
- IMPROVEMENT NEEDED

Comments:

Professor Martha Francis meets the standards of excellence.

**RECOMMENDATION TO THE COUNCIL ON EXCELLENCE**

To be completed by the Division Dean when the faculty member has become eligible for award of a multi-year contract).

I  X  do   do not recommend this faculty member for a multi-year contract.

**JUSTIFICATIONS/COMMENTS:**

Professor [REDACTED] has met and exceeded the standards for a multi-year contract.

**Division Dean's Statement:**

I have reviewed and discussed this performance appraisal with the faculty member.

Division Dean's Signature:  *Sreenda Carter*  Date:  8.29.2013



[REDACTED]

My Division Dean has reviewed and discussed this performance appraisal with me. Please use the back of this form or an attachment if more room for comments is needed.

Comments: Collin is a wonderful place to work! I love Dean Carter, my colleagues and my students!

Faculty Member's Signature: [REDACTED] Date: 8/29/13

**IX. ANNUAL GOALS/OBJECTIVES AND EVALUATION FORM**

**Goal Setting** (Conduct annually.)

Together, the faculty member and division dean should agree on a set of goals for the faculty member for the next fiscal year. After completion, the division dean should give the faculty member a copy of this sheet. The division dean should also retain a copy, and use it as a part of the next year's Faculty Performance Appraisal.

**Goal Review** (Conduct annually.)

The faculty member and division dean should review a copy of the goals set during last year's Faculty Performance Appraisal and, together, evaluate the degree to which this faculty member accomplished the goals. Indicate, in the boxes shown, which goals were accomplished, which were partially accomplished, and which were not accomplished. Provide explanations for goals that were partially accomplished or not accomplished

Goals for Year 2012-2013	Goal Completion	Explanation
To research the opportunity to develop a Learning Community with PSYC 1300 and a Developmental Education Faculty member (2012-2013).	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	In partnership with DE faculty member, researched, created and developed a Learning Community, combining PSYC 1300 and ENGL 0305.
To research and develop a plan for flipping a chapter in PSYC 2301 (2012-2013).	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	Researched and developed a plan to flip the chapter, Therapies, in PSYC 2301.
To research and develop a plan for a service learning project in PSYC 2319 (2012-2013).	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	Researched and developed a service learning project in PSYC 2319 to improve recycling rates at CPC.
To research conferences to attend that relate to the discipline of psychology and attend one conference during the Academic Year 12 – 13.	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	Attended the 10 <sup>th</sup> Annual Teaching Professor Conference in New Orleans, LA.
	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	

Faculty Member's Signature: *Martha Stone* Date: 08/29/13

Division Dean's Signature: *Brenda Carter* Date: 08.29.13

IX. ANNUAL GOALS/OBJECTIVES AND EVALUATION FORM

**Goal Setting** (Conduct annually.)

Together, the faculty member and division dean should agree on a set of goals for the faculty member for the next fiscal year. After completion, the division dean should give the faculty member a copy of this sheet. The division dean should also retain a copy, and use it as a part of the next year's Faculty Performance Appraisal.

**Goal Review** (Conduct annually.)

The faculty member and division dean should review a copy of the goals set during last year's Faculty Performance Appraisal and, together, evaluate the degree to which this faculty member accomplished the goals. Indicate, in the boxes shown, which goals were accomplished, which were partially accomplished, and which were not accomplished. Provide explanations for goals that were partially accomplished or not accomplished

Goals for Year 2013-2014	Goal Completion	Explanation
To research and develop a plan for flipping a chapter in PSYC 2301 (2013-2014).	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
To create my own PSYC 2314 online course.	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
To work with the Psychology Discipline Lead to implement the district roll out of PSYC 1100/1300 during the Fall 2014 semester.	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	

Faculty Member's Signature: Martha Francis Date: 8/29/13

Division Dean's Signature: Shirley Carter Date: 08.29.13

## EVALUATION FORM FOR CLASSROOM VISIT

Class/section: PSYC 2301.S13

Date of Visit: November 4, 2010

Faculty Name: \_\_\_\_\_

Evaluator: Evaluate the instructor based on the four criteria listed below by describing your observations of their classroom presentation/activities conducted during your visit.

- Criterion 1. Preparation: the instructor provided examples to reinforce concepts, provided clear answers to students' questions, expanded upon the textbook;
- Criterion 2. Content: the instructor used appropriate materials, previewed upcoming course material, presented in a logical sequence;
- Criterion 3. Methodology: the instructor respected the students, presented enthusiastically, used variety of presentation methods, and moved from podium;
- Criterion 4. Student Involvement: the instructor solicited questions, comments and examples, provided opportunities for group or individual discussion on the material, and students participated in experiential activities.

**1. The instructor was prepared for class.**

Professor \_\_\_\_\_ was extremely well prepared for class. The topic for the day was "stress." Beginning the class with a review of the previous class' discussion (the stress response system and "GAS": general adaptation syndrome), Professor \_\_\_\_\_ then engaged the class in a discussion of Psychoneuroimmunology, the three major stress routes, what makes events stressful, and the impact of stress on health and well-being. In so doing, Professor \_\_\_\_\_ relied drew upon some of the best information current in the field – much of it not included in the textbook. She provided clear examples to illustrate the key points she wanted her students to understand as well as clear and concise answers to questions.

**2. The content of the class session was appropriate for achieving instructional goals.**

The content provided by Professor \_\_\_\_\_ was most appropriate for class. As mentioned above, Professor \_\_\_\_\_ brought in additional materials that added much to the discussion and had her students think more deeply about the causes and consequences of stress. The inclusions of these materials raised the level of the discussion – and at the same time were conveyed clearly with everyday examples that drove important points home to her students. Each new piece of information was logically connected to the preceding materials in a seamless manner.

**3. The instructor effectively presented the material.**

Professor \_\_\_\_\_ was quite effective in her presentation. Both power point and the board were used to highlight important points and to keep her students on task. Professor \_\_\_\_\_ moved around the class and moderated discussions in an easy-going manner. She had clear command of the room and always made certain that her students understood the points she wanted to make before moving on to the next set of materials.

**4. The students were appropriately involved in the learning process.**

Professor \_\_\_\_\_ students were engaged right from the start – judging from the bantering among students, even before the start of class! Professor knew all of her students by name and was constantly soliciting their feedback and responses to the materials. The positive feedback she provided to her students clearly set a relaxed tone and contributed to their active participation. In addition, Professor \_\_\_\_\_ had her students fill out a personality questionnaire (Are you Type "A" or "B"?) and this, of course, led to a spirited class discussion.





Evaluator's comments/recommendations: (Please use reverse side if additional space is needed.)

This was an excellent class. Professor \_\_\_\_\_ was able to convey important information in a rigorous and scholarly manner, all the while keeping her students engaged. She has fostered an atmosphere that is clearly conducive to learning and has developed a rapport with her students that facilitates learning.

Instructor's comments/response: (Please use reverse side if additional space is needed.)

This has been a great semester. I have thoroughly enjoyed working with the students, faculty, and staff at Collin College. Thank you for the opportunity.

SIGNATURES

	10 December 2010
Instructor: 	12/14/10 Date
Evaluator: 	12/14/2010 Date
Division Dean: 	Date

EVALUATION FORM FOR CLASSROOM VISIT

Class/section: PSYC 2314 C01

Date of Visit: October 31, 2011

Faculty Name: [Redacted]

Evaluator: Evaluate the instructor based on the four criteria listed below by describing your observations of their classroom presentation/activities conducted during your visit.

- Criterion 1. Preparation: the instructor provided examples to reinforce concepts, provided clear answers to students' questions, expanded upon the textbook;
- Criterion 2. Content: the instructor used appropriate materials, previewed upcoming course material, presented in a logical sequence;
- Criterion 3. Methodology: the instructor respected the students, presented enthusiastically, used variety of presentation methods, and moved from podium;
- Criterion 4. Student Involvement: the instructor solicited questions, comments and examples, provided opportunities for group or individual discussion on the material, and students participated in experiential activities.

1. The instructor was prepared for class. Professor [Redacted] was in class prior to the start. She began class by informing students of missing assignments (current event) and the upcoming reflection paper. She recommended that students go to the writing center to receive assistance if needed for their paper. Some students asked questions about the reflection paper which [Redacted] answered. Martha provided possible topics for the paper based upon prior topics submitted by students. She informed students to visit her if they had any concerns/questions. [Redacted] used examples to discuss the class content. Her answers to questions posed by students were clear.

2. The content of the class session was appropriate for achieving instructional goals. The content of the class session was Socioemotional Development in Early Adulthood. She presented the outline of the topic on power point slides. Her slides were clear and easy to understand. She would further elucidate on the slides by writing several key elements on the white board and would ask students to give their input on the elements she wrote on the board. She did a good job in synthesizing information provided to her. [Redacted] informed the class of the upcoming lecture topic for the next class session.

3. The instructor effectively presented the material. [Redacted] has a conversational style of presentation. She knew each student by name and would call upon them by name. As the discussion continued, she would often cite what a specific student said in regards to comments listed on the white board. [Redacted] used lecture, discussion, and power point slides to present the information. She walked the room to enhance discussion, not staying only at the front of the room. When engaged with students, she would talk with them face to face.

4. The students were appropriately involved in the learning process. [Redacted] provided numerous opportunities for students to be involved. She asked questions that served as points of discussion. She would often ask for examples to illustrate her topics. Students were very engaged in the classroom discussion. They provided examples. They shared their personal stories and viewpoints which related to the topic at hand.

Evaluator's comments/recommendations: (Please use reverse side if additional space is needed.)

Professor [Redacted] led a very enjoyable with academic rigor class discussion. Students were engaged. There are no recommendations.

Instructor's comments/response: (Please use reverse side if additional space is needed.)

Thank you so much to Dean Carter. I appreciate the feedback.

SIGNATURES

[Redacted Signature] Instructor Signature:	CWID: [Redacted]	11/7/2011 Date
[Redacted Signature]		11.07.2011 Date
[Redacted Signature]		11.07.2011 Date
Academic Dean:		Date

EVALUATION FORM FOR CLASSROOM VISIT

Class/section: PSYC 1300 CO1

Date of Visit: 04.17.2013

Faculty Name: [Redacted]

Evaluator: Evaluate the instructor based on the four criteria listed below by describing your observations of their classroom presentation/activities conducted during your visit.

- Criterion 1. Preparation: the instructor provided examples to reinforce concepts, provided clear answers to students' questions, expanded upon the textbook;
- Criterion 2. Content: the instructor used appropriate materials, previewed upcoming course material, presented in a logical sequence;
- Criterion 3. Methodology: the instructor respected the students, presented enthusiastically, used variety of presentation methods, and moved from podium;
- Criterion 4. Student Involvement: the instructor solicited questions, comments and examples, provided opportunities for group or individual discussion on the material, and students participated in experiential activities.

1. The instructor was prepared for class. Professor [Redacted] was in class prior to the official start time. She was engaged in conversations with students. She expanded upon the text book. She explained the components of My Plan which is a Collin self-assessment inventory that is not in the text. [Redacted] used examples to reinforce the concepts of study and test taking skills. She provided examples of study skills tips using acronyms, acrostics, patterns, associations, word games, and location. She provided examples of methods to reduce test anxiety. She answered student questions but before doing so, she provided the class with an opportunity to provide the answer.

2. The content of the class session was appropriate for achieving instructional goals. The content of this class was a discussion of My Plan and the beginning of Chapter 17 – Decisions about Study and Test Taking. These two topics relate to Student Learning Outcomes (2) Identify learning styles and analyze various factors that impact learning, (4) Demonstrate understanding and integration of basic study skills, critical thinking skills, and communication skills, (5) Demonstrate self-awareness and career goals within an academic atmosphere, (6) Identify and use college resources, and (7) Demonstrate knowledge of key components of student success. [Redacted] informed the students about their upcoming Project 5 which is due on Monday the 20<sup>th</sup>. She also reminded the class of the upcoming calendar of events for the class.

3. The instructor effectively presented the material. [Redacted] used power point, the whiteboard, the projector, and class discussion to meet the content of the class. She was very engaged in the classroom discussion. She walked around the room to talk to students. [Redacted] provided helpful hints for studying on her power point slides. The slides were easy to read. For each topic pertaining to studying, [Redacted] provided examples.

4. The students were appropriately involved in the learning process. [Redacted] called upon the students in class. Because this was a small class, calling upon the students provided an opportunity for all students to get engaged and involved. The students responded well to this approach. [Redacted] asked questions to the students that required analysis and synthesis. She provided opportunities for students to engage in the learning process by asking them for examples which the students were eager to provide.

Evaluator's comments/recommendations: (Please use reverse side if additional space is needed.)

Professor [Redacted] structure of this class was excellent. There are no recommendations.

Instructor's comments/response: (Please use reverse side if additional space is needed.)

SIGNATURES

[Redacted Signature] ID: [Redacted ID] 4/20/13  
 Instructor Signature: *Brenda Carter* Date <sup>30</sup> 4.20.13  
 Evaluator: *Brenda Carter* Date 4.20.13  
 Academic Dean: \_\_\_\_\_ Date \_\_\_\_\_

CWFD

[REDACTED]



FACULTY PERFORMANCE APPRAISAL  
2010-2011

Faculty Member: [REDACTED]

Date: 6/13/11

Annual Appraisal    |     Probationary Appraisal    |     Multi-year Contract Appraisal    |     Other

Period Covered: 2010 - 2011

Dean: Dr. Jon H. Hardesty

Division: Math/Natural Science, Social/Behavioral Science, Communications/Humanities

INSTRUCTIONS

The primary purpose of the assessment process at CCCC is to maintain high quality educational programs. The process focuses on the professional growth and development of each faculty member as an individual in relation to the position description, standards of excellence, divisional and institutional goals and priorities. The performance appraisal process is also used as a component in determining contractual status, including renewal, non-renewal, the awarding of multi-year contracts and termination.

The performance appraisal process is conducted in an atmosphere of open and honest communication between the employee and the supervisor. Each employee is responsible for providing the supervisor with evidence of professional accomplishments during the year that support the mission and goals of the division and the institution. Likewise, the supervisor is responsible for reviewing the employee's professional accomplishments to determine the degree to which the employee met the established objectives for the year. Conducted in an atmosphere of mutual trust and respect, the performance appraisal process provides a growth experience for all college faculty and staff. See Section 9 of the Faculty and Staff Handbook.

Criteria for excellence in the performance of faculty "Duties and Responsibilities" are listed by category on the following pages. Using the definitions and examples for these ratings, circle the appropriate rating that matches the individual's performance in each category.

- M Meets standards for excellence
- I Improvement needed
- N Not applicable

Definitions and Examples:

**MEETS:** One or more of the words usually, frequently, successfully, or effectively applies. This rating is appropriate for job performance that meets and may exceed required criteria for excellence in the category.

**IMPROVEMENT NEEDED:** One or more of the terms occasionally, marginally, inadequately, sometimes, or progressing applies. This rating describes performance in which many of the job duties and standards are met, but where improvement in one or more areas is required to meet the criteria for excellence. An action plan must be in place, or be established to accompany this appraisal to clearly identify specific skills or areas in need of continued growth, development and/or improvement.

**NOT APPLICABLE:** The activity is not part of the faculty member's job or position at the college.



**PLEASE NOTE:**

In the comment area provided following each section, you must justify ratings that indicate a need for improvement.

**I. TEACHING**

1. **M I N** Facilitates learning.
2. **M I N** Provides students with the fundamental body of knowledge of his/her discipline.
3. **M I N** Teaches students to apply that knowledge.
4. **M I N** Responds to the differing educational requirements of students.
5. **M I N** Employs current materials in classroom presentations and learning experiences.
6. **M I N** Uses innovative teaching and learning methods.
7. **M I N** Employs effective evaluation techniques.
8. **M I N** Meets classes as scheduled.

**COMMENTS:**

██████████ is a highly respected member of the faculty at Collin. He works diligently to make the information presented in SOCI 1301, 1306 and 2340 accessible to students and applicable to their daily lives through extensive use of discussion within class or via use of the Blackboard discussion forum. In all of his courses he provides students with up-to-date data on social trends, and he is particularly interested in being sure that students understand the use and limitations of statistical data. ██████████ has incorporated a variety of innovative teaching methods in his courses including a) the extensive use of Blackboard for both his online and onsite sections, b) the development of podcasts (lecturecasts), and c) the construction of programmed learning components for portions of both SOCI 1301 and SOCI 1306.

**II. ASSISTING STUDENTS**

1. **M I N** Understands current career and curriculum options, degree requirements and course transfer information within the discipline and provides timely and tailored advice to students.
2. **M I N** Helps students with education-based problems and/or directs students to appropriate college resources.
3. **M I N** Assists students in accessing appropriate college and community resources for non-educational problems.
4. **M I N** Is available to and approachable by students.

**COMMENTS:**

██████████ takes considerable time to point out to all of his students that less than 30% of the adult population in the U.S. possesses a college degree in an effort to prompt each student to recognize the importance of the accomplishment. He then provides them with the statistical data showing a positive correlation between levels of educational attainment and lifetime earnings. He takes the time to explain to students the career options available to those students possessing degrees in Sociology and/or interest in Social Service careers, and he directs them to statistical data on incomes for various career options. ██████████ assists students with admission to 4-year institutions by writing recommendation letters, directing students to potential sources of funds to pay for college, and suggestions on the choice of schools to seek admission to.

### III. COLLEGE SERVICE

1. **MIN** Participates in divisional and departmental meetings.
2. **MIN** Works individually and/or collaboratively with college employees to accomplish discipline, divisional and college missions, goals and objectives, by serving on college-wide task forces, search committees, faculty senate committees, advisory groups, student groups as a faculty adviser, professionally related community activities on behalf of the college, etc.

#### COMMENTS:

██████████ is highly engaged in college service activities. He is a member of the Brown-Bag Roundtable Discussion Committee at PRC, the Distinguished Speaker Series Committee, the Scholarship Selection Committee, and the Student Life Awards Committee. This year he was elected to serve as a Faculty Council representative from PRC, and in partial fulfillment of that role he served as a faculty representative to the Academic Planning Team. He served on the APT Subcommittee for Revision of the Employer Satisfaction Survey Instrument and Process, and he was selected as an outside representative on an A&P/Biology Faculty Search Committee. ██████████ is very active in college-wide initiatives aimed at identifying faculty, staff or student behaviors that may require follow-up at the institutional level by serving as an active member of the SOBI team and the PAUSE committee. Moreover, he is active in supporting student-focused initiatives. To this end he attended the Earth Day event at PRC and the events surrounding African American History Month in the Spring. He attended the Cultivating Scholars event in April, the Honors Institute Awards Ceremony and served on the Honors Student Conference Planning Committee. In addition he participated in the Faculty Roundtables for Student Orientation, and he organized the Homelessness Simulation at PRC that resulted in the publication of "What does it Feel Like to be Homeless" in the March 2011 issue of *Allen Image*.

### IV. PROFESSIONAL DEVELOPMENT

1. **MIN** Remains current and competent in the appropriate academic discipline.
2. **MIN** Participates in an on-going program of professional self-development.
3. **MIN** Contributes to and participates in college staff development programs, such as annual associate faculty meetings, all-staff activities and workshops, teleconferences, staff development classes, etc.

#### COMMENTS:

██████████ maintains one of the stronger professional development programs at the college. He attended a workshop entitled "Threat Assessment" to enhance the skills he uses in support of SOBI, he conducted two workshops. One was entitled "Why Do Students Do What They Do...The View from a Sociologist" for Collin College's Faculty Development Week prior to the start of the Fall 2010 term, and the second was entitled "Slave Codes as Total Institution." Earlier this year he published "An Ideal Approach to Change" in *Sociologists in Action*, published by Pine Forge Press; and he is a member of numerous professional organizations including: International Sociological Association, the Association of Applied and Clinical Sociology, the International Society for Behaviorology, and the Association for Behavior Analysis International. He serves a number of professional organizations in a variety of capacities including serving as a Representative for Membership/PR/Outreach and Facebook Administrator with Behaviorists for Social Responsibility, and as a Facebook Administrator for the Evolution, Biology and Society Section of the American Sociological Association. He serves as a reviewer for *Teaching Sociology*, the *Journal of Interpersonal Violence*, the *Journal of Applied and Clinical Sociology*, and *Social Forces*. In addition, he serves as an Associate Editor for the *Journal of Applied Social Science*.

### V. PROFESSIONAL INTERACTION

1. **MIN** Interacts professionally and courteously with students, teaching faculty and staff, including advising and assisting associate faculty when required or appropriate.
2. **MIN** Recognizes, respects and encourages ideas of others.

**COMMENTS:**

██████████ is always professional and courteous in his interactions with faculty, staff, and students. He is always willing to hear others out, and to encourage ideas put forth by others.

**VI. POLICIES, PROCEDURES AND TIME LINES**

1. **MIN** Performs duties and responsibilities in accordance with established policies and procedures.
2. **MIN** Meets time lines for assigned work.
3. **MIN** Provides timely notice for substitutes and class/schedule changes.

**COMMENTS:**

██████████ is always very timely in meeting the timelines of his assigned duties and responsibilities, and he is always cognizant of performing his duties in accordance with all established policies and procedures of the College.

**VII. OPTIONAL ACTIVITIES PERFORMED**

N/A

**VIII. COORDINATOR ACTIVITIES**

To be completed only for faculty members with coordinator responsibilities.

1. **MIN** Performs coordinator duties and responsibilities in accordance with established policies and procedures.
2. **MIN** Meets time lines for assigned coordinator work.
3. **MIN** Ensures associate faculty meet criteria required for accreditation.
4. **MIN** Follows hiring procedures and completes related documentation on a timely basis.
5. **MIN** Conducts classroom visits and evaluates each associate faculty member at least one time per year.
6. **MIN** Ensures teaching excellence among associate faculty.

**COMMENTS:**

**IX. DEAN'S ASSESSMENT OF STUDENT EVALUATIONS IN THIS EVALUATION PERIOD**

██████████ student evaluations are remarkably positive. Significant numbers of students noted his passion for the subject, the interesting perspectives that he gets students to see particular topics from, and the highly organized nature of his lectures. It is also obvious that his students feel as though ██████████ truly cares about whether his students succeed in his courses. The best summary probably comes from the student that indicated, "██████████ has been very encouraging and positive from the beginning of the semester. He shows a lot of enthusiasm and lectures are very interesting with plenty of information and resources given to the students. Always willing and available for all questions. Very easy to talk to and it is obvious that he cares about his students and their successes. Great Professor, thanks."

**OVERALL EVALUATION:** Indicate below the overall appraisal rating which best describes a summary of the above ratings and comments.

**MEETS STANDARDS OF EXCELLENCE**  
 **IMPROVEMENT NEEDED**

**Comments:**

Overall, [REDACTED] exhibits each of Collin's core values. He is dedicated to his profession, and it shows in the commitment he has made to his students, his colleagues, and this institution. His peers recognized his efforts this year by nominating for Outstanding Professor. Collin is fortunate to have [REDACTED] on the faculty.

**RECOMMENDATION TO THE COUNCIL ON EXCELLENCE**

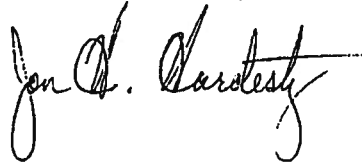
To be completed by the Division Dean when the faculty member has become eligible for award of a multi-year contract).

I \_\_\_\_\_ do \_\_\_\_\_ do not recommend this faculty member for a multi-year contract.

**JUSTIFICATIONS/COMMENTS:**

I have reviewed and discussed this performance appraisal with the faculty member.

Division Dean's Signature



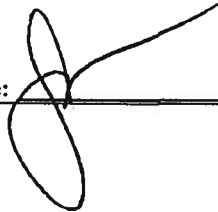
Date:

8/23/11

My Division Dean has reviewed and discussed this performance appraisal with me. Please use the back of this form or an attachment if more room for comments is needed.

**Comments:**

Faculty Member's Signature:



Date:

8/23/11

**IX. ANNUAL GOALS/OBJECTIVES AND EVALUATION FORM**

**Goal Setting (Conduct annually.)**

Together, the faculty member and division dean should agree on a set of goals for the faculty member for the next fiscal year. After completion, the division dean should give the faculty member a copy of this sheet. The division dean should also retain a copy, and use it as a part of the next year's Faculty Performance Appraisal.

**Goal Review (Conduct annually.)**

The faculty member and division dean should review a copy of the goals set during last year's Faculty Performance Appraisal and, together, evaluate the degree to which this faculty member accomplished the goals. Indicate, in the boxes shown, which goals were accomplished, which were partially accomplished, and which were not accomplished. Provide explanations for goals that were partially accomplished or not accomplished

Goals for Year 2009-2010	Goal Completion	Explanation
Developed Programmed Learning Modules.	<input type="checkbox"/> Accomplished <input checked="" type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	[REDACTED] has completed approximately 30% of the learning modules that he intended to complete.
Author a text for the general public on eating less.	<input type="checkbox"/> Accomplished <input checked="" type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	An outline has been created and the full text needs to be filled in.
Conduct research on emergent contingencies.	<input type="checkbox"/> Accomplished <input checked="" type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	[REDACTED] has received IRB approval and he needs to recruit student subjects in order to proceed.

**IX. ANNUAL GOALS/OBJECTIVES AND EVALUATION FORM**

**Goal Setting (Conduct annually.)**

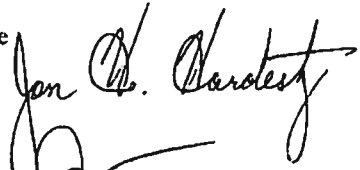
Together, the faculty member and division dean should agree on a set of goals for the faculty member for the next fiscal year. After completion, the division dean should give the faculty member a copy of this sheet. The division dean should also retain a copy, and use it as a part of the next year's Faculty Performance Appraisal.

**Goal Review (Conduct annually.)**

The faculty member and division dean should review a copy of the goals set during last year's Faculty Performance Appraisal and, together, evaluate the degree to which this faculty member accomplished the goals. Indicate, in the boxes shown, which goals were accomplished, which were partially accomplished, and which were not accomplished. Provide explanations for goals that were partially accomplished or not accomplished

Goals for Year 2010-2011	Goal Completion	Explanation
Initiate a research/intervention project on recycling to incorporate within one of his classes.	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
Investigate the possibility of establishing an addiction recovery center at Collin using a model developed at Texas Tech Univ.	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
Submit an article for publication to a peer-reviewed journal.	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	

Division Dean's Signature



Date:

8/23/11

Faculty Member's Signature



Date:

8/23/11



CWID [REDACTED]



### FACULTY PERFORMANCE APPRAISAL

Faculty Member: John Glass

Date: 17 July 2012

Annual Appraisal

Period Covered: 2011-2012

Dean: Michael McConachie

Division: CH/SBS @PRC

#### INSTRUCTIONS

The primary purpose of the assessment process at Collin is to maintain high quality educational programs. The process focuses on the professional growth and development of each faculty member as an individual in relation to the position description, standards of excellence, divisional and institutional goals and priorities. The performance appraisal process is also used as a component in determining contractual status, including renewal, non-renewal, the awarding of multi-year contracts and termination.

The performance appraisal process is conducted in an atmosphere of open and honest communication between the employee and the supervisor. Each employee is responsible for providing the supervisor with evidence of professional accomplishments during the year that support the mission and goals of the division and the institution. Likewise, the supervisor is responsible for reviewing the employee's professional accomplishments to determine the degree to which the employee met the established objectives for the year. Conducted in an atmosphere of mutual trust and respect, the performance appraisal process provides a growth experience for all college faculty and staff. See Section 9 of the *Faculty and Staff Handbook*.

Criteria for excellence in the performance of faculty "Duties and Responsibilities" are listed by category on the following pages. Using the definitions and examples for these ratings, circle the appropriate rating that matches the individual's performance in each category.

- M Meets standards for excellence
- I Improvement needed
- N Not applicable

#### Definitions and Examples:

**MEETS:** One or more of the words usually, frequently, successfully, or effectively applies. This rating is appropriate for job performance that meets and may exceed required criteria for excellence in the category.

**IMPROVEMENT NEEDED:** One or more of the terms occasionally, marginally, inadequately, sometimes, or progressing applies. This rating describes performance in which many of the job duties and standards are met, but where improvement in one or more areas is required to meet the criteria for excellence. An action plan must be in place, or be established to accompany this appraisal to clearly identify specific skills or areas in need of continued growth, development and/or improvement.

**NOT APPLICABLE:** The activity is not part of the faculty member's job or position at the college.

#### PLEASE NOTE:

*In the comment area provided following each section, you must justify ratings that indicate a need for improvement.*

[REDACTED]

## I. TEACHING

1. M I N Facilitates learning.
2. M I N Provides students with the fundamental body of knowledge of his/her discipline.
3. M I N Teaches students to apply that knowledge.
4. M I N Responds to the differing educational requirements of students.
5. M I N Employs current materials in classroom presentations and learning experiences.
6. M I N Uses innovative teaching and learning methods.
7. M I N Employs effective evaluation techniques.
8. M I N Meets classes as scheduled.

### COMMENTS:

[REDACTED] consistently updates his teaching techniques as he is interested in ensuring that students are learning at a sufficient capacity and rate. [REDACTED] reads literature on teaching and learning (specifically, behavior analytic literature), participate in a teaching sociology listserv (TEACHSOC), and discuss new and innovative techniques with his colleagues. At the end of each semester, I determine what I need to change for the following semester. Generally, Dr. [REDACTED] makes incremental changes in teaching methods and will oftentimes introduce a new assignment as "additional credit" to see how well it works. If it is successful, he will incorporate it as a required assignment the following semester. Having been a "student" of sociology for 35 years, he is confident that he is providing students with fundamental knowledge of the discipline. Dr. [REDACTED] formats his classes so there is flexibility for students in terms of time (many work, have children, care for sick relatives, etc.) and in terms of academic diversity (He encourages students who are not doing well to email me assignments before the due date so I can review and suggest improvements). He consistently utilizes current events to demonstrate not only how to utilize sociology for understanding human behavior, but to also understand how through the application of sociology (He worked as an applied sociologist for 10 years before coming to Collin), social conditions, social organization, and social interactions can be improved. Many of my assignments require students to apply the knowledge that we have just covered in the class as he is convinced that application of knowledge not only increases understanding of the subject matter, but also makes the knowledge relevant. This semester, Dr. [REDACTED] added a Twitter account for students, developed an accompanying internet application for all of his classes (mobile app), and utilized barcodes on materials for ease of accessibility for students. Lastly, Dr. [REDACTED] employs over 25 opportunities for assessment (quizzes, assignments, exams, in-class assignments); these provide me with a reliable and comprehensive picture of a student's academic ability. Dr. [REDACTED] also taught an online Honors Sociology course in the Spring, which was a first for the College; the class filled.

## II. ASSISTING STUDENTS

1. M I N Understands current career and curriculum options, degree requirements and course transfer information within the discipline and provides timely and tailored advice to students.
  2. M I N Helps students with education-based problems and/or directs students to appropriate college resources.
  3. M I N Assists students in accessing appropriate college and community resources for non-educational problems.
  4. M I N Is available to and approachable by students.
- [REDACTED]



\_\_\_\_\_

**COMMENTS:**

Dr. \_\_\_\_\_ frequently discusses future educational and career opportunities with students. Many students approach him about what one can do with a bachelor's degree in sociology. Dr. \_\_\_\_\_ always suggests to students that they "shadow" a person whom is doing the work that they think they want to do for a career so students can get an idea of what day-to-day work life is like. He also will suggest to students that excel in sociology to consider further study; oftentimes, suggesting that they consider teaching sociology at some point in the future. Dr. \_\_\_\_\_ also works with students who have decided that they do want to pursue sociology as a career; this semester he met with a student who wants to become a sociology professor. They discuss the discipline, academic life, subject matter, etc.

As a member of SOBI, Dr. \_\_\_\_\_ has a fair amount of knowledge about resources available through Collin and will frequently make suggestions to students to take advantage of them. He also does this with this with faculty members who are seeking resources for students. In addition, Dr. \_\_\_\_\_ knowledge of community resources is growing ( I consistently hold office hours and let students know that I am available.

Dr. \_\_\_\_\_ frequently meets with students outside of office hours to discuss course materials, personal issues, current events, etc.

**III. COLLEGE SERVICE**

1. **M | N** Participates in divisional and departmental meetings.
2. **M | N** Works individually and/or collaboratively with college employees to accomplish discipline, divisional and college missions, goals and objectives, by serving on college-wide task forces, search committees, faculty senate committees, advisory groups, student groups as a faculty adviser, professionally related community activities on behalf of the college, etc.

**COMMENTS:** Dr. \_\_\_\_\_ is dedicated in his service to the College.

- Faculty Member, Honors Institute
- Member, SOBI Team
- Panelist, Auteur Film Series, "The Truman Show"
- Member, Faculty Council Technology Committee
- Attendee, Convergence Technology Training, "Applications for Mobile Devices"
- Member, Rocking the Ridge Committee Member
- Presenter, "Cultural Diversity," Student Leadership Academy
- Developer, Collin SOCI, Mobile Application
- Member, Committee on Assessment Team (COAT)
- Member, Earth Day Committee
- Member, Committee on Sexual Assault Awareness (Clothesline Project)
- Panelist, African-American History Month movie, "The Help"
- Attendee, "Campus Security" Training
- Panelist, CPC movie, "Miss Representation"
- Proxy Parliamentarian, February Faculty Council Meeting
- Member, Spanish Language Search Committee
- SOBI Representative, CPC Health Fair
- Member, Distinguished Speaker Committee
- Member, Scholarship Selection Committee
- Member, Outstanding Professor of the Year Committee

\_\_\_\_\_

- Member, Strategic Goals Team
- Faculty Representative, Board Appreciation Day
- Presenter, CSCE Poverty Simulation, "Poverty: Prevalence and Impact"

#### IV. PROFESSIONAL DEVELOPMENT

1. M I N Remains current and competent in the appropriate academic discipline.
2. M I N Participates in an on-going program of professional self-development.
3. M I N Contributes to and participates in college staff development programs, such as annual associate faculty meetings, all-staff activities and workshops, teleconferences, staff development classes, etc.

#### COMMENTS:

Dr. [REDACTED] stays current in the discipline of sociology through reading theoretical texts, journal articles, etc. He subscribes in several news feeds that provide the latest research findings in human behavior, social conditions, brain science, etc. Dr. [REDACTED] serves as a reviewer for the *Journal of Interpersonal Violence* and the *Journal of Applied Social Science* (JASS). He also serves as an associate editor of JASS and am the Facebook administrator for the Evolution, Biology and Society section of the American Sociological Association. He attended a workshop on building Mobile devices over the Winter break and am scheduled to attend a workshop on Geographic Information Systems through the Convergence Technology department over the summer.

#### V. PROFESSIONAL INTERACTION

1. M I N Interacts professionally and courteously with students, teaching faculty and staff, including advising and assisting associate faculty when required or appropriate.
2. M I N Recognizes, respects and encourages ideas of others.

#### COMMENTS:

#### VI. POLICIES, PROCEDURES AND TIME LINES

1. M I N Performs duties and responsibilities in accordance with established policies and procedures.
2. M I N Meets time lines for assigned work.
3. M I N Provides timely notice for substitutes and class/schedule changes.

#### COMMENTS:

#### VII. OPTIONAL ACTIVITIES PERFORMED N/A

#### VIII. ACADEMIC CHAIR ACTIVITIES N/A

*To be completed only for faculty members with Academic Chair responsibilities.*

1. M I N Performs Academic Chair duties and responsibilities in accordance with established policies and procedures.

- [REDACTED]
2. MIN Meets time lines for assigned Academic Chair work.
  3. MIN Ensures associate faculty meet criteria required for accreditation.
  4. MIN Follows hiring procedures and completes related documentation on a timely basis.
  5. MIN Conducts classroom visits and evaluates each associate faculty member at least one time per year.
  6. MIN Ensures teaching excellence among associate faculty.

**COMMENTS:**

7  
8

IX. DEAN'S ASSESSMENT OF STUDENT EVALUATIONS IN THIS EVALUATION PERIOD

[REDACTED] is an excellent engaging instructor. Students quickly catch his passion for sociology. This past year his face-to-face classes also engaged in sociological research. [REDACTED] knowledge, enthusiasm and open-mindedness are all appreciated by students. [REDACTED] innovated using Twitter in his classes. His online classes are equally engaged and successful. As the comments below show, [REDACTED] is a top-rated professor!

- "My favorite teacher."
- Nice and understanding
- Very informed
- Good listening
- "Awesome teacher, knows what he is doing and is a very good teacher."
- "Amazing professor! Highly recommend him!"
- "He involves the class in discussion and this allows me to learn more."
- "Please continue to provide an educational experience that is thought provoking and tolerant."
- "One of the best teachers I have ever had."
- Repeated: "[REDACTED] rocks!"
- "Professor [REDACTED] is truly an exemplary professor of his college. His genuine interest and commitment to his scientific discipline is remarkable."
- Wonderful job showing how society functions and how to analyze it
- Frequently ranks as a favorite, best teacher ever, etc.

[REDACTED]

OVERALL EVALUATION: Indicate below the overall appraisal rating which best describes a summary of the above ratings and comments.

MEETS STANDARDS OF EXCELLENCE  
 IMPROVEMENT NEEDED

Comments: There is no doubt that [REDACTED] is one of the most highly effective and sought after professors at Collin College. His respect and compassion for students is demonstrated in the flexibility of his course requirements; his scholarly commitment and ability to get it across to his students. [REDACTED] devotion to the College is exemplary. Collin and PRC are well served by a faculty member of his caliber and talent!

RECOMMENDATION TO THE COUNCIL ON EXCELLENCE

To be completed by the Division Dean when the faculty member has become eligible for award of a multi-year contract).

I \_\_\_ do \_\_\_ do not recommend this faculty member for a multi-year contract.

JUSTIFICATIONS/COMMENTS:

Division Dean's Statement:

I have reviewed and discussed this performance appraisal with the faculty member.

Division Dean's Signature

*Michael McConachie*

Date:

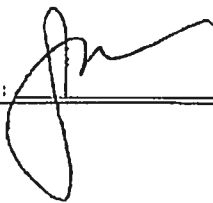
8-9-12

My Division Dean has reviewed and discussed this performance appraisal with me. Please use the back of this form or an attachment if more room for comments is needed.

Comments:

Grateful to be at Collin; happy to be at PRC!

Faculty Member's Signature:



Date:

8/9/12

IX. ANNUAL GOALS/OBJECTIVES AND EVALUATION FORM

Goal Setting (Conduct annually.)

Together, the faculty member and division dean should agree on a set of goals for the faculty member for the next fiscal year. After completion, the division dean should give the faculty member a copy of this sheet. The division dean should also retain a copy, and use it as a part of the next year's Faculty Performance Appraisal.

Goal Review (Conduct annually.)

The faculty member and division dean should review a copy of the goals set during last year's Faculty Performance Appraisal and, together, evaluate the degree to which this faculty member accomplished the goals. Indicate, in the boxes shown, which goals were accomplished, which were partially accomplished, and which were not accomplished. Provide explanations for goals that were partially accomplished or not accomplished

Goals for Year 2011-2012	Goal Completion	Explanation
Initiate a research/intervention project on recycling to incorporate within one of his classes.	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	Conducted archival (digging through trash and recycling bins!) research on recycling in Fall 2011 with SOCI 1301P04 and conducted survey research on recycling practices with SOCI 1301P05.
Investigate the possibility of establishing an addiction recovery center at Collin using a model developed at Texas Tech Univ.	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	Received valuable information from Texas Tech and discussed how to start such a program at Collin. It is indeed possible to do so, but to replicate the Texas Tech model will be a long-term project.
Submit an article for publication to a peer-reviewed journal.	<input type="checkbox"/> Accomplished <input checked="" type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	Still working on paper
	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	

Goals for Year 2012-2013	Goal Completion	Explanation
Investigate possibility of starting sociological research lab at PRC.	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
Conduct research with community agencies requiring process and outcome evaluation	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
Incorporate research (community, recycling, etc.) into at least one class	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	

Division Dean's Signature: *Marshall K. Coakley* Date: 8-9-12

Faculty Member's Signature: *[Signature]* Date: 8/9/12



## FACULTY PERFORMANCE APPRAISAL

Faculty Member: [REDACTED]

Date: June 18, 2013

 Annual Appraisal

Period Covered: 2012-2013

Dean: Dr. Michael McConachie

Division: CH/SBS@PRC

INSTRUCTIONS

The primary purpose of the assessment process at Collin is to maintain high quality educational programs. The process focuses on the professional growth and development of each faculty member as an individual in relation to the position description, standards of excellence, divisional and institutional goals and priorities. The performance appraisal process is also used as a component in determining contractual status, including renewal, non-renewal, the awarding of multi-year contracts and termination.

The performance appraisal process is conducted in an atmosphere of open and honest communication between the employee and the supervisor. Each employee is responsible for providing the supervisor with evidence of professional accomplishments during the year that support the mission and goals of the division and the institution. Likewise, the supervisor is responsible for reviewing the employee's professional accomplishments to determine the degree to which the employee met the established objectives for the year. Conducted in an atmosphere of mutual trust and respect, the performance appraisal process provides a growth experience for all college faculty and staff. See Section 9 of the *Faculty and Staff Handbook*.

Criteria for excellence in the performance of faculty "Duties and Responsibilities" are listed by category on the following pages. Using the definitions and examples for these ratings, circle the appropriate rating that matches the individual's performance in each category.

- M Meets standards for excellence
- I Improvement needed
- N Not applicable

Definitions and Examples:

**MEETS:** One or more of the words usually, frequently, successfully, or effectively applies. This rating is appropriate for job performance that meets and may exceed required criteria for excellence in the category.

**IMPROVEMENT NEEDED:** One or more of the terms occasionally, marginally, inadequately, sometimes, or progressing applies. This rating describes performance in which many of the job duties and standards are met, but where improvement in one or more areas is required to meet the criteria for excellence. An action plan must be in place, or be established to accompany this appraisal to clearly identify specific skills or areas in need of continued growth, development and/or improvement.

**NOT APPLICABLE:** The activity is not part of the faculty member's job or position at the college.

**PLEASE NOTE:**

*In the comment area provided following each section, you must justify ratings that indicate a need for improvement.*

I. TEACHING

1. MIN Facilitates learning.
2. MIN Provides students with the fundamental body of knowledge of his/her discipline.
3. MIN Teaches students to apply that knowledge.
4. MIN Responds to the differing educational requirements of students.
5. MIN Employs current materials in classroom presentations and learning experiences.
6. MIN Uses innovative teaching and learning methods.
7. MIN Employs effective evaluation techniques.
8. MIN Meets classes as scheduled.

COMMENTS: \_\_\_\_\_ is an excellent classroom teacher. He combines a low key approach with a lot of multi-media and classroom discussion. \_\_\_\_\_ incorporates a lot of research into his classes. \_\_\_\_\_ has engaged in the following teaching initiatives this past year:

- Added qualitative analysis component to his Social Problems course; beginning a student centered research initiative (There are two NPO's that want to work with \_\_\_\_\_ and his students).
- Invited guest speakers from AA for Substance Abuse course.
- Invited guest speakers from Traffick911 and The Turning Point for Social Problems course.
- Invited Counseling Services staff person to discuss counseling in Social Problems course.
- Added a literary analysis component to online Intro Honors course.
- Provide students with updated information sociological research gathered through Facebook, Twitter and RSS feeds;
- Moderate SOCI Collin Twitter feed that is available to students.

\_\_\_\_\_ helps students stay relevant and uses the latest technology in his instruction.

II. ASSISTING STUDENTS

1. MIN Understands current career and curriculum options, degree requirements and course transfer information within the discipline and provides timely and tailored advice to students.
2. MIN Helps students with education-based problems and/or directs students to appropriate college resources.
3. MIN Assists students in accessing appropriate college and community resources for non-educational problems.
4. MIN Is available to and approachable by students.

COMMENTS: \_\_\_\_\_ ably assists students. He started serving as a Faculty Advisor for CASE (Collin Association of Sustainable Efforts); disseminated SOBI information to students; have individual advising hours posted on his syllabus; informally advised students about attendance at 4 year colleges and universities as-well-as graduate programs.

III. COLLEGE SERVICE

1. MIN Participates in divisional and departmental meetings.
2. MIN Works individually and/or collaboratively with college employees to accomplish discipline, divisional and college missions, goals and objectives, by serving on college-wide task forces, search committees, faculty senate committees, advisory groups, student groups as a faculty adviser, professionally related community activities on behalf of the college, etc.

COMMENTS: [redacted] is deeply involved in College Service. His College Service has both breadth and depth.

- Member, SOBI (Strategies of Behavioral Intervention)
- Member, COAT (Core Objective Assessment Team)
- Volunteered at Rockin' the Ridge,
- Hosted a Twitter feed for the Dana Foundation's Brain Awareness Week,
- Assisted in the facilitation of the Clothesline Project with The Turning Point (Rape Crisis Center);
- Served on the Criminal Justice Search committee;
- Observed and evaluated Associate Faculty member (Mike Itashiki);
- Guest-lectured in SLA (LEAD) on Social Ethics;
- Panel member on Reproductive Rights, Ending Sex Discrimination, and Gay/Lesbian Rights workshop at PRC;
- Member of Honors Steering Committee;
- Panelist for Miss Representation screening (partnered with The Turning Point); served on Shared Governance committee;
- Served on Scholarship Selection Committee for Collin Foundation;
- Provided workshop on SOBI for faculty development week;
- Member of Faculty Council Technology Committee;
- Served as MC for Homelessness in Collin County Panel;
- Staffed SOBI table at CPC Health Fair;
- Trained Associate Faculty on SOBI;
- Worked the registration table at Cultivating Scholars;
- Selected to participate in development of new campus student health initiative (hopefully) funded by The Meadows Foundation.

IV. PROFESSIONAL DEVELOPMENT

1. MIN Remains current and competent in the appropriate academic discipline.
2. MIN Participates in an on-going program of professional self-development.
3. MIN Contributes to and participates in college staff development programs, such as annual associate faculty meetings, all-staff activities and workshops, teleconferences, staff development classes, etc.

COMMENTS: [redacted] is involved with professional development. It might be wise to incorporate or list some Collin professional development as well as these external ones.

- Associate Editor of Journal of Applied and Clinical Sociology (JASS);
- Reviewer for JASS; reviewer for Journal of Interpersonal Violence;
- Taught upper-division sociology course at CHEC;
- Met with staff from The Turning Point about conducting outcome evaluation for one of their programs;

- Moderate ASA list-serve on Evolution, Biology and Society section;
- Moderate Facebook page for Evolution, Biology and Society section of the ASA;
- Began research project of studying emergent contingencies within small groups.

**V. PROFESSIONAL INTERACTION**

1. **MIN** Interacts professionally and courteously with students, teaching faculty and staff, including advising and assisting associate faculty when required or appropriate.
2. **MIN** Recognizes, respects and encourages ideas of others.

COMMENTS:

**VI. POLICIES, PROCEDURES AND TIME LINES**

1. **MIN** Performs duties and responsibilities in accordance with established policies and procedures.
2. **MIN** Meets time lines for assigned work.
3. **MIN** Provides timely notice for substitutes and class/schedule changes.

COMMENTS:

**VII. OPTIONAL ACTIVITIES PERFORMED**

**VIII. ACADEMIC CHAIR ACTIVITIES N/A**  
*To be completed only for faculty members with Academic Chair responsibilities.*

1. **MIN** Performs Academic Chair duties and responsibilities in accordance with established policies and procedures.
2. **MIN** Meets time lines for assigned Academic Chair work.
3. **MIN** Ensures associate faculty meet criteria required for accreditation.
4. **MIN** Follows hiring procedures and completes related documentation on a timely basis.
5. **MIN** Conducts classroom visits and evaluates each associate faculty member at least one time per year.
6. **MIN** Ensures teaching excellence among associate faculty.

COMMENTS:

[REDACTED]

**IX. DEAN'S ASSESSMENT OF STUDENT EVALUATIONS IN THIS EVALUATION PERIOD**

[REDACTED] is a skilled instructor. He has a laid back style which makes him very approachable. One student commented that [REDACTED] "always made you feel like what you had to say was important." [REDACTED] treats his students with respect. Here are some additional student comments:

- Relaxed in-class atmosphere
- Down to earth
- Enjoyed the field experience
- Enthusiasm and knowledge
- [REDACTED] is a great teacher. He made class fun and interesting and really know the subject.
- He's every enthusiastic, constantly motivating us to do our best work, to pay attention to the world.
- He was interesting and knowledgeable about the subject; always had new current material
- Many would recommend his class others and want to take another course with him
- Gave thoughtful and thorough responses to questions. Provides all the information and opportunities to do well in this class.
- Well organized; really knows what he is talking about.
- Amazing professor; best one I have had.
- Very enthusiastic about course material
- He has a lot of experience. Presents the material in a way that allows us to analyze the concepts better. Is very passionate about what he teaches. Can tell he really wants us to learn from the class.

[REDACTED]

OVERALL EVALUATION: Indicate below the overall appraisal rating which best describes a summary of the above ratings and comments.

- MEETS STANDARDS OF EXCELLENCE  
 IMPROVEMENT NEEDED

Comments: [REDACTED] is an excellent faculty member who is involved in many facets of the College. He is superb in the classroom, dedicated to serving the College and always pursuing new areas of research and professional development. [REDACTED] is respected by students and colleagues alike. He definitely enriches Collin College and is well deserving of a contract extension.

RECOMMENDATION TO THE COUNCIL ON EXCELLENCE

To be completed by the Division Dean when the faculty member has become eligible for award of a multi-year contract).

I \_\_\_\_\_ do \_\_\_\_\_ do not recommend this faculty member for a multi-year contract.

JUSTIFICATIONS/COMMENTS:

Division Dean's Statement:

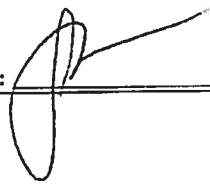
I have reviewed and discussed this performance appraisal with the faculty member.

Division Dean's Signature *M. Michael McConchie* Date: 7-25-12

My Division Dean has reviewed and discussed this performance appraisal with me. Please use the back of this form or an attachment if more room for comments is needed.

Comments:

Faculty Member's Signature:



Date:

7/28/13

**IX. ANNUAL GOALS/OBJECTIVES AND EVALUATION FORM**

**Goal Setting** (Conduct annually.)

Together, the faculty member and division dean should agree on a set of goals for the faculty member for the next fiscal year. After completion, the division dean should give the faculty member a copy of this sheet. The division dean should also retain a copy, and use it as a part of the next year's Faculty Performance Appraisal.

**Goal Review** (Conduct annually.)

The faculty member and division dean should review a copy of the goals set during last year's Faculty Performance Appraisal and, together, evaluate the degree to which this faculty member accomplished the goals. Indicate, in the boxes shown, which goals were accomplished, which were partially accomplished, and which were not accomplished. Provide explanations for goals that were partially accomplished or not accomplished

Goals for Year 2012-2013	Goal Completion	Explanation
Initiate a research/intervention project on recycling to incorporate within one of his classes.	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	Conducted archival (digging through trash and recycling bins!) research on recycling in Fall 2011 with SOCI 1301P04 and conducted survey research on recycling practices with SOCI 1301P03.
Investigate the possibility of establishing an addiction recovery center at Collin using a model developed at Texas Tech Univ.	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	Received valuable information from Texas Tech and discussed how to start such a program at Collin. It is indeed possible to do so, but to replicate the Texas Tech model will be a long-term project.
Submit an article for publication to a peer-reviewed journal.	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input checked="" type="checkbox"/> Not Accomplished	Still working on paper.
	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	





**Goals for Year 2012-2013**

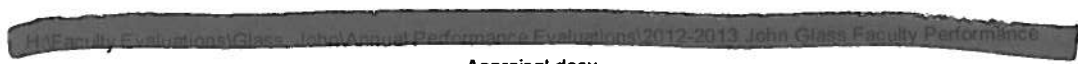
**Goal Completion**

**Explanation**

Investigate possibility of starting sociological research lab at PRC	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
Conduct research with community agencies requiring process and outcome evaluation	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
.Incorporate research (community, recycling, etc.) into at least one class	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	

Division Dean's Signature *Michael M. Crumble* Date: 7-25-13

Faculty Member's Signature: *[Signature]* Date: 7/25/13



COLLIN COUNTY COMMUNITY COLLEGE

EVALUATION FORM FOR CLASSROOM VISIT

Faculty Name: [redacted] Class/section: SOCI 1301 P05 Date of Visit 4/19/2010

Evaluator: Evaluate the instructor based on the four criteria listed below by describing your observations of their classroom presentation/activities conducted during your visit.

1. PREPARATION:

Students were assigned reading from the primary text to prepare for the class. A handout was prepared by [redacted]. An overview of the class and upcoming topics were covered with good use of the blackboard to show the calendar.

2. CONTENT:

The focus of the lecture was Social Stratification.

3. METHODOLOGY:

[redacted] used current examples to illustrate social stratification. There will be an in-class assignment as an introduction. [redacted] provided a definition of social stratification. Students were divided into small groups to learn about stratification. [redacted] has a great rapport with his students and knows their names. Professor Glas created an excellent learning experience.

4. STUDENT INVOLVEMENT:

Students were very engaged in the lecture.

Evaluator's comments/recommendations: (Please use reverse side if additional space is needed.)

The blackboard page was difficult to see the stratification assignment and the gender assignment. Perhaps place the assignments on a Power point slide. It was an excellent screen shot of how to play the "game of life", very creative assignment. The relaxed atmosphere allowed a comfortable learning experience without affecting the obvious academic rigor of the course-excellent class.

Instructor's comments/response: (Please use reverse side if additional space is needed.)

SIGNATURES

CWID: [redacted]

Instructor Signature:

*Bonnie Coan*

Date

7/2/10

Evaluator:

*Bonnie Coan*

Date

7-13-10

Academic Dean:

Date

---

**EVALUATION FORM FOR CLASSROOM VISIT**

Class/section: SOCI 1306-P01

Date of Visit: 10/11/10

Faculty Name: [REDACTED]

CWID [REDACTED]

---

**Evaluator:** Evaluate the instructor based on the four criteria listed below by describing your observations of their classroom presentation/activities conducted during your visit.

- Criterion 1. **Preparation:** the instructor provided examples to reinforce concepts, provided clear answers to students' questions, expanded upon the textbook;
- Criterion 2. **Content:** the instructor used appropriate materials, previewed upcoming course material, presented in a logical sequence;
- Criterion 3. **Methodology:** the instructor respected the students, presented enthusiastically, used variety of presentation methods, and moved from podium;
- Criterion 4. **Student Involvement:** the instructor solicited questions, comments and examples, provided opportunities for group or individual discussion on the material, and students participated in experiential activities.
- 

**1. The instructor was prepared for class.**

[REDACTED] came to class with a Power point presentation on the six stages of identifying and attempting to resolve a social problem. This lecture was a continuation of prior discussions, and it focused upon Public Reaction, the third of the six stages. After briefly reminding students about a) the posting of an exam review to Blackboard, b) the mid-term exam (given the following week) and c) the associated homework assignment (due prior to the upcoming exam), [REDACTED] began using his power point presentation to define a number of terms and concepts associated with framing and gauging/measuring Public reaction/opinion. The latter point required [REDACTED] to review a number of ideas from statistics (i.e. population, sample, representative sample) and to point out the importance of thinking about statistical data in a critical fashion. For examples [REDACTED] discussed how survey construction can lead to biased results and then spent considerable time critically evaluating Gallup survey results on the legalization of marijuana.

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**2. The content of the class session was appropriate for achieving instructional goals.**

The content of the lecture material was appropriate for achieving the goals of this particular class session. The example [REDACTED] used to highlight how easily survey results can be biased was VERY effective. His discussion of how simply interrupting the flow of questioning can suggest certain answers to questions struck a number of students as somewhat surprising. His second major example in which he identified Gallup data from the Gallup Organization website and then proceeded to demonstrate the limits of the data was quite effective in showing students how to define and interpret the limitations of survey data. He then went on to relate a story about constructing survey questions in one of his prior jobs, and how demanding this seemingly simple exercise can turn out to be if high quality data is expected from survey responses. Overall his judicious choice of major examples allowed this lecture to effectively point out the fundamental role of critical thinking in understanding public opinion data.

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**3. The instructor effectively presented the material.**

[REDACTED] presented this lecture in an enthusiastic manner. His relaxed lecturing style invited student input, and he readily incorporated student comments/contributions into his delivery. At the midpoint of the term, he has already learned the students' names, reinforcing his inviting lecture style to make the students feel comfortable with providing opinions that advance the discussion. In every case, the students' contributions were considered in a respectful tone, and anytime questions were asked by students, they were answered fully and respectfully. [REDACTED] was comfortable in the front of the room, and he moved seamlessly between the lecturn, the whiteboard, and the screen. Overall the lecture was well presented.

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**4. The students were appropriately involved in the learning process.**

The students were appropriately involved in the learning process. The level of interaction between the students and [REDACTED], and among the students was quite high, allowing for a lively and informative class session.

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**Evaluator's comments/recommendations: (Please use reverse side if additional space is needed.)**

Overall this class session was very informative and a joy to observe. It is obvious that [REDACTED] enjoys assisting his students with analyzing social issues and demonstrating the most effective means of contributing to resolutions. Well Done!

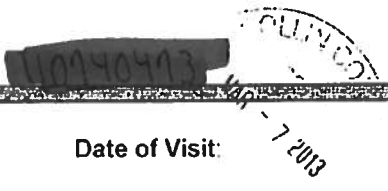
Instructor's comments/response: (Please use reverse side if additional space is needed.)

SIGNATURES

  
Instructor: \_\_\_\_\_ Date: 10/28/10

Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

Academic Dean:  \_\_\_\_\_ Date: 10/29/10



EVALUATION FORM FOR CLASSROOM VISIT

Class/Section:

Date of Visit:

Faculty Name:

SOCI 1306-P01

7 November 2012

Evaluator: Evaluate the Instructor based on the four criteria listed below by describing your observations of their classroom presentation/activities conducted during your visit.

- Criterion 1 Preparation: the instructor provided examples to reinforce concepts, provided clear answers to student's questions, expanded upon the textbook,
- Criterion 2 Content: the instructor used appropriate materials, previewed upcoming course material, presented in a logical sequence;
- Criterion 3 Methodology: the instructor respected the students, presented enthusiastically, used variety of presentation methods, and moved from podium;
- Criterion 4 Student Involvement: the instructor solicited questions, comments and examples, provided opportunities for group or individual discussion on the material, and students participated in experiential activities.

1. The instructor was prepared for class. [redacted] was present before class conversing with the students. He answered questions about homework and extra credit. The class was already engaged prior to the start of class.

2. The content of the class session was appropriate for achieving instructional goals. Today's topic was Step 5 of the 6 step social problems framework by Best, the textbook author. [redacted] leaped right into the topic. It certainly seems an appropriate topic for a Social Problems course.

3. The instructor effectively presented the material. [redacted] had prepared some links to articles about last night's election for the class to consider. This led to a lively discussion, especially about the Colorado and Washington state propositions legalizing marijuana. [redacted] then brought up the PowerPoint for today's topic. [redacted] employs sociological terms appropriately and emphasizes the application of knowledge to the real world. He moves around the classroom and asks good follow-up questions of his students. He is good at encouraging students to be curious. He treats students with respect which is one of Collin's core values. The class felt much more like an animated discussion as that of a lecture.

4. The students were appropriately involved in the learning process. The students were asking questions and taking part in the class discussion throughout the class. Many brought up topics related to the content, and some questions even extended the topic beyond the text and classroom. The sense of give and take among the students and instructor provided great evidence of the students effectively involved in the learning process.

Evaluator's comments/recommendations: (Please use reverse side if additional space is needed.)

This was a thoroughly enjoyable and interesting class. [redacted] is quite skilled at guiding and moderating a class. His knowledge of sociology and research translates effectively to the students. I like his encouragement to the students to follow their interests and go further. I might suggest an opening statement or something that transitions the class from conversation prior to class to the topic at hand. And it might be helpful to have the PowerPoint pulled up before hand rather than doing it during the class. An excellent class by an excellent professor; Collin is fortunate and proud to have [redacted] as part of the faculty.

Instructor's comments/response: (Please use reverse side if additional space is needed.)

I appreciate Dr. McConachie's feedback about my course facilitation methods and the delivery of course content. In regards to his suggestions about making an opening statement as a transition technique, I generally do this. In addition, I remind students of what the week's topic is and will also review what the weekly assignment is. In addition, I generally have my entire presentation materials ready at the beginning of the course. Occasionally, I will neglect to open one and/or I will think of something that is my electronic file and will open that during class, however. I design my courses to be logical, structured, and effective and have been told by students that they like my system as it is well organized and easy to understand. I continue to refine my methods, techniques, and organizational strategies and always welcome suggestions and new ideas. I remain very grateful to be at Collin and at the Preston Ridge Campus.

SIGNATURES

Instructor:

Date: 3/5/13

Evaluator:

Date: 3-6-13

Division Dean:

Date: 3-6-13

## BOARD REPORT

### 3 Year Contract for [REDACTED] Professor of Child Development and Education At COLLIN since 2004

#### • Education

Institution	Degree	Major
University of North Texas	Ed.D. (in process)	Early Childhood Education
Brigham Young University	MS	Child Development and Family Science
Georgia State University	BS	Urban Life/Social Welfare

#### • Prior Work Experience

Job Title	Organization Name	Date of Employment
Teacher: ESL, 1 <sup>st</sup> Grade, Special Ed	Irving ISD	Fall 2001-Spring 2004
Assistant Director, Center for Parent Education and Adjunct Professor	University of North Texas	1996-2001
Parenting and Family Childcare Coordinator; Nutrition Consultant	First Texas Council of Camp Fire	1993-1996

#### • Professional Development and Activities

- Serve as Web Advisor and Advisory Board Member, National Association for the Education of Young Children Interest Forum, 2010-present
- Serve as Webmaster, Child Development Educators Association for Texas Associate Degree Programs, 2010-present
- Completed Voluntary National Certified Family Life Educator (CFLE) Certification-National Council on Family Relations, 2010-2012
- Attended, Texas Computer Educator Association, "Technology for Tots" Conference, Galveston, Summer 2012
- Invited to be Keynote Speaker, Dallas Association for the Education of Young Children, Technology and Early Childhood: Developmentally Appropriate Practice, Spring 2012
- Attended Early Education and Technology for Children National Conference, Salt Lake City, Utah, Spring 2012
- Attended Texas Community College Teachers Association Conferences, 2010 and 2012
- Attended Child Development Educators Association for Texas Associate Degree Programs meetings, Spring 2010, Spring 2011, and Spring 2012
- Served as Vice President of Programs, Texas Association of Parent Educators, 2010-2011.
- Attended, National Association for the Education of Young Children Professional Institute, Phoenix, Arizona, Summer 2010
- Attended pre-conference Train-the-Trainer on Assessing Young Children, Phoenix, Arizona, Summer 2010

- Served as Voluntary Peer Reviewer, National Association for the Education of Young Children Early Childhood Associate Degree College Accreditation Team, (site confidential), Spring 2010
- Served as Site Coordinator and Moderator, Texas Association of Parent Educator Online Symposium Series, Fall 2010 and Spring 2011
- Co-Authored textbook, Hirschy, S. & Wilkinson, E. Protecting Our Children: Understanding Abuse and Neglect in Early Childhood. Wadsworth, Cengage Learning: California, Fall 2010

- **College Service / College-Related Community Service**

- Serve as Advisor, Kappa Delta Pi, 2010-present
- Serve as member and online course reviewer, Collin College Online Advisory Board, 2010-present
- Serve as advisory Board Member, Texas Agrilife Extension Service Family Advisory Board, 2010-present
- Served as Advisory Board Member, Bright Horizons Child Care Advisory Board, 2010-2012
- Serve as member, Collin College Technology Committee, 2010-present
- Serve as member of PRC Distinguished Speaker Series Committee, 2011-present
- Developed faculty website and location on college network drive for resources for Child Development Department Associate and Full-time faculty, 2010-present
- Facilitated Student Participation in Research Showcase at Educator's Symposium, 2011, 2012
- Attended and assisted in Associate Faculty Meetings for Child Development and Education, 2010, 2011, 2012
- Served as Project Director, 2010, 2011 Collin College Child Development Program National Association for the Education of Young Children Accreditation; Assisted with Accreditation Activities, 2012
- Presented Study Grant, "The Effects of Media and Technology on Children," 2011
- Facilitated voluntary student fundraising in CDEC 2304 class for the Children's Advocacy Center and Collin College Scholarships; students in the class raised over \$800, 2011
- Served as Webmaster, Facilitator and Presenter, Educator's Symposium, annual training event for teachers and child care administrators conducted by Collin College to raise funds for scholarships, 2010, 2011, 2012
- Served as Executive Board Member, Collin County Relief Nursery, 2010-2011

Approval Signatures:

Recommended  Not Recommended

Dean/Director/Supervisor

Date

*Gary Hodd* Dec. 2012

Recommended  Not Recommended

Chair, Council on Excellence

Date

*Martin J. Allen* 12-12-12

Recommended  Not Recommended

Vice President/Provost

Date

CPC  PRC  LSCC

*Mary McEate* 1-16-13

Recommended  Not Recommended

District Senior Vice President of  
Academic Affairs and Student Development

Date

*Colleen Smith* 1-21-13

Recommended  Not Recommended

District President

Date

*[Signature]* 1/29/13

Approved

Not Approved by the Board of Trustees at its meeting on

03/26/13

Date

*sh*





FACULTY SELF-EVALUATION AND APPLICATION FOR MULTI-YEAR CONTRACT FORM

Name: [Redacted]

Division: Social Science

Candidate for a 3-year contract  
Beginning in August 2013 and ending May 2016

**Authorization:** I authorize the Council on Excellence to obtain the Student Survey of Instruction forms, class visit forms and the dean's annual faculty performance appraisals and multi-year contract recommendation, and the Board Report form, to be used in confidence by the Council, for the purpose of determining its recommendation for a multi-year contract.

Upon completion of this process, the annual faculty performance appraisal form(s) will be returned to my personnel file and all other records considered in the multi-year contract process will be archived by Human Resources, in compliance with the district's records retention plan.

[Redacted Signature]

Faculty Member's Signature

11 / 1 / 12

Date

**FACULTY SELF-EVALUATION AND APPLICATION**

**I. TEACHING**

A.

Semester/Year	Courses Taught	Number of Sections
Spring 2010 - Credit		
	TECA 1354 Child Growth & Dev/Psych 2314 Life Span Psychology (Learning Community)	1
	CDEC 1358 Creative Arts/Early Childhood	1
	TECA 1311 Educating Young Children	1
	TECA 1303 Family, School, & Community	1
	EDJ 2301 Intro to Special Populations	1
	TECA 1318 Wellness of the Young Child	1
Summer I & III 2010		
	TECA 1303 Family, School, & Community	1
	TECA 1318 Wellness of the Young Child	1
Fall 2010 Credit		
	CDEC 2304 Child Abuse and Neglect	1
	TECA 1354 Child Growth & Development	1
	TECA 1303 Family, School, & Community (one online and one	2

	face-to-face)	
	EDUC 2301 Intro to Special Populations	1
	TECA 1318 Wellness of the Young Child	1
Spring 2011 Credit		
	TECA 1354 Child Growth & Dev/Psych 2314 Life Span Psychology (Learning Community)	1
	TECA 1303 Family, School, & Community	1
	CDEC 2340 Instructional Techniques-Children w/Special Needs	1
	EDUC 2301 Intro to Special Populations (online and face to face)	2
	TECA 1318 Wellness of the Young Child	1
Summer I & III 2011 Credit		
	TECA 1303 Family, School, & Community	1
	TECA 1318 Wellness of the Young Child	1
Fall 2011 Credit		
	CDEC 2304 Child Abuse and Neglect	1
	TECA 1354 Child Growth & Dev	1
	TECA 1303 Family, School, & Community	1
	EDUC 2301 Intro to Special Populations	1

	EDUC 1301 Intro to the Teach Profession	1	
	TECA 1318 Wellness of the Young Child	1	
Spring 2012 Credit			
	TECA 1303 Family, School, & Community	1	
	CDEC 2340 Instructional Techniques for Child w/Special Needs	1	
	EDUC 2301 Intro to Special Populations (online and face-to-face)	2	
	EDUC 1301 Intro to the Teach Profession	1	✓
	TECA 1318 Wellness of the Young Child	1	✓
Summer I & III 2012 Credit			
	TECA 1303 Family, School, & Community	1	
<b>Current Semester</b>	<b>Courses Taught</b>	<b>Number of Sections</b>	
Fall 2012 Credit	of the Young Child		
<b>C</b>	TECA 1303 Family, School, & Community	1	
<b>L</b>	EDUC 2301 Intro to Special Populations	1	
<b>i</b>	EDUC 1301 Intro to the Teach Profession	1	
<b>s</b>	CDEC 2371 Teaching with Technology in the Classroom	1	
<b>t</b>	TECA 1318 Wellness of the Young Child (face-to-face and online)	2	
<b>C</b>			
<b>.</b>			
<b>L</b>			
<b>i</b>			
<b>s</b>			

B.

**C. List projects or innovations related to teaching you have created, developed and implemented including any courses or programs developed.**

- Developed CDEC 2371, Teaching: Technology, Media and Digital Information in the Early Childhood Classroom, One of presenters to CAB for course approval, teaching CDEC 2371, Fall, 2012.
- Developed or Co-developed templates for online courses CDEC 1319, EDUC 2301, TECA 1311, TECA 1303 and TECA 1318, 2010-2012
- Implemented use of "Videatives", online video clips for child development, in classroom and trained faculty in their use, 2011
- Integrated Book-In-Common, *When the Emperor Was Divine*, into courses, (TECA 1354, Child Growth and Development and TECA 1303, Family and the Community), Fall, 2010
- Co-Developed, marketed to students and taught learning community, Deep Impact: Exploring Media Influences on Human Development combining TECA 1354, Child Growth and Development with Psych 2314, Spring, 2010 and Spring 2011.

## **II. STUDENTS**

**A. Describe your advising activities.**

I am an advisor to KDP, our education honor society. I attend meetings, assist with fundraisers, and attend inductions.

During every course, I encourage all of our students to complete their degree here at Collin and provide them with brochures on the two degrees, AAT and AAS that are offered in our area. I regularly discuss in my classes degree and career options in our field and bring in speakers from education and our program advisor to present to my classes. I also advise students on which courses to take. They often come by and talk to me about which colleges offer a teaching degree and to ask questions about the teaching field. I answer their questions, put them in touch with program advisors at other college and assist in any way I can. I have had five students in the past 4 months who have used me as a reference for a teaching position based on the relationship we developed in my previous experiences advising them.

We require lab or service learning experiences for most of our courses. I discuss and work with the students to help them identify the best placement for them. I also answer questions and assist them throughout the service learning experience.

I hold regular office hours and often meet with students outside of office hours if they drop by or make an appointment. I provide in the syllabus a phone number from Google Voice that allows them to call and text me without actually having my personal phone number. Several students have taken advantage of this to ask questions.

If a student has concerns about a class, I encourage through my syllabus and comments in class to come and talk to me. My syllabus contains a statement that I would like them to contact me before they drop the class to see if there is a way I can assist them in catching up and finishing the semester.

**B. List any student-related activities demonstrating support of students outside of the classroom in which you have been involved. Examples include participation in student organizations, student-related events, or attending student performances / receptions.**

- We conduct lab orientations every semester to help students understand our labs, answer questions and assist them in finding lab and service learning placements. These are given 4 times at the beginning of each semester, including one at night and one on Saturday. I always attend and assist with all of the orientations (though it is not required) unless I am teaching so that I have the opportunity to get to know my students who are online and also so that I can answer questions.
- Advisor, KDP, attendance at meetings and inductions, 2010-current
- Welcome week volunteer, fall and spring semesters, 2010, 2011, 2012
- Volunteer, "Need Help? Ask Me!" at the beginning of each semester 2011 and 2012.
- Volunteer, *Rockin the Ridge* at PRC, 2010, 2011, 2012
- Attended Earth Day, PRC, 2012
- Attended with my students, *The Help* movie and discussion, 2012
- Attended and gave extra credit for students attending, Melissa Woodward, *Traffic Stop*, presentation at PRC on child trafficking 2012
- Attended and had students attend, PRC Distinguished Speaker Series, Dr. Bruce Perry, 2012
- Encouraged and Facilitated Student Participation from students in TECA 1318 in Research Showcase at Educator's Symposium where they presented research they had done, 2011, 2012

- Taught Heart Association CPR and First Aid, every fall and spring, 2010-current for all of our students in TECA 1318. Course taught on weekend and is not a faculty participation requirement, 2010-2012
- Facilitated students in my Fall 2011 CDEC 2304 class in fundraising for the Children's Advocacy Center and Collin College Scholarships; students in the class raised over \$800, 2011

### III. PROFESSIONAL DEVELOPMENT AND ACTIVITIES

#### A. List professional activities

1. Conferences/Workshops attended/conducted
  - Early Education and Technology for Children Conference, Salt Lake City, Utah, 2012
  - Attended, Texas Computer Educator Association, "Technology for Tots" Conference, Galveston, 2012
  - Attended, Several Workshops online from Sloan-C Workshop including Dynamic Collaboration, Discussion and Facilitation Practices, 2011-2012
  - Attend Child Development Educators Association for Texas Associate Degree Programs meetings, 2010-current
  - Attended Texas Community College Teachers Association Conferences, 2010 and 2012.
  - Developed and Presented, "Working with Children with Special Needs", Grayson County Workforce Program, 2011
  - Attended, National Association for the Education of Young Children Professional Institute, Phoenix, Arizona, 2010
  - Attended pre-conference train-the-trainer on Saturday on Assessing Young Children, Phoenix Arizona, 2010
  - Developed and Presented Workshop, Apple Creek Preschool (for an advisory board member), "Siblings", 2010
2. Professional presentations, papers presented/published/submitted for publication
 

Presented *Tech Tools for Teachers* and *"little bites, big steps": food and fitness for young children!*, Educator's Symposium, 2012

- Keynote Speaker, Dallas Association for the Education of Young Children, Technology and Early Childhood: Developmentally Appropriate Practice, 2012
- Textbook Co-Author, Hirschy, S. & Wilkinson, E. (2010). *Protecting our children: Understanding abuse and neglect in early childhood*. Wadsworth, Cengage Learning: California.
- Presented *ITots: Technology in the Lives of Children and Teachers!*, Educator's Symposium, 2011

### 3. Involvement in professional organizations

- Attended Workshops Digital Decisions: Choosing Technology For ECE, 2012
- Attended, Tots and Technology Conference Texas Computer Education Association, 2012
- Attended Frisco Independent School District all-day training for their technology staff at their invitation, 2012
- Web Advisor and advisory board member, National Association for the Education of Young Children Interest Forum, 2010-present
- Webmaster and Member, Child Development Educators Association for Texas Associate Degree Programs, 2010-present
- Member, National Council on Family Relations, 2010-2012
- Member, Texas Association for the Education of Young Children, 2010-current
- Member, National Association for the Education of Young Children, 2010-2012
- Member, Texas Community College Teachers Association, 2010-current
- Member, Kappa Delta Pi, 2010-current
- Member, American Associate Degree Early Childhood Educators, 2010-current
- Member, Southern Early Childhood Association member, 2010-current
- Vice President of Programs, Texas Association of Parent Educators, 2010-2011.
- Peer Reviewer, National Association for the Education of Young Children Early Childhood Associate Degree College Accreditation Team to review college program in the Northeast for accreditation, 2010



- Site Coordinator and Moderator, Texas Association of Parent Educator Online Symposium Series, 2010.
  - Member, Texas Association of Parent Educators, 2010, 2011
  - Attended. Texas School Ready Summit, 2010
4. List any other ways in which you remain current in your discipline not reflected in the categories above.
- I attend workshops offered in my field online whenever possible related to Child Development and Education. I read current materials in my field and belong to listservs related to Early Childhood Education, Technology in Education, and Teaching in College Early Childhood Programs.

I requested a membership to an online training site for teachers on using technology in the classroom and have completed several workshops they have offered online as well as several of the Sloan Workshops offered by the College on technology and education.

I maintain my certifications in the following areas:

- Certified Family Life Educator (CFLE) Certification-National Council on Family Relations, 1995-current
- CPR Instructor Certification, current
- Texas Classroom Teacher Certification: Generic Special Education PK-12
- Texas Classroom Teacher Certification: Generalist EC-4
- Texas Classroom Teacher Certification: English as A Second Language K-12
- Texas Classroom Technology Applications Certification K-12

#### IV. COLLEGE SERVICE

- A. List college-related activities in which you have participated. Exclude activities expected of all faculty members such as attending All College Day, graduation or division meetings.**

1. College-Wide:

- Volunteer, Welcome Week for PRC 2010, 2011, 2012
- Volunteer, *Rockin the Ridge*, 2010, 2011, 2012
- Served as member of PRC Distinguished Speaker Series Committee, 2011-current
- Member, Online Advisory Board, 2010-current
- Member, Technology Committee, 2010-current
- Attended several workshops offered by the TLC, 2010-2012
- Assisted in Organizing and Attended, PRC Distinguished Speaker Series, Dr. Bruce Perry, 2012
- Presentation of Study Grant, The Effects of Media and Technology on Children, Spring 2011
- Attended Faculty Training Conference at the beginning of the semester, 2010, 2011

2. Division/Department:

- Created flash drive teaching resources that were provided to associate faculty, 2011-2012
- Project Director, 2010, 2011 Collin College Child Development Program National Association for the Education of Young Children Accreditation; Assisted with Accreditation Activities, 2012
- Mentor, Associate Faculty, 2010-2012
- Attended and Assisted in Development of Associate Faculty Meetings for Child Development and Education, 2010, 2011, 2012
- Developed and Administer I Drive Resources for Fulltime and Associate Faculty, 2010-current
- Developed and Administer Faculty Website with Resources for Associate and Full-time faculty, 2010-current
- Attended at Child Development Advisory Board meetings, 2010, 2011, 2012
- Trained faculty on the use of BlackBoard and other web 2.0 tools, 2010-current (group training at beginning of semesters and one-to-one during semesters as needed)
- Collected and Organized series of readings for EDUC 2301 used by faculty in lieu of textbook 2011

3. Any other contributions to the college community:

I regularly share information with my colleagues on issues related to child development, such as child obesity, child abuse and technology and children through e-mail and conversation. I report to my division regularly regarding the Online Advisory Board and Technology Committee issues.

**B. List professionally related community activities in which you have participated.**

- Advisory Board Member, Bright Horizons Child Care Advisory Board, 2010-current
- Advisory Board Member, Texas Agrilife Extension Service Family Advisory Board, 2010-current
- Webmaster, Facilitator and Presenter, Educator's Symposium, annual training event for teachers and child care administrators conducted by Collin College to raise funds for scholarships, 2010, 2011, 2012
- Executive Board Member, Collin County Relief Nursery, 2010-2011



## FACULTY PERFORMANCE APPRAISAL 2010-2011

Faculty Member [REDACTED]

Date: August 2011

Annual Appraisal     Probationary Appraisal     Multi-year Contract Appraisal     Other

Period Covered: 2010-2011

Dean: Gary Hodge

Division: Social and Behavioral Sciences, SCC

### INSTRUCTIONS

The primary purpose of the assessment process at Collin is to maintain high quality educational programs. The process focuses on the professional growth and development of each faculty member as an individual in relation to the position description, standards of excellence, divisional and institutional goals and priorities. The performance appraisal process is also used as a component in determining contractual status, including renewal, non-renewal, the awarding of multi-year contracts and termination.

The performance appraisal process is conducted in an atmosphere of open and honest communication between the employee and the supervisor. Each employee is responsible for providing the supervisor with evidence of professional accomplishments during the year that support the mission and goals of the division and the institution. Likewise, the supervisor is responsible for reviewing the employee's professional accomplishments to determine the degree to which the employee met the established objectives for the year. Conducted in an atmosphere of mutual trust and respect, the performance appraisal process provides a growth experience for all college faculty and staff. See Section 9 of the *Faculty and Staff Handbook*.

Criteria for excellence in the performance of faculty "Duties and Responsibilities" are listed by category on the following pages. Using the definitions and examples for these ratings, circle the appropriate rating that matches the individual's performance in each category.

- M Meets standards for excellence
- I Improvement needed
- N Not applicable

#### Definitions and Examples:

**MEETS:** One or more of the words usually, frequently, successfully, or effectively applies. This rating is appropriate for job performance that meets and may exceed required criteria for excellence in the category.

**IMPROVEMENT NEEDED:** One or more of the terms occasionally, marginally, inadequately, sometimes, or progressing applies. This rating describes performance in which many of the job duties and standards are met, but where improvement in one or more areas is required to meet the criteria for excellence. An action plan must be in place, or be established to accompany this appraisal to clearly identify specific skills or areas in need of continued growth, development and/or improvement.

**NOT APPLICABLE:** The activity is not part of the faculty member's job or position at the college.

**PLEASE NOTE:**

*In the comment area provided following each section, you must justify ratings that indicate a need for improvement.*

I. TEACHING

1. MI N Facilitates learning.
2. MI N Provides students with the fundamental body of knowledge of his/her discipline.
3. MI N Teaches students to apply that knowledge.
4. MI N Responds to the differing educational requirements of students.
5. MI N Employs current materials in classroom presentations and learning experiences.
6. MI N Uses innovative teaching and learning methods.
7. MI N Employs effective evaluation techniques.
8. MI N Meets classes as scheduled.

COMMENTS: [REDACTED] is a very talented classroom teacher. Her courses actively engage students in learning and they prepare students for a career in teaching.

II. ASSISTING STUDENTS

1. MI N Understands current career and curriculum options, degree requirements and course transfer information within the discipline and provides timely and tailored advice to students.
2. MI N Helps students with education-based problems and/or directs students to appropriate college resources.
3. MI N Assists students in accessing appropriate college and community resources for non-educational problems.
4. MI N Is available to and approachable by students.

COMMENTS: [REDACTED] available and approachable when students need assistance. She works to provide good advice to students interested in teaching.

III. COLLEGE SERVICE

1. MI N Participates in divisional and departmental meetings.
2. MI N Works individually and/or collaboratively with college employees to accomplish discipline, divisional and college missions, goals and objectives, by serving on college-wide task forces, search committees, faculty senate committees, advisory groups, student groups as a faculty adviser, professionally related community activities on behalf of the college, etc.

COMMENTS: [REDACTED] served on the Online Advisory Board and the PRC Distinguished Speaker's Series subcommittee. She also served as a co-advisor to Kappa Delta Pi Honor Society and she consistently takes a leadership role in the Child Development program.

**IV. PROFESSIONAL DEVELOPMENT**

1. MIN Remains current and competent in the appropriate academic discipline.
2. MIN Participates in an on-going program of professional self-development.
3. MIN Contributes to and participates in college staff development programs, such as annual associate faculty meetings, all-staff activities and workshops, teleconferences, staff development classes, etc.

COMMENTS: [REDACTED] is a member of the National Council on Family Relations and NAEYC (where she serves on the Advisory Board for the Technology and Young Children forum). This year [REDACTED] attended the NAEYC professional institute.

**V. PROFESSIONAL INTERACTION**

1. MIN Interacts professionally and courteously with students, teaching faculty and staff, including advising and assisting associate faculty when required or appropriate.
2. MIN Recognizes, respects and encourages ideas of others.

COMMENTS: [REDACTED] adheres to Collin core values in all interactions.

**VI. POLICIES, PROCEDURES AND TIME LINES**

1. MIN Performs duties and responsibilities in accordance with established policies and procedures.
2. MIN Meets time lines for assigned work.
3. MIN Provides timely notice for substitutes and class/schedule changes.

COMMENTS: [REDACTED] follows all established college policies and procedures.

**VII. OPTIONAL ACTIVITIES PERFORMED:** Sharon has taken a lead role in the NAEYC accreditation process.

**VIII. ACADEMIC CHAIR ACTIVITIES**

*To be completed only for faculty members with Academic Chair responsibilities.*

1. MIN Performs Academic Chair duties and responsibilities in accordance with established policies and procedures.
2. MIN Meets time lines for assigned Academic Chair work.
3. MIN Ensures associate faculty meet criteria required for accreditation.
4. MIN Follows hiring procedures and completes related documentation on a timely basis.
5. MIN Conducts classroom visits and evaluates each associate faculty member at least one time per year.

IX. DEAN'S ASSESSMENT OF STUDENT EVALUATIONS IN THIS EVALUATION PERIOD

\_\_\_\_\_ receives positive student evaluations. Her students comment on her knowledge of the subject, her enthusiasm for teaching, and her concern for their success. Examples of student comments are as follows:

- "\_\_\_\_\_ is a caring teacher who is always interested in her students."
- "Very enthusiastic, always willing to help, very approachable!"
- "She is knowledgeable and has lots of experience in this field."
- "She is engaged in the students learning and challenges our thoughts and ideas."
- "\_\_\_\_\_ is open and interactive with the class."

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**OVERALL EVALUATION:** Indicate below the overall appraisal rating which best describes a summary of the above ratings and comments.

- MEETS STANDARDS OF EXCELLENCE  
 IMPROVEMENT NEEDED

Comments: Sharon carries out her responsibilities in a professional and scholarly manner.

**RECOMMENDATION TO THE COUNCIL ON EXCELLENCE**

To be completed by the Division Dean when the faculty member has become eligible for award of a multi-year contract).

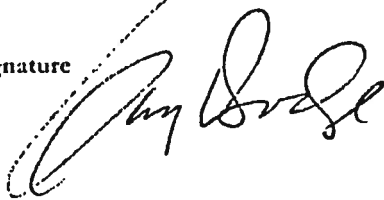
I \_\_\_\_\_ do \_\_\_\_\_ do not recommend this faculty member for a multi-year contract.

JUSTIFICATIONS/COMMENTS:

**Division Dean's Statement:**

I have reviewed and discussed this performance appraisal with the faculty member.

Division Dean's Signature



Date:


9/1/2011



Name: \_\_\_\_\_ Date: \_\_\_\_\_

My Division Dean has reviewed and discussed this performance appraisal with me. Please use the back of this form or an attachment if more room for comments is needed.

Comments:

Faculty Member's Signature: 

Date: 9/1/11

**IX. ANNUAL GOALS/OBJECTIVES AND EVALUATION FORM**

**Goal Setting** (Conduct annually.)

Together, the faculty member and division dean should agree on a set of goals for the faculty member for the next fiscal year. After completion, the division dean should give the faculty member a copy of this sheet. The division dean should also retain a copy, and use it as a part of the next year's Faculty Performance Appraisal.

**Goal Review** (Conduct annually.)

The faculty member and division dean should review a copy of the goals set during last year's Faculty Performance Appraisal and, together, evaluate the degree to which this faculty member accomplished the goals. Indicate, in the boxes shown, which goals were accomplished, which were partially accomplished, and which were not accomplished. Provide explanations for goals that were partially accomplished or not accomplished

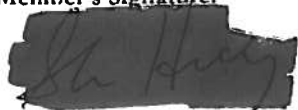
**Goals for Year 2011-2012      Goal Completion      Explanation**

I will develop additional procedures to insure better organization in the classroom	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
I will work on the steering committee for the advocacy center project and assist in raising funds and awareness in child abuse	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
I will develop a better knowledge of the new BlackBoard and convert all of my online courses.	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
I will increase my involvement with students through KDP.	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	

Division Dean's Signature

Date:

Faculty Member's Signature:



Date:

9/1/11

## Professional Development 2010-2011

Professional development activities (professional organizations you belong to; conferences or workshops attended; presentations or publications; workshops at Collin you participated in this year)

### Professional Organizations:

National Council on Family Relations

National Association for the Education of Young Children

Advisory Board, National Association for the Education of Young Children, Technology and Young Children Forum and one of webmasters for forum

### Conferences/Workshops:

Attended National Association for the Education of Young Children Professional Institute, Phoenix, Arizona, June 2010

*Dynamic Collaboration, Discussion and Facilitation Practices*, March 2-11. Sloan-C Workshop

2. College service/engagement (student organizations you worked with; task forces or committees you served on this year; college events you attended; community activities, etc.)

- Advisor, Kappa Delta Pi
- PRC Distinguished Speaker Series subcommittee
  
- Online Advisory Board Member
- Technology Committee Member
- Assisted with and presented for Educator's Symposium which made over \$10,000 for student scholarships
- Presented Study Grant on March 4, 2011 on the *Effects of Media and Technology on Children*
- Member of Family Advisory Board, Texas Agri-Life Extension Service for Collin County

3. Curriculum/classroom innovations (new courses; new methodology or pedagogy you tried this year, etc.)

- Use of Wimba in online classrooms
- Use of "Videatives" in classroom, online video clips on early childhood
- Used book-in-common, *When the Emperor Was Divine* by Julie Otsuka, in my courses Fall 2010 including developing assignments and having the student attend the author sessions.
- I taught a learning community, *Deep Impact: Exploring Media Influences on Human Development* combining TECA 1354, Child Growth and Development with Psych 2314

4. Support for students (anything you did to help with student success at Collin)

- Advisors come to speak to my classes on graduation and on how to declare majors, as well as transfer programs.
- Advisory for Kappa Delta Pi
- Assisted several students in career and college decisions
- Wrote recommendations for former students
- Assisted students at the beginning of semesters during first week of classes as part of orientation
- Speakers came to my courses from several venues, including police, social workers and therapists for child abuse issues; early childhood leaders; administrators and teachers from Frisco ISD
- Field trips for students including schools, hospitals, and a funeral home

5. Goals: list 3-5 goals for the 2011-12 academic year

1. I will develop a course on Technology and Children to present to CAB.
2. I will develop a subgroup of KDP, Friends of KDP that will meet at the Preston Ridge Campus
3. I will continue to move towards all assignments turned in online
4. I will work toward better organization



## FACULTY PERFORMANCE APPRAISAL 2011-2012

Faculty Member [REDACTED]

Date: August 2012

Annual Appraisal     Probationary Appraisal     Multi-year Contract Appraisal     Other

Period Covered: 2011-2012

Dean: Gary Hodge

Division: Social and Behavioral Sciences, SCC

### INSTRUCTIONS

The primary purpose of the assessment process at Collin is to maintain high quality educational programs. The process focuses on the professional growth and development of each faculty member as an individual in relation to the position description, standards of excellence, divisional and institutional goals and priorities. The performance appraisal process is also used as a component in determining contractual status, including renewal, non-renewal, the awarding of multi-year contracts and termination.

The performance appraisal process is conducted in an atmosphere of open and honest communication between the employee and the supervisor. Each employee is responsible for providing the supervisor with evidence of professional accomplishments during the year that support the mission and goals of the division and the institution. Likewise, the supervisor is responsible for reviewing the employee's professional accomplishments to determine the degree to which the employee met the established objectives for the year. Conducted in an atmosphere of mutual trust and respect, the performance appraisal process provides a growth experience for all college faculty and staff. See Section 9 of the *Faculty and Staff Handbook*.

Criteria for excellence in the performance of faculty "Duties and Responsibilities" are listed by category on the following pages. Using the definitions and examples for these ratings, circle the appropriate rating that matches the individual's performance in each category.

- M Meets standards for excellence
- I Improvement needed
- N Not applicable

### Definitions and Examples:

**MEETS:** One or more of the words usually, frequently, successfully, or effectively applies. This rating is appropriate for job performance that meets and may exceed required criteria for excellence in the category.

**IMPROVEMENT NEEDED:** One or more of the terms occasionally, marginally, inadequately, sometimes, or progressing applies. This rating describes performance in which many of the job duties and standards are met, but where improvement in one or more areas is required to meet the criteria for excellence. An action plan must be in place, or be established to accompany this appraisal to clearly identify specific skills or areas in need of continued growth, development and/or improvement.

**NOT APPLICABLE:** The activity is not part of the faculty member's job or position at the college.

**PLEASE NOTE:**

*In the comment area provided following each section, you must justify ratings that indicate a need for improvement.*

I. TEACHING

1. MIN Facilitates learning.
2. MIN Provides students with the fundamental body of knowledge of his/her discipline.
3. MIN Teaches students to apply that knowledge.
4. MIN Responds to the differing educational requirements of students.
5. MIN Employs current materials in classroom presentations and learning experiences.
6. MIN Uses innovative teaching and learning methods.
7. MIN Employs effective evaluation techniques.
8. MIN Meets classes as scheduled.

COMMENTS: [REDACTED] actively engages students in her classes. Her courses are topical and relevant for students.

II. ASSISTING STUDENTS

1. MIN Understands current career and curriculum options, degree requirements and course transfer information within the discipline and provides timely and tailored advice to students.
2. MIN Helps students with education-based problems and/or directs students to appropriate college resources.
3. MIN Assists students in accessing appropriate college and community resources for non-educational problems.
4. MIN Is available to and approachable by students.

COMMENTS: [REDACTED] available and approachable when students need assistance. She is active in advising Education majors.

III. COLLEGE SERVICE

1. MIN Participates in divisional and departmental meetings.
2. MIN Works individually and/or collaboratively with college employees to accomplish discipline, divisional and college missions, goals and objectives, by serving on college-wide task forces, search committees, faculty senate committees, advisory groups, student groups as a faculty adviser, professionally related community activities on behalf of the college, etc.

COMMENTS: [REDACTED] is active in service to the Child Development program, providing leadership on NAEYC accreditation and serving as one of the faculty advisors for Kappa Delta Pi. [REDACTED] is a member of the Online Advisory Board, the Faculty Technology Task Force and the PRC Speaker's Committee. She actively participates in PRC events (Rockin' the Ridge, Welcome Week, New Student Orientations, guest speaker presentations).

[REDACTED] belongs to a number of community boards and professional committees.



IV. PROFESSIONAL DEVELOPMENT

1. MIN Remains current and competent in the appropriate academic discipline.
2. MIN Participates in an on-going program of professional self-development.
3. MIN Contributes to and participates in college staff development programs, such as annual associate faculty meetings, all-staff activities and workshops, teleconferences, staff development classes, etc.

COMMENTS: [REDACTED] belongs to a number of professional organizations (NAEYC, NCFR, TAEYC, TCFR, TAPE, CDEA, KDP, TCEA and TCCTA). She is active in her membership. [REDACTED] attended the annual conference for TCCTA and the Early Education and Technology for Children Conference.

[REDACTED] participated in Collin professional development activities this year.

V. PROFESSIONAL INTERACTION

1. MIN Interacts professionally and courteously with students, teaching faculty and staff, including advising and assisting associate faculty when required or appropriate.
2. MIN Recognizes, respects and encourages ideas of others.

COMMENTS: [REDACTED] is professional in carrying out her faculty role.

VI. POLICIES, PROCEDURES AND TIME LINES

1. MIN Performs duties and responsibilities in accordance with established policies and procedures.
2. MIN Meets time lines for assigned work.
3. MIN Provides timely notice for substitutes and class/schedule changes.

COMMENTS: [REDACTED] follows college policies and procedures.

VII. OPTIONAL ACTIVITIES PERFORMED:

VIII. ACADEMIC CHAIR ACTIVITIES

*To be completed only for faculty members with Academic Chair responsibilities.*

1. MIN Performs Academic Chair duties and responsibilities in accordance with established policies and procedures.
2. MIN Meets time lines for assigned Academic Chair work.
3. MIN Ensures associate faculty meet criteria required for accreditation.
4. MIN Follows hiring procedures and completes related documentation on a timely basis.
5. MIN Conducts classroom visits and evaluates each associate faculty member at least one time per year.

**IX. DEAN'S ASSESSMENT OF STUDENT EVALUATIONS IN THIS EVALUATION PERIOD**

Students overall were positive in their comments about [redacted]. Her students commented on her knowledge of course material, her ability to make the class relevant to them, her enthusiasm for teaching, and her concern about their success.

There were numerous student comments from each section related to the volume of assignments given, especially in the last month of the semester. Many students commented on the homework assignments as "busy work." I recommend examining these comments and helping students understand the pedagogy of the class assignments. I also recommend looking at the number of assignments given as the semester ends.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

**OVERALL EVALUATION:** Indicate below the overall appraisal rating which best describes a summary of the above ratings and comments.

MEETS STANDARDS OF EXCELLENCE  
 IMPROVEMENT NEEDED

Comments:

RECOMMENDATION TO THE COUNCIL ON EXCELLENCE

To be completed by the Division Dean when the faculty member has become eligible for award of a multi-year contract).

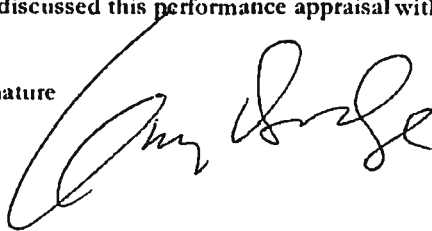
I  do \_\_\_\_\_ do not recommend this faculty member for a multi-year contract.

**JUSTIFICATIONS/COMMENTS:** Sharon carries out her faculty role in a professional and dedicated manner.

**Division Dean's Statement:**

I have reviewed and discussed this performance appraisal with the faculty member.

Division Dean's Signature



Date:

8/28/2012

Name: \_\_\_\_\_ Date: \_\_\_\_\_

My Division Dean has reviewed and discussed this performance appraisal with me. Please use the back of this form or an attachment if more room for comments is needed.

Comments:

Faculty Member's Signature: \_\_\_\_\_

Date: 8-28-12

## IX. ANNUAL GOALS/OBJECTIVES AND EVALUATION FORM

**Goal Setting** (Conduct annually.)

Together, the faculty member and division dean should agree on a set of goals for the faculty member for the next fiscal year. After completion, the division dean should give the faculty member a copy of this sheet. The division dean should also retain a copy, and use it as a part of the next year's Faculty Performance Appraisal.

**Goals for Year 2012-2013 Goal Completion Explanation**

Review all courses to streamline assignments, have one assignment cover multiple learning outcomes	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
Work with the Technology Committee to further involve Collin in the use of technology in teaching	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
Promote Child Development and Education Courses on the PRC campus to build enrollment	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
Write an article related to the technology course for a journal.	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	

**Goal Review** (Conduct annually.)

The faculty member and division dean should review a copy of the goals set during last year's Faculty Performance Appraisal and, together, evaluate the degree to which this faculty member accomplished the goals. Indicate, in the boxes shown, which goals were accomplished, which were partially accomplished, and which were not accomplished. Provide explanations for goals that were partially accomplished or not accomplished

**Goals for Year 2011-2012 Goal Completion Explanation**

I will develop additional procedures to insure better organization in the classroom	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	I was better organized
I will work on the steering committee for the advocacy center project and assist in raising funds and awareness in child abuse	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	I did work with them and my class raised over \$1000 for the project
I will develop a better knowledge of the new BlackBoard and convert all of my online courses.	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	I converted my courses.
I will increase my involvement with students through KDP.	<input type="checkbox"/> Accomplished <input checked="" type="checkbox"/> Partially	I was unable to be as involved as I wanted to be with KDP and with the students although I did recruit

Name: \_\_\_\_\_ Date: \_\_\_\_\_

	Accomplished <input type="checkbox"/> Not Accomplished	students and attend some of the meetings.
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Division Dean's Signature



Date:

8/28

Faculty Member's Signature:



Date:

8/28/12

Self-Evaluation for [REDACTED] Professor, Child Development and Education,  
2011-2012

**1. professional development activities**

a. Professional Organizations: NAEYC, NCFR, TAEYC, TCFR, TAPE, TCCTA, ACCESS, CDEA, KDP, TCEA

**b. Conferences Attended:**

- TCCTA: March 1, 2012
- Early Education and Technology for Children Conference, Salt Lake City, March 14, 2012
- Educator's Symposium, April, 2012

**c. Presentations:**

- Educator's Symposium
- Dallas Association for the Education of Young Children, February 2012

**d. Workshops Attended:**

- Several online for TLC
- *Mind in the Making: Using Social Media to Promote the Work of Learning Communities*, Online
- Fall Faculty Professional Development Day Workshops 2011

**2. college service/engagement**

**a. College Committees:**

- OAB
- Technology
- PRC brown bag topics group
- PRC Speaker's Committee
- Student Organization: KDP Advisor

**b. Events Attended:**

- Bruce Perry, March
- *The Help* and discussion, PRC, Feb.
- Melissa Woodward, *Traffic Stop*, April
- Earth Day, PRC
- Rockin the Ridge, (sponsored a class that raised funds for scholarships there)
- Associate Faculty meetings for Child Development Department

**c. Community Boards or Professional Committees**

- Bright Horizons Child Care Advisory Board

- Texas Agrilife Extension Service Family Advisory Board
- Relief Nursery, Frisco, Texas
- NAEYC National Tech and Young Child Forum Advisory Board, serving as one of webmasters for techandyoungchild.org website
- Webmaster for Texas Child Development Educator's Association

**d. Additional College Service**

- Steering Committee and co-chair for PRC for Fall Philanthropy Project with Advocacy Center
- Volunteer for Fall and Spring for new student orientation and greeting at PRC
- Volunteer at Rockin the Ridge
- Set up website, assisted at symposium and taught workshops for Educator's Symposium to earn funds for scholarships
- Assisted in preparing report for 2012 NAEYC Accreditation
- Developed course (CDEC 2370) on technology and young children and assisted in presenting to CAB
- Developed (or co-developed) templates for online courses, including TECA 1318, TECA 1303, EDUC 2301
- Developed and administered I drive resources for Child Development faculty

**3. curriculum/classroom innovations**

CDEC 2304: Developed a service project for students to raise funds for Advocacy Center and Collin students at risk scholarships; Students raised over \$800  
Use of different technologies in classroom including back channeling, wikis, online polling

EDUC 2301: Developed a series of readings in lieu of textbook for course  
I had a variety of speakers for all of my courses from professionals in the area


**4. support for students**

KDP advisor

I had the student advisor come to class to explain the ATT and to provide students with degree plan information

Assisted 3 students in contacting our ACCESS office

Assisted with Educator's Symposium



Had students develop and share research at Research Showcase at Educator's Symposium

**5. goals: list 3-5 professional goals for the 2012-13 academic year.**

1. Develop and teach CDEC 2371: Teaching: Technology, Media and Digital Information in the Early Childhood Classroom
2. Publish one article on technology and young children
3. Be more active as KDP advisor



## FACULTY PERFORMANCE APPRAISAL 2012-2013

Faculty Member: [REDACTED]

Date: August 2013

Annual Appraisal     Probationary Appraisal     Multi-year Contract Appraisal     Other

Period Covered: 2012-2013

Dean: Gary Hodge

Division: Social and Behavioral Sciences, SCC

### INSTRUCTIONS

The primary purpose of the assessment process at Collin is to maintain high quality educational programs. The process focuses on the professional growth and development of each faculty member as an individual in relation to the position description, standards of excellence, divisional and institutional goals and priorities. The performance appraisal process is also used as a component in determining contractual status, including renewal, non-renewal, the awarding of multi-year contracts and termination.

The performance appraisal process is conducted in an atmosphere of open and honest communication between the employee and the supervisor. Each employee is responsible for providing the supervisor with evidence of professional accomplishments during the year that support the mission and goals of the division and the institution. Likewise, the supervisor is responsible for reviewing the employee's professional accomplishments to determine the degree to which the employee met the established objectives for the year. Conducted in an atmosphere of mutual trust and respect, the performance appraisal process provides a growth experience for all college faculty and staff. See Section 9 of the *Faculty and Staff Handbook*.

Criteria for excellence in the performance of faculty "Duties and Responsibilities" are listed by category on the following pages. Using the definitions and examples for these ratings, circle the appropriate rating that matches the individual's performance in each category.

- M Meets standards for excellence
- I Improvement needed
- N Not applicable

### Definitions and Examples:

**MEETS:** One or more of the words usually, frequently, successfully, or effectively applies. This rating is appropriate for job performance that meets and may exceed required criteria for excellence in the category.

**IMPROVEMENT NEEDED:** One or more of the terms occasionally, marginally, inadequately, sometimes, or progressing applies. This rating describes performance in which many of the job duties and standards are met, but where improvement in one or more areas is required to meet the criteria for excellence. An action plan must be in place, or be established to accompany this appraisal to clearly identify specific skills or areas in need of continued growth, development and/or improvement.

**NOT APPLICABLE:** The activity is not part of the faculty member's job or position at the college.

**PLEASE NOTE:**

*In the comment area provided following each section, you must justify ratings that indicate a need for improvement.*



**I. TEACHING**

1. M I N Facilitates learning.
2. M I N Provides students with the fundamental body of knowledge of his/her discipline.
3. M I N Teaches students to apply that knowledge.
4. M I N Responds to the differing educational requirements of students.
5. M I N Employs current materials in classroom presentations and learning experiences.
6. M I N Uses innovative teaching and learning methods.
7. M I N Employs effective evaluation techniques.
8. M I N Meets classes as scheduled.

**COMMENTS:** [REDACTED] has very effectively integrated technology into her classes. Her courses actively engage students in learning and are applicable to the lives of students.

**II. ASSISTING STUDENTS**

1. M I N Understands current career and curriculum options, degree requirements and course transfer information within the discipline and provides timely and tailored advice to students.
2. M I N Helps students with education-based problems and/or directs students to appropriate college resources.
3. M I N Assists students in accessing appropriate college and community resources for non-educational problems.
4. M I N Is available to and approachable by students.

**COMMENTS:** [REDACTED] works with students anytime they need assistance. She provides academic advising for students interested in Education or Child development.

**III. COLLEGE SERVICE**

1. M I N Participates in divisional and departmental meetings.
2. M I N Works individually and/or collaboratively with college employees to accomplish discipline, divisional and college missions, goals and objectives, by serving on college-wide task forces, search committees, faculty senate committees, advisory groups, student groups as a faculty adviser, professionally related community activities on behalf of the college, etc.

**COMMENTS:** [REDACTED] serves on the OAB, the Faculty Instructional Technology Committee, and the PRC Speaker's Committee. She serves as co-advisor for KDP and she is very active in serving on PRC campus committees and events.

[REDACTED] serves on several community advisory boards (see attached self-evaluation for details).

**IV. PROFESSIONAL DEVELOPMENT**

1. **M I N** Remains current and competent in the appropriate academic discipline.
2. **M I N** Participates in an on-going program of professional self-development.
3. **M I N** Contributes to and participates in college staff development programs, such as annual associate faculty meetings, all-staff activities and workshops, teleconferences, staff development classes, etc.

**COMMENTS:** [REDACTED] is a member of NAEYC, TAEYC, NCFR, TCFR, TAPE, ACCESS, CDEA, KDP, TCEA, ISTE, and TCCTA. She attended the conference "Technology for Tots" this year, as well as Educator's Symposium.

[REDACTED] participated in a number of eLC workshops and technology training workshops through TCEA and Frisco ISD.

**V. PROFESSIONAL INTERACTION**

1. **M I N** Interacts professionally and courteously with students, teaching faculty and staff, including advising and assisting associate faculty when required or appropriate.
2. **M I N** Recognizes, respects and encourages ideas of others.

**COMMENTS:** [REDACTED] is professional and courteous in her interactions.

**VI. POLICIES, PROCEDURES AND TIME LINES**

1. **M I N** Performs duties and responsibilities in accordance with established policies and procedures.
2. **M I N** Meets time lines for assigned work.
3. **M I N** Provides timely notice for substitutes and class/schedule changes.

**COMMENTS:** [REDACTED] adheres to all college policies and procedures.

**VII. OPTIONAL ACTIVITIES PERFORMED:**

**VIII. ACADEMIC CHAIR ACTIVITIES**

*To be completed only for faculty members with Academic Chair responsibilities.*

1. **M I N** Performs Academic Chair duties and responsibilities in accordance with established policies and procedures.
2. **M I N** Meets time lines for assigned Academic Chair work.
3. **M I N** Ensures associate faculty meet criteria required for accreditation.
4. **M I N** Follows hiring procedures and completes related documentation on a timely basis.

[REDACTED]

5. M I N Conducts classroom visits and evaluates each associate faculty member at least one time per year.

IX. DEAN'S ASSESSMENT OF STUDENT EVALUATIONS IN THIS EVALUATION PERIOD

\_\_\_\_\_ receives positive student evaluations. Her students comment on her enthusiasm, knowledge of the subject, and her concern for them. Examples of student comments are as follows:

"She teaches with enthusiasm and experience."

"She is very enthusiastic about the subjects and it draws me into the course more."

"Always positive at the beginning of class and is available to meet during office hours."

"Very enthusiastic and knowledgeable about the subject. A very "human" teacher relating to her students...."

"Professor \_\_\_\_\_ is very enthusiastic and knowledgeable."

"I know Professor \_\_\_\_\_ cares about her students."

**IX. ANNUAL GOALS/OBJECTIVES AND EVALUATION FORM**

**Goal Setting (Conduct annually.)**

Together, the faculty member and division dean should agree on a set of goals for the faculty member for the next fiscal year. After completion, the division dean should give the faculty member a copy of this sheet. The division dean should also retain a copy, and use it as a part of the next year's Faculty Performance Appraisal.

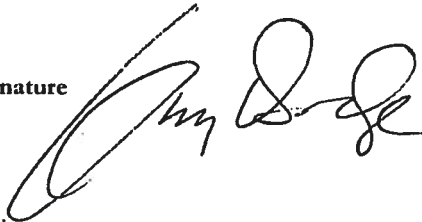
**Goal Review (Conduct annually.)**

The faculty member and division dean should review a copy of the goals set during last year's Faculty Performance Appraisal and, together, evaluate the degree to which this faculty member accomplished the goals. Indicate, in the boxes shown, which goals were accomplished, which were partially accomplished, and which were not accomplished. Provide explanations for goals that were partially accomplished or not accomplished

**Goals for Year 2013-2014    Goal Completion    Explanation**

1. Publish an article	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
2. Integrate flipped classroom concept into some of my courses.	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
3. Evaluate and improve student assessment.	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	

Division Dean's Signature



Date:

8/5/2013

Faculty Member's Signature:



Date:

8/5/13

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**OVERALL EVALUATION:** Indicate below the overall appraisal rating which best describes a summary of the above ratings and comments.

MEETS STANDARDS OF EXCELLENCE  
 IMPROVEMENT NEEDED

Comments: Sharon's commitments and dedication to the Education/Child development program is valued.

RECOMMENDATION TO THE COUNCIL ON EXCELLENCE

To be completed by the Division Dean when the faculty member has become eligible for award of a multi-year contract).

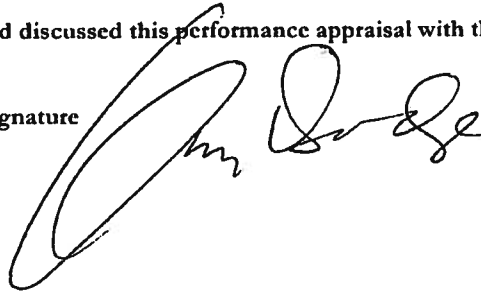
I \_\_\_\_\_ do \_\_\_\_\_ do not recommend this faculty member for a multi-year contract.

JUSTIFICATIONS/COMMENTS:

**Division Dean's Statement:**

I have reviewed and discussed this performance appraisal with the faculty member.

Division Dean's Signature



Date:

8/5/2013

**IX. ANNUAL GOALS/OBJECTIVES AND EVALUATION FORM**

**Goal Setting (Conduct annually.)**

Together, the faculty member and division dean should agree on a set of goals for the faculty member for the next fiscal year. After completion, the division dean should give the faculty member a copy of this sheet. The division dean should also retain a copy, and use it as a part of the next year's Faculty Performance Appraisal.

**Goals for Year 2012-2013      Goal Completion      Explanation**

Review all courses to streamline assignments, have one assignment cover multiple learning outcomes	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
Work with the Technology Committee to further involve Collin in the use of technology in teaching	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
Promote Child Development and Education Courses on the PRC campus to build enrollment	<input type="checkbox"/> Accomplished <input checked="" type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	Need additional promotion
Write an article related to the technology course for a journal.	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input checked="" type="checkbox"/> Not Accomplished	In process

**Goal Review (Conduct annually.)**

The faculty member and division dean should review a copy of the goals set during last year's Faculty Performance Appraisal and, together, evaluate the degree to which this faculty member accomplished the goals. Indicate, in the boxes shown, which goals were accomplished, which were partially accomplished, and which were not accomplished. Provide explanations for goals that were partially accomplished or not accomplished

**Goals for Year 2011-2012      Goal Completion      Explanation**

I will develop additional procedures to insure better organization in the classroom	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	I was better organized
I will work on the steering committee for the advocacy center project and assist in raising funds and awareness in child abuse	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	I did work with them and my class raised over \$1000 for the project
I will develop a better knowledge of the new BlackBoard and convert all of my online courses.	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	I converted my courses.
I will increase my involvement with students through KDP.	<input type="checkbox"/> Accomplished <input checked="" type="checkbox"/> Partially	I was unable to be as involved as I wanted to be with KDP and with the students although I did recruit

Self-Evaluation for [REDACTED], Professor, Child Development and Education,  
2013-14

**1. Professional development activities**

a. Professional Organizations: NAEYC, NCFR, TAEYC, TCFR, TAPE, TCCTA, ACCESS, CDEA, KDP, TCEA, TCEA, ISTE

**b. Conferences Attended:**

- Technology for Tots, June, 2012, TCTE
- Educator's Symposium, April, 2013

**c. Presentations:**

- Educator's Symposium

**d. Workshops Attended:**

- Several online for TLC
- Online workshops for ECE and Technology
- Fall Faculty Professional Development Day Workshops 2012
- TCEA District Workshops
- Frisco ISD training for their Technology program

**2. college service/engagement**

**a. College Committees:**

- OAB
- Technology
- PRC Speaker's Committee
- Student Organization: KDP Advisor

**b. Events Attended:**

- Earth Day, PRC
- Rockin the Ridge, assisted
- Associate Faculty meetings for Child Development Department

**c. Community Boards or Professional Committees**

- Bright Horizons Child Care Advisory Board
- Texas Agrilife Extension Service Family Advisory Board
- NAEYC National Tech and Young Child Forum Advisory Board, serving as one of webmasters for techandyoungchild.org website
- Webmaster for Texas Child Development Educator's Association

**d. Additional College Service**

- Volunteer for Fall and Spring for new student orientation and greeting at PRC

- Volunteer at Rockin the Ridge
- Set up website, assisted at symposium and taught workshops for Educator's Symposium to earn funds for scholarships
- Assisted in preparing report for 2013 NAEYC Accreditation
- Developed (or co-developed) templates for online courses
- Developed and administered I drive resources for Child Development faculty

### **3. curriculum/classroom innovations**

CDEC 2370: Coordinated with Frisco ISD in fall 2012 to provide training for students on IPADs and coordinated with HeadStart to train students on use of SmartBoard

TECA 1318: Students worked with Children's Advocacy Center in Spring to provide a booth and advocate against child abuse at CPC campus.

### **4. support for students**

KDP advisor

I had the student advisor come to class to explain the ATT and to provide students with degree plan information

Assisted with Educator's Symposium

Helped students by writing recommendations for employment

Assisted students in working with ACCESS office

### **5. goals: list 3-5 professional goals for the 2012-13 academic year.**


1. Continue to improve and teach CDEC 2371: Teaching: Technology, Media and Digital Information in the Early Childhood Classroom and develop into a hybrid course

2. Publish one article on technology and young children



COLLIN COUNTY COMMUNITY COLLEGE  
EVALUATION FORM FOR ONLINE CLASS VISIT


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Faculty Name	Class/Section	Date of Visit
	TECA.1318	Spring 2011

---

Evaluator: *Evaluate the instructor based on the seven criteria listed below by describing your observations of his/her online Web Course, during your visit.*

**Criterion 1. Course Overview and Introduction:** Students are introduced to the course including an online or face-to-face orientation, and/or instructions for starting guidelines (and this is specified). Contact information and methods of contact including e-mail, phone and online office hours, and student expectations, as well as turnaround time on e-mail are stated.

 has developed a very good online orientation for students. Contact information, office hours and turnaround time for grading are all clearly stated.

**Criterion 2. Navigation of Web Page and Technology:** The web course is easy to navigate, when possible course documents are in HTML or PDF formats, and the course is accessible through Blackboard. Links to course and college resources are provided and are current (Distance Learning, Collin home page, Writing Center, library resources, Blackboard 24/7 support, ACCESS, etc.). Technology requirements for course are stated and information on needed plug-ins is provided. Copyright and 3<sup>rd</sup>-party legal statements are included.

Technology requirements are clearly stated and links are provided for help with technical issues. The Course is very easy and clear to navigate through. All required links to college resources are present.

**Criterion 3. Course Content and Learning Competencies:** The course content meets appropriate learning outcomes as well as academic standards. The syllabus meets CAB and department required standards. Course objectives (expected outcomes) and content are equivalent to face-to face or traditional classroom courses

The online course is equivalent to those taught on campus. The syllabus adheres to CAB standards. Student Learning Outcomes and course objectives are appropriate and clearly stated.

**Criterion 4. Assessment and Measurement:** Assessments measure learning outcomes, and the grading policy is clear and defined. Comments are provided to students along with grade, turn-around time for assignments is specified, and assessments are appropriate for distance learning. Students are informed about criteria to evaluate participation in online activities such as discussion groups. Grading policies and turn-around time for assignments and tests are specified and followed.

The grading policy is clear and appropriate. Student graded work is returned promptly and with comments. All required work is appropriate for an online format.

**Criterion 5. Instructional Materials and Activities and Student Interaction:** The required textbook is integrated into course material, and lecture notes, assignments and/or instructional and supplemental materials are provided. Instructional materials are clear, easy to access, and use. Instructional activities support the needs for the course. Learners are encouraged to interact with others and with the course content when appropriate. The course provides ADA compliance and acknowledgement.

**Criterion 6. Interaction between Students and Instructor.** The instructor responds to student e-mails within the time limits established in the syllabus; the instructor's tone in all correspondence with students is respectful and helpful. The instructor is available for face-to-face conferences during office hours or by appointment.

Student work and questions are addressed in a timely manner. All faculty correspondence is in accordance with Collin core values. [REDACTED] is available as needed for face-to-face meetings with students.

---

Evaluator's comments/recommendations: (Please use reverse side if additional space is needed.)

[REDACTED] has developed a very good online course that maintains appropriate academic standards.

---

Instructor's comments/response: (Please use reverse side if additional space is needed.)

---

SIGNATURES

Instructor:

[REDACTED SIGNATURE]

Date: 2011

Evaluator:

[REDACTED SIGNATURE]

Date:

Division Dean:

[REDACTED SIGNATURE]

Date: 2011

COLLIN COUNTY COMMUNITY COLLEGE

EVALUATION FORM FOR CLASSROOM VISIT

Class/section:

Date of Visit:

Faculty Name:

TECA 1318.P01

4/10/2012

Evaluator: Evaluate the instructor based on the four criteria listed below by describing your observations of their classroom presentation/activities conducted during your visit.

- Criterion 1. Preparation: the instructor provided examples to reinforce concepts, provided clear answers to students' questions, expanded upon the textbook;
- Criterion 2. Content: the instructor used appropriate materials, previewed upcoming course material, presented in a logical sequence;
- Criterion 3. Methodology: the instructor respected the students, presented enthusiastically, used variety of presentation methods, and moved from podium;
- Criterion 4. Student Involvement: the instructor solicited questions, comments and examples, provided opportunities for group or individual discussion on the material, and students participated in experiential activities.

1. The instructor was prepared for class.

\_\_\_\_\_ was organized and very prepared for a discussion about teaching children with special needs. Very good job of demonstrating an excellent depth of knowledge of the topic without relying on notes. Good use of examples to reinforce course concepts.

2. The content of the class session was appropriate for achieving instructional goals.

\_\_\_\_\_ started class by previewing pending assignments and course materials. Course concepts were presented in a clear and logical manner. Very good job of actively engaging students in the learning process through the poster demonstrations.

3. The instructor effectively presented the material.

\_\_\_\_\_ demonstrated energy and enthusiasm while presenting course material. Excellent job of prompting students to think critically when answering questions. Good job of using PowerPoint to provide structure for students without just reading from the slides.

4. The students were appropriately involved in the learning process.

\_\_\_\_\_ visited informally with students before class. The students were active and engaged throughout the class period. \_\_\_\_\_ demonstrated respect for the students when they asked and answered questions. Students were comfortable interacting in class.

Evaluator's comments/recommendations: (Please use reverse side if additional space is needed.)

You have a talent for guiding students to understanding material without merely "giving" them answers.

Instructor's comments/response: (Please use reverse side if additional space is needed.)

SIGNATURES

\_\_\_\_\_  
Instructor Signature.

CWID \_\_\_\_\_

4/11/12  
Date

Evaluator:

\_\_\_\_\_  
Academic Dean:

Date

4/11/2012  
Date



RECOMMENDATION FOR FACULTY CONTRACT EXTENSION

CWID: [redacted]
Name: [redacted]

Faculty member's name: [redacted] Date: September, 2011

Section A.

I have reviewed the following documents for the above mentioned faculty member:

- Academic Dean's Annual Faculty Performance Appraisals: 2010 and 2011
Student Evaluations: Fall \_\_\_\_, Spring \_\_\_\_, Fall 2009, Spring 2010, Fall 2010, Spring 2011.
Classroom Evaluations for the following dates: 1) 2008 and 2) 2010
Other: (Please explain)

Based on the above, I X do recommend \_\_ do not recommend this faculty member for a multi-year contract extension. I have reviewed and discussed my recommendation with the faculty member. Justifications/Comments:

Academic Dean's Signature: [Signature] Date: 10/3/2011

Section B.

Faculty Member Statement: My Academic Dean has discussed his/her recommendation with me. I X concur with or wish to appeal his/her recommendation. Comments attached. Y/N

[redacted signature] Date: 10/3/2011
Faculty Member's Signature Date

Section C.

I do or do not recommend that the Board of Trustees consider the above-referenced faculty member for a contract extension of three years.

[Signature] Date: 10.26.11
Vice President/Provost Signature Date

Section D.

I do or do not recommend that the Board of Trustees consider the above-referenced faculty member for a contract extension of three years.

[Signature] Date: 11-12-11
SVP Academic Affairs and Student Development Signature Date

[Signature] Date: 3/24/12
President Approval for Submission to the Board of Trustees Date

Approved by Board 3/27/12 [Signature]



**COPY**

**FACULTY PERFORMANCE APPRAISAL  
2010-2011**

Faculty Member: [REDACTED]

Date: August 2011

Annual Appraisal     Probationary Appraisal     Multi-year Contract Appraisal     Other

Period Covered: 2010-2011

Dean: Gary Hodge

Division: Social and Behavioral Sciences, SCC

**INSTRUCTIONS**

The primary purpose of the assessment process at Collin is to maintain high quality educational programs. The process focuses on the professional growth and development of each faculty member as an individual in relation to the position description, standards of excellence, divisional and institutional goals and priorities. The performance appraisal process is also used as a component in determining contractual status, including renewal, non-renewal, the awarding of multi-year contracts and termination.

The performance appraisal process is conducted in an atmosphere of open and honest communication between the employee and the supervisor. Each employee is responsible for providing the supervisor with evidence of professional accomplishments during the year that support the mission and goals of the division and the institution. Likewise, the supervisor is responsible for reviewing the employee's professional accomplishments to determine the degree to which the employee met the established objectives for the year. Conducted in an atmosphere of mutual trust and respect, the performance appraisal process provides a growth experience for all college faculty and staff. See Section 9 of the *Faculty and Staff Handbook*.

Criteria for excellence in the performance of faculty "Duties and Responsibilities" are listed by category on the following pages. Using the definitions and examples for these ratings, circle the appropriate rating that matches the individual's performance in each category.

- M Meets standards for excellence
- I Improvement needed
- N Not applicable

**Definitions and Examples:**

**MEETS:** One or more of the words usually, frequently, successfully, or effectively applies. This rating is appropriate for job performance that meets and may exceed required criteria for excellence in the category.

**IMPROVEMENT NEEDED:** One or more of the terms occasionally, marginally, inadequately, sometimes, or progressing applies. This rating describes performance in which many of the job duties and standards are met, but where improvement in one or more areas is required to meet the criteria for excellence. An action plan must be in place, or be established to accompany this appraisal to clearly identify specific skills or areas in need of continued growth, development and/or improvement.

**NOT APPLICABLE:** The activity is not part of the faculty member's job or position at the college.

**PLEASE NOTE:**

*In the comment area provided following each section, you must justify ratings that indicate a need for improvement.*

I. TEACHING

1. MIN Facilitates learning.
2. MIN Provides students with the fundamental body of knowledge of his/her discipline.
3. MIN Teaches students to apply that knowledge.
4. MIN Responds to the differing educational requirements of students.
5. MIN Employs current materials in classroom presentations and learning experiences.
6. MIN Uses innovative teaching and learning methods.
7. MIN Employs effective evaluation techniques.
8. MIN Meets classes as scheduled.

COMMENTS: [REDACTED] is innovative and creative in his course development. He has an engaging teaching style that motivates his students. [REDACTED] has done a very good job of developing online Criminal Justice courses.

II. ASSISTING STUDENTS

1. MIN Understands current career and curriculum options, degree requirements and course transfer information within the discipline and provides timely and tailored advice to students.
2. MIN Helps students with education-based problems and/or directs students to appropriate college resources.
3. MIN Assists students in accessing appropriate college and community resources for non-educational problems.
4. MIN Is available to and approachable by students.

COMMENTS: [REDACTED] provides academic advising for students interested in Criminal Justice and he is available when students need assistance.

III. COLLEGE SERVICE

1. MIN Participates in divisional and departmental meetings.
2. MIN Works individually and/or collaboratively with college employees to accomplish discipline, divisional and college missions, goals and objectives, by serving on college-wide task forces, search committees, faculty senate committees, advisory groups, student groups as a faculty adviser, professionally related community activities on behalf of the college, etc.

COMMENTS: [REDACTED] serves as faculty advisor for the student organization LDSSA. He served on the SCC Political Science Search Committee, the Global Edge Steering Committee and the Calendar Committee. [REDACTED] regularly attends college activities and speakers.

**IV. PROFESSIONAL DEVELOPMENT**

1. MIN Remains current and competent in the appropriate academic discipline.
2. MIN Participates in an on-going program of professional self-development.
3. MIN Contributes to and participates in college staff development programs, such as annual associate faculty meetings, all-staff activities and workshops, teleconferences, staff development classes, etc.

COMMENTS: [REDACTED] finished his doctoral course work in Criminology and successfully completed his comprehensive exams. He has conducted research on inmate release and recidivism. [REDACTED] attended a number of presentations at UTD by renowned experts in criminology.

I recommend attending one regional or national professional conference once he finishes his dissertation.

**V. PROFESSIONAL INTERACTION**

1. MIN Interacts professionally and courteously with students, teaching faculty and staff, including advising and assisting associate faculty when required or appropriate.
2. MIN Recognizes, respects and encourages ideas of others.

COMMENTS: [REDACTED] adheres to Collin core values in all interactions.

**VI. POLICIES, PROCEDURES AND TIME LINES**

1. MIN Performs duties and responsibilities in accordance with established policies and procedures.
2. MIN Meets time lines for assigned work.
3. MIN Provides timely notice for substitutes and class/schedule changes.

COMMENTS: [REDACTED] follows all established policies and procedures in carrying out his faculty role.

**VII. OPTIONAL ACTIVITIES PERFORMED:**

**VIII. ACADEMIC CHAIR ACTIVITIES**

*To be completed only for faculty members with Academic Chair responsibilities.*

1. MIN Performs Academic Chair duties and responsibilities in accordance with established policies and procedures.
2. MIN Meets time lines for assigned Academic Chair work.
3. MIN Ensures associate faculty meet criteria required for accreditation.
4. MIN Follows hiring procedures and completes related documentation on a timely basis.
5. MIN Conducts classroom visits and evaluates each associate faculty member at least one time per year.

Comments: [REDACTED] is an excellent department chair and he serves as a model for all chairs.

**IX. DEAN'S ASSESSMENT OF STUDENT EVALUATIONS IN THIS EVALUATION PERIOD**

█ receives very positive student evaluations. His students comment on his enthusiasm, knowledge of the field, ability to make the class interesting and his concern for students. Examples of student comments are as follows:

“Wonderful professor, great at teaching.”

“He is open to questions and gives great examples.”

“Seems very knowledgeable.”

“He always answers our questions and seems to care that we are learning.”

█ taught online sections this year and the student response rate on evaluations was very poor (as is the case with all online evaluations in my academic area), so he does not have multiple sections of evaluations.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

**OVERALL EVALUATION:** Indicate below the overall appraisal rating which best describes a summary of the above ratings and comments.

MEETS STANDARDS OF EXCELLENCE  
 IMPROVEMENT NEEDED

Comments:

RECOMMENDATION TO THE COUNCIL ON EXCELLENCE

To be completed by the Division Dean when the faculty member has become eligible for award of a multi-year contract).

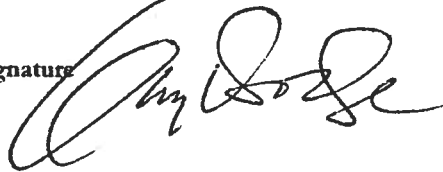
I  do \_\_\_\_\_ do not recommend this faculty member for a multi-year contract extension.

**JUSTIFICATIONS/COMMENTS:** David is a very conscientious and dedicated faculty member. His work is appreciated and valued.

**Division Dean's Statement:**

I have reviewed and discussed this performance appraisal with the faculty member.

Division Dean's Signature



Date:

8/22/2011

Name: \_\_\_\_\_ Date: \_\_\_\_\_

My Division Dean has reviewed and discussed this performance appraisal with me. Please use the back of this form or an attachment if more room for comments is needed.

Comments: Thank you for the kind words. I greatly appreciate your full support and hope to continue to meet your expectations.

Faculty Member's Signature: \_\_\_\_\_

Date: 8/22/2011

**IX. ANNUAL GOALS/OBJECTIVES AND EVALUATION FORM**

**Goal Setting** (Conduct annually.)

Together, the faculty member and division dean should agree on a set of goals for the faculty member for the next fiscal year. After completion, the division dean should give the faculty member a copy of this sheet. The division dean should also retain a copy, and use it as a part of the next year's Faculty Performance Appraisal.

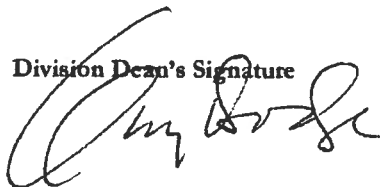
**Goal Review** (Conduct annually.)

The faculty member and division dean should review a copy of the goals set during last year's Faculty Performance Appraisal and, together, evaluate the degree to which this faculty member accomplished the goals. Indicate, in the boxes shown, which goals were accomplished, which were partially accomplished, and which were not accomplished. Provide explanations for goals that were partially accomplished or not accomplished

**Goals for Year 2011-2012      Goal Completion      Explanation**

Complete Dissertation and successfully defend it.	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
Complete online class for Fundamentals of Criminal Justice.	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
Submit one journal article for peer review and publication	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	

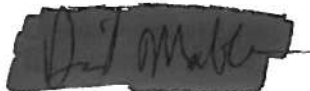
Division Dean's Signature



Date:

8/22/2011

Faculty Member's Signature:



Date:

8/22/2011

**IX. ANNUAL GOALS/OBJECTIVES AND EVALUATION FORM**

**Goal Setting** (Conduct annually.)

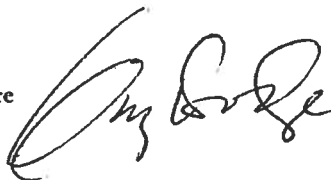
Together, the faculty member and division dean should agree on a set of goals for the faculty member for the next fiscal year. After completion, the division dean should give the faculty member a copy of this sheet. The division dean should also retain a copy, and use it as a part of the next year's Faculty Performance Appraisal.

**Goal Review** (Conduct annually.)

The faculty member and division dean should review a copy of the goals set during last year's Faculty Performance Appraisal and, together, evaluate the degree to which this faculty member accomplished the goals. Indicate, in the boxes shown, which goals were accomplished, which were partially accomplished, and which were not accomplished. Provide explanations for goals that were partially accomplished or not accomplished

Goals for Year 2010-2011	Goal Completion	Explanation
Pass Comprehensive Exams	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	Passed them on the first try
Complete work on dissertation	<input type="checkbox"/> Accomplished <input checked="" type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	Not completed, but will extend to new academic year.
Create online class for Correctional Systems and Practices	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	Sent for DAB review
	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	

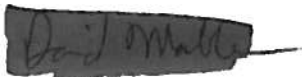
Division Dean's Signature



Date:

8/24/2011

Faculty Member's Signature:



Date:

8/24/2011

2010-2011



#### Professional Development

- Fall Faculty Development Sessions:
  - A first look at Blackboard 9 and the Collin Implementation Plan
  - Poster Session: Institutional Review Board and Collin College
  - The Four Repeating Generational Types
  - The Economy and your 403B
- Attended presentation on Biosocial Criminology by Dr. J.C. Barnes at UTD
- Attended presentation on Life-Course Criminology by Dr. Alex Piquerro at UTD
- Attended presentation on White-Collar Crime by Dr. Nicole Leeper Piquerro at UTD
- Attended presentation on Political Changes and Democratization in the Middle East by Dr. Kacem Ayachi at Collin College
- Conducted research on inmate release and recidivism, wrote initial papers that will work on for future publication in scholarly journals
- Successfully completed Comprehensive Exams for Ph.D. in Criminology at UTD

#### College Service and Engagement


- Attended 2010 Constitution Day activities sponsored by the College
- Attended 2010 Collin College Book-in-Common Program “Shikata Ga Nai” by Professor Mike Itashiki
- Attended Lecture by Dr. David Shi on “The Simple Life”
- Attended “Designing Meaningful Assessment Plans: Assessing for Learning” training
- Served on College Calendar Committee
- Served on Government Faculty Search Committee
- Served on Global Edge Steering Committee
- Served as Faculty Advisor to LDSSA

#### Curriculum and Classroom Innovations

- Created quizzes and started using Blackboard to allow students to take chapter quizzes outside of class, freeing more class time for lecture and discussion
- Created new online course for Crime In America (Summer 2010)
- Working to develop new online course for Correctional Systems and Practices class (Summer 2011)

#### Support for Students

- Served as Faculty Advisor to LDSSA
- Counseled students having personality issues with instructors
- Participated as an expert in Criminal Justice for a student writing a paper. She interviewed me about various aspects of my professional experience for her paper

- 
- Continue creating online Criminal Justice classes
  - Explore more opportunities to enhance training and service to the college
  - Explore development of Dual Credit Criminal Justice classes



### FACULTY PERFORMANCE APPRAISAL 2011-2012

Faculty Member: [REDACTED]

Date: August 2012

Annual Appraisal     Probationary Appraisal     Multi-year Contract Appraisal     Other

Period Covered: 2011-2012

Dean: Gary Hodge

Division: Social and Behavioral Sciences, SCC

#### INSTRUCTIONS

The primary purpose of the assessment process at Collin is to maintain high quality educational programs. The process focuses on the professional growth and development of each faculty member as an individual in relation to the position description, standards of excellence, divisional and institutional goals and priorities. The performance appraisal process is also used as a component in determining contractual status, including renewal, non-renewal, the awarding of multi-year contracts and termination.

The performance appraisal process is conducted in an atmosphere of open and honest communication between the employee and the supervisor. Each employee is responsible for providing the supervisor with evidence of professional accomplishments during the year that support the mission and goals of the division and the institution. Likewise, the supervisor is responsible for reviewing the employee's professional accomplishments to determine the degree to which the employee met the established objectives for the year. Conducted in an atmosphere of mutual trust and respect, the performance appraisal process provides a growth experience for all college faculty and staff. See Section 9 of the *Faculty and Staff Handbook*.

Criteria for excellence in the performance of faculty "Duties and Responsibilities" are listed by category on the following pages. Using the definitions and examples for these ratings, circle the appropriate rating that matches the individual's performance in each category.

- M Meets standards for excellence
- I Improvement needed
- N Not applicable

#### Definitions and Examples:

**MEETS:** One or more of the words usually, frequently, successfully, or effectively applies. This rating is appropriate for job performance that meets and may exceed required criteria for excellence in the category.

**IMPROVEMENT NEEDED:** One or more of the terms occasionally, marginally, inadequately, sometimes, or progressing applies. This rating describes performance in which many of the job duties and standards are met, but where improvement in one or more areas is required to meet the criteria for excellence. An action plan must be in place, or be established to accompany this appraisal to clearly identify specific skills or areas in need of continued growth, development and/or improvement.

**NOT APPLICABLE:** The activity is not part of the faculty member's job or position at the college.

**PLEASE NOTE:**

*In the comment area provided following each section, you must justify ratings that indicate a need for improvement.*

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**I. TEACHING**

1. **MIN** Facilitates learning.
2. **MIN** Provides students with the fundamental body of knowledge of his/her discipline.
3. **MIN** Teaches students to apply that knowledge.
4. **MIN** Responds to the differing educational requirements of students.
5. **MIN** Employs current materials in classroom presentations and learning experiences.
6. **MIN** Uses innovative teaching and learning methods.
7. **MIN** Employs effective evaluation techniques.
8. **MIN** Meets classes as scheduled.

**COMMENTS:** [REDACTED] creates courses for students that are current and relevant. He has a talent for actively engaging students in the classroom.

**II. ASSISTING STUDENTS**

1. **MIN** Understands current career and curriculum options, degree requirements and course transfer information within the discipline and provides timely and tailored advice to students.
2. **MIN** Helps students with education-based problems and/or directs students to appropriate college resources.
3. **MIN** Assists students in accessing appropriate college and community resources for non-educational problems.
4. **MIN** Is available to and approachable by students.

**COMMENTS:** [REDACTED] is student centered and he is available and approachable when students need assistance.

**III. COLLEGE SERVICE**

1. **MIN** Participates in divisional and departmental meetings.
2. **MIN** Works individually and/or collaboratively with college employees to accomplish discipline, divisional and college missions, goals and objectives, by serving on college-wide task forces, search committees, faculty senate committees, advisory groups, student groups as a faculty adviser, professionally related community activities on behalf of the college, etc.

**COMMENTS:** [REDACTED] is very active in service to his department and the college. He is Criminal Justice Discipline Lead and Data Coordinator. He regularly attends college events and he serves as faculty advisor for the student organization LDSSA.



#### IV. PROFESSIONAL DEVELOPMENT

1. **MIN** Remains current and competent in the appropriate academic discipline.
2. **MIN** Participates in an on-going program of professional self-development.
3. **MIN** Contributes to and participates in college staff development programs, such as annual associate faculty meetings, all-staff activities and workshops, teleconferences, staff development classes, etc.

COMMENTS: [REDACTED] completed his dissertation this year and received his doctorate in Criminology. He is active in research and has papers under consideration for publication. [REDACTED] regularly attends college professional development workshops and guest speaker presentations.

#### V. PROFESSIONAL INTERACTION

1. **MIN** Interacts professionally and courteously with students, teaching faculty and staff, including advising and assisting associate faculty when required or appropriate.
2. **MIN** Recognizes, respects and encourages ideas of others.

COMMENTS: [REDACTED] is personable and professional in his demeanor.

#### VI. POLICIES, PROCEDURES AND TIME LINES

1. **MIN** Performs duties and responsibilities in accordance with established policies and procedures.
2. **MIN** Meets time lines for assigned work.
3. **MIN** Provides timely notice for substitutes and class/schedule changes.

COMMENTS: [REDACTED] follows all policies and procedures.

#### VII. OPTIONAL ACTIVITIES PERFORMED:

#### VIII. ACADEMIC CHAIR ACTIVITIES

*To be completed only for faculty members with Academic Chair responsibilities.*

1. **MIN** Performs Academic Chair duties and responsibilities in accordance with established policies and procedures.
2. **MIN** Meets time lines for assigned Academic Chair work.
3. **MIN** Ensures associate faculty meet criteria required for accreditation.
4. **MIN** Follows hiring procedures and completes related documentation on a timely basis.
5. **MIN** Conducts classroom visits and evaluates each associate faculty member at least one time per year.

Comments: [REDACTED] is an excellent Department Chair, the best that I work with.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**IX. DEAN'S ASSESSMENT OF STUDENT EVALUATIONS IN THIS EVALUATION PERIOD**

\_\_\_\_\_ consistently receives very positive student evaluations. His students comment on his practical knowledge of the Criminal Justice profession and his ability to communicate that knowledge to students, his ability to make the course material interesting and applicable, and his concern for the success of students. The following is an example of the student comments \_\_\_\_\_ receives:

"The course structure explains every aspect of the class in great detail. He makes the class interesting and fun, which makes it easy to pay attention. His materials and teaching techniques are very organized. Great teacher."

Name: \_\_\_\_\_ Date: \_\_\_\_\_

DEC/6/2012

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**OVERALL EVALUATION:** Indicate below the overall appraisal rating which best describes a summary of the above ratings and comments.

- MEETS STANDARDS OF EXCELLENCE
- IMPROVEMENT NEEDED

Comments: David conducts himself in a professional manner at all times. He is a pleasure to work with.

**RECOMMENDATION TO THE COUNCIL ON EXCELLENCE**

To be completed by the Division Dean when the faculty member has become eligible for award of a multi-year contract).

I \_\_\_\_\_ do \_\_\_\_\_ do not recommend this faculty member for a multi-year contract.

**JUSTIFICATIONS/COMMENTS:**

**Division Dean's Statement:**

I have reviewed and discussed this performance appraisal with the faculty member.

Division Dean's Signature



Date:

8/13/2012

Name: \_\_\_\_\_ Date: \_\_\_\_\_

My Division Dean has reviewed and discussed this performance appraisal with me. Please use the back of this form or an attachment if more room for comments is needed.

Comments:

Faculty Member's Signature: \_\_\_\_\_

Date: 8/13/12

**IX. ANNUAL GOALS/OBJECTIVES AND EVALUATION FORM**

**Goal Setting (Conduct annually.)**

Together, the faculty member and division dean should agree on a set of goals for the faculty member for the next fiscal year. After completion, the division dean should give the faculty member a copy of this sheet. The division dean should also retain a copy, and use it as a part of the next year's Faculty Performance Appraisal.

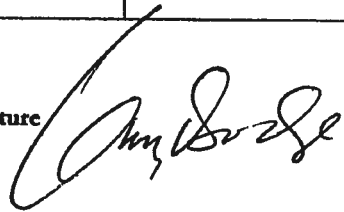
**Goal Review (Conduct annually.)**

The faculty member and division dean should review a copy of the goals set during last year's Faculty Performance Appraisal and, together, evaluate the degree to which this faculty member accomplished the goals. Indicate, in the boxes shown, which goals were accomplished, which were partially accomplished, and which were not accomplished. Provide explanations for goals that were partially accomplished or not accomplished

**Goals for Year 2011-2012      Goal Completion      Explanation**

Complete Dissertation and successfully defend it.	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
Complete online class for Fundamentals of Criminal Justice.	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
Submit one journal article for peer review and publication	<input type="checkbox"/> Accomplished <input checked="" type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	

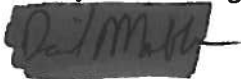
Division Dean's Signature



Date:

8/13/2012

Faculty Member's Signature:



Date:

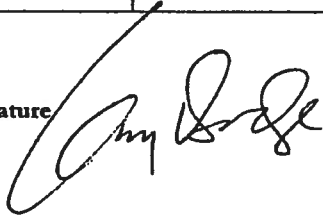
8/13/2012

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Goals for Year 2012-2013	Goal Completion	Explanation
--------------------------	-----------------	-------------

Attend Criminology Conference	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
Complete online class for Court Systems and Practices.	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
Submit journal articles for peer review and publication	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	

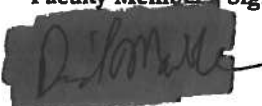
Division Dean's Signature



Date:

8/13/2012

Faculty Member's Signature:



Date:

8/13/2012

2011-2012

**Professional Development**

- Fall Faculty Development Sessions:
  - Creating Presentations in Camtasia
  - Service Learning Faculty Camp
  - Proposed Changes in State Core Curriculum
  - Cougar HR training for Department Chairs
- Spring Faculty Development Sessions:
  - Investing for Income
  - How Technology is Changing Higher Education
  - Readings on the Black Experience in Texas
  - Buffet of Teaching Options
- Attended Criminology graduate student's research presentations at UTD
- Completed dissertation on inmate release and recidivism; the papers comprising the dissertation will be presented for scholarly publication in the coming year
- Successfully defended dissertation and completed Ph.D. in Criminology at UTD

**College Service and Engagement**

- Attended 2012 Collin College Distinguished Speaker Series "Iowa, New Hampshire, or South Carolina? Picking Presidential Candidates in 2012" by Dr. Caroline Tolbert
- Attended presentation titled "Ordinary Work, Serious Philosophy: Teaching Ethics in the Concrete" by Dr. James E. Faulconer at CPC
- Completed service as Government Data Coordinator and wrote Fall semester reports
- Served as Criminal Justice Discipline Lead and Data Coordinator
- Served as Faculty Advisor to LDSSA

**Curriculum and Classroom Innovations**

- Completed transition to Blackboard Learn 9 and updated material for online classes
- Created new online course for Correctional Systems and Practices (Summer 2011)
- Working to develop new online course for Fundamentals of Criminal Law class (Summer 2012)

**Support for Students**

- Served as Faculty Advisor to LDSSA
- Counseled students having personality issues with instructors
- Assisted students during Spring 2012 Student Orientation by working an information table (explained about Learning Communities)



DEC/6/2012

Goals for Next Year

- Prepare scholarly papers for publication in Criminal Justice journals based on research from dissertation
- Continue creating online Criminal Justice classes
- Develop two hybrid Criminal Justice courses and offer them for Spring 2013

COLLIN COUNTY COMMUNITY COLLEGE

EVALUATION FORM FOR CLASSROOM VISIT

Class/section:

Date of Visit:

Faculty Name: David Marble

CRIJ 1301.S01

3/29/2010

Evaluator: Evaluate the instructor based on the four criteria listed below by describing your observations of their classroom presentation/activities conducted during your visit.

- Criterion 1. Preparation: the instructor provided examples to reinforce concepts, provided clear answers to students' questions, expanded upon the textbook;
Criterion 2. Content: the instructor used appropriate materials, previewed upcoming course material, presented in a logical sequence;
Criterion 3. Methodology: the instructor respected the students, presented enthusiastically, used variety of presentation methods, and moved from podium;
Criterion 4. Student Involvement: the instructor solicited questions, comments and examples, provided opportunities for group or individual discussion on the material, and students participated in experiential activities.

1. The instructor was prepared for class. [redacted] was organized and well prepared for a discussion of major changes in the criminal justice field between 1961-1972. [redacted] demonstrated an excellent depth of knowledge of the course material without the use of notes. Good use of examples to reinforce concepts.

2. The content of the class session was appropriate for achieving instructional goals. [redacted] returned and discussed student exams to start the class. This class is a Learning Communities course and the interaction between [redacted] and Dr. Coulter was excellent. [redacted] presented material in a clear and logical manner. Very good job of establishing a solid academic foundation for studying criminal justice.

3. The instructor effectively presented the material. [redacted] moved around the room and presented with enthusiasm. Good job of prompting students to think critically. Students were actively engaged in the learning process through questions. Good use of humor to maintain student interest.

4. The students were appropriately involved in the learning process. [redacted] called on students by name and displayed respect for student comments and opinions. Students were comfortable asking and answering questions. Students were attentive and alert throughout the class period. Good student interaction.

Evaluator's comments/recommendations: (Please use reverse side if additional space is needed.)

I appreciate your ability to engage students in a positive manner.

Instructor's comments/response: (Please use reverse side if additional space is needed.)

Thank you.

I enjoy teaching

SIGNATURES

[redacted signature]

CWID:

3/29/2010

Instructor Signature:

Date

Evaluator:

[signature]

Date

3/29/2010

Academic Dean:

Date

COLLIN COUNTY COMMUNITY COLLEGE

EVALUATION FORM FOR CLASSROOM VISIT

Class/section:  
CRIJ 1301.S01

Date of Visit:  
4/13/2012

Faculty Name: David Marble

Evaluator: Evaluate the instructor based on the four criteria listed below by describing your observations of their classroom presentation/activities conducted during your visit.

- Criterion 1. Preparation: the instructor provided examples to reinforce concepts, provided clear answers to students' questions, expanded upon the textbook;
- Criterion 2. Content: the instructor used appropriate materials, previewed upcoming course material, presented in a logical sequence;
- Criterion 3. Methodology: the instructor respected the students, presented enthusiastically, used variety of presentation methods, and moved from podium;
- Criterion 4. Student Involvement: the instructor solicited questions, comments and examples, provided opportunities for group or individual discussion on the material, and students participated in experiential activities.

1. The instructor was prepared for class.

David Marble was very prepared for a discussion of the Charles Manson trial. Good job of presenting material in depth without relying on notes. David Marble expanded beyond the text through the use of examples. Clear answers were given to student questions.

2. The content of the class session was appropriate for achieving instructional goals.

David Marble started with a brief review of the previous class. Good job of providing students with a solid academic foundation for understanding the Manson trial. Very good flow to the discussion with material presented in a clear and logical manner.

3. The instructor effectively presented the material.

David Marble presented course material with enthusiasm and a passion for the topic. Very good use of PowerPoint to guide the discussion and provide visuals for students. David Marble prompted students to think critically during the class discussion.

4. The students were appropriately involved in the learning process.

David Marble actively engaged students in the class discussion. Good job of respecting students and responding in a positive manner to student comments. Students were very comfortable asking and answering questions.

Evaluator's comments/recommendations: (Please use reverse side if additional space is needed.)

Good job of actively engaging students in the class discussion!

Instructor's comments/response: (Please use reverse side if additional space is needed.)

Thank you for your kind words.

SIGNATURES

David Marble

CWID: 110-72-7616

4/16/2012

Instructor Signature:

Date

Evaluator:

Academic Dean

Date

Date

## BOARD REPORT

### 3 Year Contract for **Paula Miller** Professor of Accounting

At COLLIN since 1995

#### • Education

Institution	Degree	Major
University of Iowa	MA	Accounting
Truman University	BS	Business
Truman University	BS in Education	Mathematics

#### • Prior Work Experience

Job Title	Organization Name	Date of Employment
Consultant & Senior Accountant	Cornell Oil Company	1981-1984
Associate Faculty	Dallas County Community College	1981, 1986
Assistant City Auditor	City of Dallas	1976-1978

#### • Professional Development and Activities

- Attended American Accounting Association's Southwest Regional Conference, Houston, TX, 2011.
- Attended American Accounting Association's Southwest Regional Conference, Austin, TX, 2010.
- Attended Accounting Educator's Conference, Austin, TX, 2010.
- Attended "PHASE" workshop on topics of concern of accounting educators by Pearson Publishers, Grapevine, TX, 2010.
- Attended "What Every Faculty Member Should Know About IFRS (International Financial Reporting Standards) ," an on-line session by Cengage Learning, 2010.
- Attended the NSF Convergence Technology Center's TechKnowFire Conference, 2010.
- Attended American Accounting Association's Second Annual Accounting Professor's National Conference, New York City, NY, 2009.
- Presented "Teaching Tips & Insights" at Accounting Educator's Conference as a result of being chosen Outstanding Accounting Educator by the Texas Society of CPA's Education Foundation, Austin, TX, 2009.
- Attended seminar on technology research on effects of My Math Lab by Pearson Publishing, 2009.

#### • College Service / College Related Community Service

- Elected and serving as Business & Computer Systems representative to Council on Excellence, 2011.

CWID: [REDACTED]

Name: [REDACTED]

- Coordinated with Public Relations on the development of an article on the Department of Accounting, Marketing, & Management for McKinney magazine, 2011.
- Serving on Academic Planning Team (APT), 2011.
- Participated on Dr. Israel's Summit meeting, 2011.
- Attended Phi Theta Kappa and SGA Board of Trustee candidate forum, 2011.
- Attended 9-11 Ceremony at CPC campus, 2011.
- Organized mid-year meet and greet for all full time and all part time faculty to discuss marketing and management, 2011.
- Organized and supported campaign for the Annual Associate Faculty Scholarship, 2010-present.
- Serving on Faculty Strategic Planning Team, 2009-present.
- Managing the accounting tutoring lab, 2009-present.
- Prepared quizzes, projects, and exams for department to be used by associate faculty to maintain academic integrity of managerial accounting in the accounting department, 2009-present.
- Served as Treasurer, Collin College Faculty Council, 2009-2011.
- Attended Annual President's Lunch, 2009, 2010, 2011.
- Attended Cabaret for Collin College Foundation and coordinated Faculty table, 2009, 2010, 2011.
- Served as Co-Chair, Annual Gift Giving Campaign for Faculty and Staff for Collin College Foundation for 2010-2011.
- Served on selection committee for Outstanding Faculty, 2010, 2011.
- Served on Professor of Paralegal search committee, 2010.
- Served as a member, Budget Ad Hoc Committee for Faculty Council, 2010.
- Attended presentation/discussion organized by VP Brenda Kihl on e-book proposal by Pearson Publishing at Collin, 2010.
- Mentored new accounting professor, 2009-2010.
- Served as discipline lead for accounting, 2009-2010.
- Coordinated with UTD Director of Accounting on process for Collin College CPA driven students to be recommended for UTD's new program, 2010.
- Participated in campus cleanup sponsored by Faculty Council, 2010.
- Coordinated with UNT advisor in developing the worksheet that would facilitate students' transfer of marketing and management courses to UNT, 2009.
- Attended Associate Faculty meeting to transition to new Chair, 2009.
- Attended visit by Governor Perry at Collin College, 2009.
- Drafted AAS brochure for marketing and management, 2009.

Approval Signatures:

Recommended  Not Recommended William A. Blitt 10/11/11  
Dean/Director/Supervisor Date

Recommended  Not Recommended Wendy Anderson 12-19-11  
Chair, Council on Excellence Date

Recommended  Not Recommended Prudakhl 1-9-12  
Vice President/Provost Date  
 CPC  PRC  SCC

Recommended  Not Recommended Coleen Mich 1-15-12  
District Senior Vice President of Academic Affairs and Student Development Date

Recommended  Not Recommended Cheryl E. Hood 3/12/12  
District President Date

Approved  Not Approved by the Board of Trustees at its meeting on 3/27/12  
Date *sh*



FACULTY SELF-EVALUATION AND APPLICATION  
FOR MULTI-YEAR CONTRACT FORM

Name: [REDACTED] Division: BCS

- Candidate for a 3-year contract  
Beginning in August 2012 and ending May 2015

**Authorization:** I authorize the Council on Excellence to obtain the Student Survey of Instruction forms, class visit forms and the dean's annual faculty performance appraisals and multi-year contract recommendation, and the Board Report form, to be used in confidence by the Council, for the purpose of determining its recommendation for a multi-year contract.

Upon completion of this process, the annual faculty performance appraisal form(s) will be returned to my personnel file and all other records considered in the multi-year contract process will be archived by Human Resources, in compliance with the district's records retention plan.

[REDACTED SIGNATURE]  
Faculty Member's Signature

10/11/11  
Date

FACULTY SELF-EVALUATION AND APPLICATION

I. TEACHING

A.

Semester/Year	Courses Taught	Number of Sections
Fall, 2009	Managerial Accounting	4
Spring, 2010	Managerial Accounting	4
Summer, 2010	Managerial Accounting	1
Fall, 2010	Managerial Accounting	3
Spring, 2011	Managerial Accounting	2
Summer, 2011	Managerial Accounting	1

B.

Current Semester	Courses Taught	Number of Sections
Fall, 2011	Managerial Accounting	2

C. List projects or innovations related to teaching you have created, developed and implemented including any courses or programs developed.



### **Face to face classes:**

In my face to face class I am continuing practice I started, Fall, 2008, to have the students meet in study groups outside of class which is graded. I am continuing to group differently than any grouping I have heard discussed in conferences. I continue to share this method of grouping at the TSCPA and AAA conferences I attend. I group them according to when they study and what town they are in when studying and former students come back and tell me how they loved this approach since it is so hard for them to get together if it is not planned. It involves a very complicated spreadsheet method from information received from students. Former students also come back and confirm to me how important it is to work as a group at the 4 year schools to which they transfer and how this gives them an exposure to groups at the university level. I assign each group a problem to put on the white board at least every other week and the students present it to the class which minimizes embarrassment if something is incorrect since they are acting as a group. I continue to have them do excel projects and I supervise them in the computer lab which helps catch any missed concepts from the class. The students who have studied can generally finish while we are in the lab. My web students are required to use excel for regression analysis. Per alums at conferences I attend excel is a key software program they use from day 1 when they get a job so learning this skill is very beneficial. I require my managerial accounting associate faculty to do the same excel projects that I do with their classes and I make them available to students and faculty on the I drive.

When I ask students a question in class to confirm understanding or for recall from the textbook I found from discussions at conferences my approach is different. I don't respond to a student that they are correct or wrong but rather they are cold or hot and as others chime in it is either getting warmer or getting colder. I believe this is why I get so much response because this makes it seem more like a game that the whole class can get in on rather than each student's answer being judged as right or wrong.

### **On line classes:**

In my web class I have started e-mailing them frequently with "gentle reminders", homework tips, or specific questions about why they are not doing some of the work. I have found just a reminder was offensive and made them feel stupid per their responses to my message but they respond they appreciate the gentle reminder. I have also started e-mailing them before we ever get the semester started with instructions for forwarding their cougar mail to their own personal e-mail which has improved our communications since they use their personal e-mails frequently during the day. This really came in handy in the fall, 2010, when Blackboard crashed during finals we were able to keep our communications open. Also I delayed setting up my Blackboard site this spring, 2011, to encourage students to

communicate with me and got messages from 80% of my students they had not received my myriad of e-mails I send at the beginning. Without exception they found my e-mails in their SPAM folders and although the HELP desk said the students had to have set this up all the students denied doing this and after reporting it to web services, the HELP desk, and posting it on my Home page on blackboard it seemed the other students started acknowledging receipt of my e-mails and finding the past ones in their SPAM folder. I perhaps now know why students in previous semesters say they haven't heard from me so will keep this note on my HOME page going forward.

In my last multi-year contract I had moved to having 2 dead lines in my on line managerial class but now I have weekly deadlines to get students to do the work in a time frame that is more realistic than if I leave it up to them. Each quiz is open for a 2 week window in case someone wants to work ahead but not behind. This I believe helped get them more on track to be successful completers. This proved to be more successful until I began some on site testing this summer, 2011. This summer, 2011, in order to be responsive to the concern by the Texas State Board of Public Accountancy and other colleagues that students are not doing their own work on line I began having students come to a testing site to take their midterm exam and show ID. The results were devastating because I lost several students even before the census date and then even more before the midterm with some students telling me they could or would not come to a testing site to take an exam that counted 100 points out of the 490 points total for the semester. I am continuing this testing method this fall, 2011, to see if a long semester might help with the timing of getting the exam accomplished. I also have offered students to participate in editing a formula sheet that will be provided with the exam to give them incentive to be proactive as the semester progresses. This fall, 2011, I have increased the graded problems from 25 to 87 problems in hopes to get them to do more homework and improve the test results.

We have new textbooks for both financial and managerial accounting this fall, 2011, so I am continuing to guide associate faculty in testing, quizzing, and projects for the managerial course with the new edition. I am not requiring managerial faculty and students to use an on line homework tool until we see how our financial accounting project turns out.

The accounting faculty met, Spring, 2011, and we have agreed to try another new on line homework program since the last one was a failure which I believe was due to lack of training of associate faculty and the software product not being very user friendly. This fall, 2011, I organized a training session for associate faculty in financial accounting and facilitated helping the 2 associates that were unable to attend as we began using the on line homework package "My Accounting Lab" to try to improve student performance in financial accounting. So far I have had very few students come to me with difficulties but have noted some of the associate faculty have had the publisher's rep do a presentation to the class to teach students how

to use the web site. I have also put the publisher's rep for financial accounting on notice that I expect excellent customer service like I receive for my on line managerial students so the response time has been quick when I asked for help so far. Other than the above mentioned involvement and having publishers compete on pricing Dean Wallace has led all the other aspects of developing the financial accounting web site materials, exams and quizzes for associate faculty to follow.

## **II. STUDENTS**

### **A. Describe your advising activities.**

I advise students in my Financial and Managerial classes as to which college best suits their needs, as well as what program of study they should pursue. I stay in class during most of the 10 minute breaks that we have since we meet 2 hours each time and after class if another class is not coming into the room I stay in the room to make it convenient for them to talk to me. I always tell them the door is open and I hear from them since I ask them to tell me how they are doing and they ask if they need a letter of recommendation. The calls about becoming a CPA have increased this year and I assume it is the economy and they are generally interested in a career in accounting and want guidance as to requirements and advice as to how to proceed.

In the Fall, 2009, as a result of getting 5 large boxes of 3 different booklets of free materials from Gleim Publications on the CPA exam, the CMA exam and an overall of accounting careers the questions about pursuing any of these careers has increased. I put a supply of all 3 in both of the accounting classrooms, the information desk, and with the advisors at SCC. I gave a case to Courtney Naismith to use at PRC and offered some to Barbara Palmer for use at CPC. Last fall my approach was to distribute them to the associate faculty to distribute. Several of my students tell me I was the only one to give them detail career information about the various professional options available to accounting majors.

When I became a full time faculty member I took over supervising the accounting tutoring lab to keep it from getting canceled. I feel strongly that as long as I can get the budget for this service that needs to be there for the students.

Fall, 2009, I met with a representative, Julie Brown, from Robert Half Associates to discuss salaries in the accounting field and ways to expose my

students to the accounting field by employing them in such opportunities as Accountemps. I have distributed her card to several of my students.

In Fall, 2009, changed pockets on my door so students visiting my suite can obtain any of the recent free Gleim brochures on various certifications and accounting careers, student applications for the AICPA and the TSCPA, a brochure from the Association of Fraud Examiners, and flyers for both the Becker and Gleim CPA review programs.

**B. List any student-related activities demonstrating support of students outside of the classroom in which you have been involved. Examples include participation in student organizations, student-related events, or attending student performances / receptions.**

I have selected our accounting books since 1996 shortly after I joined the faculty full time so this time during the selection of the financial accounting textbook although I sat in on all discussions related to choosing the financial accounting books the only involvement I had was to have the top 2 publisher's compete on pricing and format of materials to get the students the best possible price for their textbooks.

I also help students build resumes by nominating them for all the awards I am aware of as follows:

Spring, 2010, I nominated 7 students for the emerging scholar. All 7 of my students were listed in the printed program as honorees however

only 4 went through the ceremony and 1 is currently at UTD, 1 is at UNT and both are getting their accounting degree as we discussed over dinner on April 15, 2010. The other 2 attendees are still at Collin. I also instruct them on setting up a resume folder and keeping track of letters or certificates of these honors so that when they have to write a resume they have all their awards and accomplishments in one place. At this same time I educate them about placement offices at their universities and the role they play in gaining employment.

Spring, 2011, I nominated 12 students for the emerging scholar. 12 of my students were listed in the printed program as honorees however only 4 went through the ceremony. I also instruct them on setting up a resume folder and keeping track of letters or certificates of these honors so that when they have to write a resume they have all their awards and accomplishments in one place. I also met with the new Director of Accounting at UTD, John Barden, in December, 2010, and discussed an opportunity for my top students to be in a special group of accounting majors at UTD with the possibility of scholarships. I also requested nominations from other faculty from managerial accounting to forward their name to the Director. So far this year I have sent forth 5 students.

Although I can no longer nominate for the Business Merit Award and the National Dean's because they have suspended their programs, I received an invitation to nominate for the All American Collegiate Scholar Program this year. I nominated 7 of my face to face students.

I also sent scholarship information this spring, and spring, 2010, to all my classes including web students

Spring, 2010, I sent the invitation to all my students for the new student Rotary Club at Collin plus sent it to other accounting faculty including associates.

I have served as the On Campus Champion for the American Institute of CPA's (AICPA) which gives students an early opportunity to get involved with the AICPA. I have served in this role since it was created almost 12 years ago. Sadly the AICPA discontinued the program, Spring, 2009. I continue to encourage students to join and be a part of the institute.

I mentor and ask students to stay in touch with me and let them know they are always welcome at my office. I am very proud of my students.

I also attended the Scholarship Awards Ceremony, August 4, 2011, with the 4 winners of the Collin College Faculty Scholarships and the 1 winner of the Associate Faculty Scholarship winner.

I attended the Student Leadership Academy Celebration Luncheon on August 26, 2011.

### III. PROFESSIONAL DEVELOPMENT AND ACTIVITIES

#### A. List professional activities

##### 1. Conferences/Workshops attended/conducted

Every year I complete 40 hours of continuing education for my CPA licensure which relates to classroom topics.

I also attended the American Accounting Association's Southwest Regional meeting in Dallas, March 2-6, 2010.

I also attended the American Accounting Association's Southwest Regional meeting in Houston, March 10-12, 2011.

I attended Dallas PHASE, February 26, 2010, sponsored by Pearson and held at the Gaylord Texas Hotel in Grapevine, Texas, with 4 topics of concern to all accounting professors such as IFRS.

I also attended on line "What Every Faculty Member Should Know About IFRS" on February 5, 2010, sponsored by Cengage Learning.

I also attended a technology seminar held at the SCC Conference Center by Pearson discussing research on using My Math Lab to improve math students performance on November 4, 2009. Pearson has a product called My Accounting Lab which I reviewed when selecting a new managerial accounting book. Pearson is supposed to be fixing problems I had with the program in June, 2010. We now have adopted this platform for Financial Accounting starting this fall, 2011.

I attended the luncheon for the Technofire Conference at SCC Conference Center on April 23, 2010, with Cali Lewis of GeekBrief.TV.

I was selected by the American Society of Women Accountants to be a member of a team to travel to China to gain a better understanding of the public accounting and finance professions in China and compare them to the

United States. The trip was offered in the summer and we did not have approval to do international travel at that time so I did not go. They have again selected me to go to Russia in October, 2010. However because of cold weather and cost I am declining.

2. Professional presentations, papers presented/published/submitted for publication

I have attended the Accounting Educator's Conference sponsored by the Texas Society of CPA's Education Foundation 2009, and 2010, and each year I have been on the Faculty except 2001. As the winner of the Outstanding Accounting Professor for Texas selected by the Texas Society of CPA's I was a presenter on October 30, 2009, in Austin, Texas, on the topic "Teaching Tips & Insights" at the Accounting Educator's Conference.

3. Involvement in professional organizations  
I was a member of TACTYC for 2008-2009.

I am a member of the American Institute of CPA's, TCCTA, and the American Accounting Association for 2009-2010.

4. Coursework recently completed or in progress
5. List any other ways in which you remain current in your discipline not reflected in the categories above.

#### IV. COLLEGE SERVICE

**A. List college-related activities in which you have participated. Exclude activities expected of all faculty members such as attending All College Day, graduation or division meetings.**

**1. College-Wide:**

I have been elected and am currently serving as Faculty Council President for 2011-2012.

I was a SCC rep for Faculty Council for 2008-2010 and have been re-elected for 2010-2012 for SCC. I was also elected and have served as Faculty Council Treasurer for 2 years in a row from 2009-2011, which means I am also a member of the FC Executive Committee. Since the previous year did not raise enough funds to pay the 2008-2009 Cabaret commitment my first challenge was to raise enough to pay the \$770 liability from the previous year before we could begin to collect for the current year \$1250 named scholarship for Collin Faculty. I also negotiated the terms and got FC approval for the table sponsorship for the 2010 and 2011 Cabaret.

In 2010-2011 Collin Faculty gave a record amount for scholarships by Full Time Faculty of \$6,447 which supported the Cabaret and 4 named scholarships plus I have started the First Annual Named Scholarship for Associate Faculty and raised \$1,555.

I have been elected to be on Council on Excellence for 2011-2013.

I was selected and served as Co-Chair of the Annual Gift Giving Campaign for Faculty and Staff for the Collin College Foundation for 2010-2011. Solicited Faculty feed back in an effort to encourage giving without anyone feeling intimidated.

Served on the Budget Ad Hoc Committee for Faculty Council for Fall, 2010, to see if we could come up with ideas for cutting costs.

Was a participant in Dr. Israel's Feb. 16<sup>th</sup> Summit meeting which included students, faculty, and administration.

I worked from October, 2009, to May, 2010, on getting and finally got approval from the various levels of the administration so that on Monday, May 3, 2010, I could solicit for the First Annual Associate Faculty Scholarship via Collin College Foundation. We were able to award a \$1,500 scholarship at the ceremony from associate faculty. I have begun the second year campaign. Both fall, 2010 and fall, 2011, I attended and spoke at the Associate Faculty meetings on each campus to make associate faculty aware of the scholarship.

I participated in Campus Cleanup on March 31, 2010, sponsored by FC.



I attended the Cabaret fund raiser for Collin's Foundation on April 9, 2010 and coordinated Faculty attendees. I coordinated but did not attend the Cabaret for Spring, 2011, to allow others to have a turn.

I was appointed to the Faculty Strategic Planning Team which met several times during the years 2009-2011 with Dr. Israel to discuss various topics as needed.

Served on the Economics and Paralegal Professor search committee at PRC and SCC in Fall, 2009 and Spring 2010 respectively.

I nominated a fellow faculty member for Outstanding Faculty for 2009-2010 which I found out gets me kicked off of the Committee to select the outstanding faculty member. I was appointed to the Outstanding Faculty selection committee for 2010-2011 and for 2011-2012 to select the outstanding faculty members and the Minnie Piper winner.

I attended Associate Faculty meeting to support new Chair, August 18, 2009 at PRC and answer Accounting AF questions.

I attended the signing ceremony with the 5 partner universities for the new CHEC campus at the new CPC library on November 9, 2009.

I attended the Faculty Council reception congratulating Tracey McKenzie on being selected as US Professor of the Year, January 22, 2010, at SCC and Dr. Israel's reception congratulating Tracey at which Senator Shapiro bestowed honors upon Tracey at PRC.

Attended Chili Cook off Fall, 2009 and Fall, 2010.

Attended presentation/discussion facilitated by Brenda Kihl to discuss an e-book proposal by Pearson Publishing, Feb. 3, 2010, to discover if this would be a viable option for accounting.

I attended the visit made by Governor Perry on October 15, 2009, at SCC Conference Center.

I attended the 8<sup>th</sup> Annual Courtyard Lunch at the Courtyard, September 25, 2009 and the 9<sup>th</sup> Fall, 2010.

I attended the Collin College Board of Trustee's candidate forum hosted by Phi Theta Kappa and SGA at SCC, April 6, 2010.

## 2. Division/Department:

Organized and hosted a meet and greet in January, 2011, for M&M faculty to get more acquainted with full time faculty and each other.

In Spring, 2009, I nominated 2 of my accounting associate faculty members for outstanding associate faculty of the year for next year. Susan Bradley

was selected in Fall, 2009, All College Day. I nominated Ron Nichols, Spring, 2011, but he was not selected as a finalist.

In 2008-2009 I nominated and lead campaign with associate faculty at SCC to get Becky Hargett chosen for the Rose Award for All College Day. It showed she was nominated, but Peggy Browning was selected for her work on BANNER at the Fall, 2009, All College Day.

Also instigated trying to get more BIET faculty elected to Faculty Council and was successful with George Jackson as PRC rep and in 2010-2011 Mark Clark was successful for VP.

Lead the Associate Faculty and support them with materials including new mandatory department exams and quizzes for new Managerial Accounting textbook that I selected and adopted starting Fall, 2009.

I met with UNT advisor, the Director for the BAAS program, Dean Bill Blitt, Professors Gloria Cockerell and Christine Delatorre to facilitate better transferability of marketing and management in the Fall of 2008. In the Fall, 2009, after I was no longer Chair I continued working with UNT's BAAS advisor, Trey Anderson, and finally we got a worksheet approved which spells out which of our marketing and management courses will count toward that degree. It was finalized and posted on Transfer U on our web.

I was new faculty mentor to Courtney Naismith.

I was a chair mentor to Marsha Griggs for 2009-2010 and as such worked with her and got the fall, 2009, semester scheduled, staffed, and started and we met over the summer so she would have the spring, 2010, schedule ready before fall semester started since the due date is shortly after the fall semester starts. I have also completed some of the accounting associate faculty class visits 2009-2010.

Drafted AAS brochure, July, 2009, for marketing and management.

Team wrote with Professor Cockerell an article for the McKinney magazine for our department Summer, 2011 published in October, 2011.

For 2009-2010 I served as discipline expert for accounting and coordinated our book orders, questions concerning transferability of accounting courses and prerequisites, and our schedule as we transition into having a full time faculty person at CPC.

3. Any other contributions to the college community:

**B. List professionally related community activities in which you have participated.**

## V. OTHER

**List other professional contributions or job-related items of importance not addressed in previous categories.**

I won the Outstanding Accounting Educator from the TXCPA Education Foundation in 2009 and Outstanding Faculty Finalist at Collin the same year. I also was nominated for the 2009 Woman of the Year in Education.

I also get calls from the community interested in hiring our accounting students even though our students have only had the first year of accounting. Many of them I try to direct to our coop office. Unfortunately employers typically don't want to pay much at this level so I don't always get any interest from the students.



**FACULTY PERFORMANCE APPRAISAL  
2009-2010**

Faculty Member: [REDACTED]

Date: 7/31/10

Annual Appraisal     Probationary Appraisal     Multi-year Contract Appraisal     Other

Period Covered: September 1, 2009 – August 31, 2010

Dean: William J. Blitt

Division: Business, Information & Engineering Technologies

**INSTRUCTIONS**

The primary purpose of the assessment process at CCCC is to maintain high quality educational programs. The process focuses on the professional growth and development of each faculty member as an individual in relation to the position description, standards of excellence, divisional and institutional goals and priorities. The performance appraisal process is also used as a component in determining contractual status, including renewal, non-renewal, the awarding of multi-year contracts and termination.

The performance appraisal process is conducted in an atmosphere of open and honest communication between the employee and the supervisor. Each employee is responsible for providing the supervisor with evidence of professional accomplishments during the year that support the mission and goals of the division and the institution. Likewise, the supervisor is responsible for reviewing the employee's professional accomplishments to determine the degree to which the employee met the established objectives for the year. Conducted in an atmosphere of mutual trust and respect, the performance appraisal process provides a growth experience for all college faculty and staff. See Section 9 of the *Faculty and Staff Handbook*.

Criteria for excellence in the performance of faculty "Duties and Responsibilities" are listed by category on the following pages. Using the definitions and examples for these ratings, circle the appropriate rating that matches the individual's performance in each category.

- M Meets standards for excellence
- I Improvement needed
- N Not applicable

**Definitions and Examples:**

**MEETS:** One or more of the words usually, frequently, successfully, or effectively applies. This rating is appropriate for job performance that meets and may exceed required criteria for excellence in the category.

**IMPROVEMENT NEEDED:** One or more of the terms occasionally, marginally, inadequately, sometimes, or progressing applies. This rating describes performance in which many of the job duties and standards are met, but where improvement in one or more areas is required to meet the criteria for excellence. An action plan must be in place, or be established to accompany this appraisal to clearly identify specific skills or areas in need of continued growth, development and/or improvement.

**NOT APPLICABLE:** The activity is not part of the faculty member's job or position at the college.

**PLEASE NOTE:**

*In the comment area provided following each section, you must justify ratings that indicate a need for improvement.*

**I. TEACHING**

1. **M I N** Facilitates learning.
2. **M I N** Provides students with the fundamental body of knowledge of his/her discipline.
3. **M I N** Teaches students to apply that knowledge.
4. **M I N** Responds to the differing educational requirements of students.
5. **M I N** Employs current materials in classroom presentations and learning experiences.
6. **M I N** Uses innovative teaching and learning methods.
7. **M I N** Employs effective evaluation techniques.
8. **M I N** Meets classes as scheduled.

**COMMENTS:**

[REDACTED] is an excellent instructor and completely student oriented. She is constantly trying new techniques to improve retention and student success. She has changed all of her due dates to be weekly. Previously she had slowly increased the number of due dates in the past from 2 to 4 to 6 due dates last spring in an attempt to reduce student procrastination of too much material to do in the amount of time students allotted for the course but still allow flexibility. Although it may not have affected her retention, it appears to have improved student scores for those that remain in the class. In her face to face class, she is continuing to have the students meet in study groups outside of class which is graded. She is continuing to group differently than any grouping I have previously seen; she groups them according to when they study and what town they are in when studying. She assigns each group to put a problem on the white board and present it.

**II. ASSISTING STUDENTS**

1. **M I N** Understands current career and curriculum options, degree requirements and course transfer information within the discipline and provides timely and tailored advice to students.
2. **M I N** Helps students with education-based problems and/or directs students to appropriate college resources.
3. **M I N** Assists students in accessing appropriate college and community resources for non-educational problems.
4. **M I N** Is available to and approachable by students.

**COMMENTS:**

[REDACTED] is very involved and supportive of her students. She thoroughly understands current career and curriculum options; she works closely with her chair (which is from a different discipline) to make sure the curriculum meets the students' needs. [REDACTED] advises students in her Financial and Managerial classes as to which college best suits their needs, as well as what program of study they should pursue. She stays in class during the breaks and after class if another class is not coming into the room to make it convenient for them to talk to her. They know that her door is open. [REDACTED] has taken it upon herself and has created and manages a tutoring lab, which provides significant assistance to all accounting students; she has voluntarily done this ever since becoming a full-time faculty member. She also helps students build resumes by nominating them for all the awards she is aware of. She instructs them on setting up a resume folder and keeping track of letters or certificates of these honors so that when they have to write a resume they have all their awards and accomplishments in one place. At this same time, she educates them about placement offices at their universities and the role they play in gaining employment. [REDACTED] provides scholarship information to all her classes including web students. She invites them to participate in activities, such as the new

student Rotary Club at Collin. Finally, she has set up pockets on her office door so students visiting her suite can obtain any of the recent free Gleim brochures on various certifications and accounting careers, student applications for the American Institute of Certified Public Accountants (AICPA) and the Texas Society of CPAs (TSCPA), a brochure from the Association of Fraud Examiners, and flyers for both the Becker and Gleim CPA review programs.

### III. COLLEGE SERVICE

1. **MIN** Participates in divisional and departmental meetings.
2. **MIN** Works individually and/or collaboratively with college employees to accomplish discipline, divisional and college missions, goals and objectives, by serving on college-wide task forces, search committees, faculty senate committees, advisory groups, student groups as a faculty adviser, professionally related community activities on behalf of the college, etc.

#### COMMENTS:

[REDACTED] is totally involved in serving the college and local community. She was an SCC rep for Faculty Council for 2008-2010 and has been re-elected for 2010-2012. She was also elected and served as Faculty Council Treasurer for 2009-2010 and has been selected to be FC Treasurer for 2010-2011. She has been appointed to the Outstanding Faculty selection committee for 2010-2011 to select the outstanding faculty members. She has been working since October 2009 on getting, and finally got approval, from the various levels of the Foundation staff, Dr. Toni Jenkins, the Leadership Team and Dr. Israel to set up and solicit the First Annual Associate Faculty Scholarship via Collin College Foundation. [REDACTED] participated in Campus Cleanup sponsored by FC and attended the Cabaret fund raiser for Collin's Foundation, where she coordinated faculty attendees. She is also a member of the Faculty Strategic Planning Team which meets during the year with Dr. Israel to discuss various topics as requested and research our financial data. [REDACTED] regularly attends college events. A few examples from this past year were: the Faculty Council reception congratulating Tracey McKenzie on being selected as US Professor of the Year; Dr. Israel's reception congratulating Tracey at which Senator Shapiro bestowed honors upon Tracey at PRC; the presentation/discussion facilitated by Brenda Kihl to discuss an e-book proposal by Pearson Publishing; the visit made by Governor Perry at the SCC Conference Center.; and the Collin College Board of Trustee's candidate forum hosted by Phi Theta Kappa and SGA at SCC. [REDACTED] has been a chair mentor to Marsha Griggs for 2009-2010 and as such worked with her and got the fall, 2009, semester scheduled, staffed, and started; they met over the summer so she would have the spring 2010 schedule ready before fall semester started since the due date is shortly after the fall semester starts. [REDACTED] continued to support the new department chair throughout the year. She attended the Associate Faculty meeting to assist the chair and answer Accounting Associate Faculty questions; she served on two faculty search committees (Economics and Paralegal); and completed some of the accounting associate faculty class visits. She has taken the lead with the Accounting Associate Faculty and supports them with materials, including new mandatory department exams and quizzes for new Managerial Accounting textbook. She is serving as discipline expert for accounting and coordinating their book orders, answers questions concerning transferability of accounting courses and prerequisites, and our schedule as we transition into having a full time faculty person at CPC. [REDACTED] has also assisted me on several initiatives. She met, along with me and a few other colleagues, with the UNT advisor and the Director for the BAAS program, to facilitate better transferability of marketing and management. In the fall, she worked with Trey Anderson, UNT advisor, to get the worksheet approved by both UNT and Collin College and it is now posted on our web site which spells out which of our marketing and management courses will count toward that degree. She drafted a brochure for marketing and management and mentored our new full-time accounting faculty member.

**IV. PROFESSIONAL DEVELOPMENT**

1. **M I N** Remains current and competent in the appropriate academic discipline.
2. **M I N** Participates in an on-going program of professional self-development.
3. **M I N** Contributes to and participates in college staff development programs, such as annual associate faculty meetings, all-staff activities and workshops, teleconferences, staff development classes, etc.

**COMMENTS:**

\_\_\_\_\_ completed 40 hours of continuing education (related to classroom topics) for her CPA licensure. She attended the Accounting Educator's Conference sponsored by the Texas Society of CPA's Education Foundation. As the winner of the Outstanding Accounting Professor for Texas, selected by the Texas Society of CPA's, she was a presenter in Austin, Texas, on the topic "Teaching Tips & Insights" at the Accounting Educator's Conference. She attended the American Accounting Association's Second Annual Accounting Professors Conference in New York City and the American Accounting Association's Southwest Regional meeting in Dallas. She also attended the Dallas PHASE, sponsored by Pearson and held at the Gaylord Texas Hotel in Grapevine, with 4 topics of concern to all accounting professors such as International Financial Reporting Standards. \_\_\_\_\_ was selected by the American Society of Women Accountants to be a member of a team to travel to China to gain a better understanding of the public accounting and finance professions in China and compare them to the United States. They again selected her to go to Russia this fall. Due to international travel restrictions, and cost, she declined. She attended an online presentation "What Every Faculty Member Should Know About IFRS," Cengage Learning. Locally, she participated in Faculty Development Day, both for Fall, 2009 and Spring 2010, the luncheon for the TechnoFire Conference at SCC Conference Center with Cali Lewis of GeekBrief.TV, and a technology seminar held at the SCC Conference Center by Pearson discussing research on using My Math Lab to improve math students performance. Pearson has a product called My Accounting Lab which she reviewed when selecting a new managerial accounting book. \_\_\_\_\_ is a member of the American Institute of CPA's, TCCTA, and the American Accounting Association.

**V. PROFESSIONAL INTERACTION**

1. **M I N** Interacts professionally and courteously with students, teaching faculty and staff, including advising and assisting associate faculty when required or appropriate.
2. **M I N** Recognizes, respects and encourages ideas of others.

**COMMENTS:****VI. POLICIES, PROCEDURES AND TIME LINES**

1. **M I N** Performs duties and responsibilities in accordance with established policies and procedures.
2. **M I N** Meets time lines for assigned work.
3. **M I N** Provides timely notice for substitutes and class/schedule changes.

**COMMENTS:**

**VII. OPTIONAL ACTIVITIES PERFORMED****VIII. ACADEMIC CHAIR ACTIVITIES**

*To be completed only for faculty members with Academic Chair responsibilities.*

1. M I N Performs Academic Chair duties and responsibilities in accordance with established policies and procedures.
2. M I N Meets time lines for assigned Academic Chair work.
3. M I N Ensures associate faculty meet criteria required for accreditation.
4. M I N Follows hiring procedures and completes related documentation on a timely basis.
5. M I N Conducts classroom visits and evaluates each associate faculty member at least one time per year.
6. M I N Ensures teaching excellence among associate faculty.

**COMMENTS:**

N/A



**IX. DEAN'S ASSESSMENT OF STUDENT EVALUATIONS IN THIS EVALUATION PERIOD**

[REDACTED] student evaluations were excellent. Typical student comments were:

- Knows her stuff; provides a lot of examples from her experiences; informed and intelligent; many years of experience, leading to real world answers and examples; well prepared and knowledgeable
- Always enthusiastic about teaching; interested in assuring we understand what she is teaching; she goes out of her way to help with further education; very open to questions; she enjoys what she does and it comes across
- Working in study groups – it pushes me to do the work; real world examples; always challenges the students to think; very clear when explaining things; available for consultation
- Positive and upbeat attitude; enthusiastic about accounting; very professional; very energetic; very friendly; helpful; easy to work with; upbeat

Name: \_\_\_\_\_

Date: 7/31/2010

**OVERALL EVALUATION:** Indicate below the overall appraisal rating which best describes a summary of the above ratings and comments.

- MEET'S STANDARDS OF EXCELLENCE  
 IMPROVEMENT NEEDED

Comments:

**RECOMMENDATION TO THE COUNCIL ON EXCELLENCE**

To be completed by the Division Dean when the faculty member has become eligible for award of a multi-year contract).

I \_\_\_\_\_ do \_\_\_\_\_ do not recommend this faculty member for a multi-year contract.

JUSTIFICATIONS/COMMENTS:

**Division Dean's Statement:**

I have reviewed and discussed this performance appraisal with the faculty member.

*William J. Blitt*  
Division Dean's Signature

8/11/10  
Date:

Name: [REDACTED]

Date: 7/31/2010

My Division Dean has reviewed and discussed this performance appraisal with me. Please use the back of this form or an attachment if more room for comments is needed.

Comments:

Faculty Member's Signature: [REDACTED]

Date:

8/11/10

NAME: 

**IX. ANNUAL GOALS/OBJECTIVES AND EVALUATION FORM**

**Goal Setting (Conduct annually.)**


Together, the faculty member and division dean should agree on a set of goals for the faculty member for the next fiscal year. After completion, the division dean should give the faculty member a copy of this sheet. The division dean should also retain a copy, and use it as a part of the next year's Faculty Performance Appraisal.

**Goal Review (Conduct annually.)**

The faculty member and division dean should review a copy of the goals set during last year's Faculty Performance Appraisal and, together, evaluate the degree to which this faculty member accomplished the goals. Indicate, in the boxes shown, which goals were accomplished, which were partially accomplished, and which were not accomplished. Provide explanations for goals that were partially accomplished or not accomplished.

Goals for FY 2009 - 2010	Goal Completion	Explanation
1.	Maintain CE classes for licensure and supplement classroom topics.	<b>Accomplished</b> - Completed and have new license. I completed a CE course in Excel for Accountants as a result of graduates communicating with me how important soft skills such as Excel are in competing for and being efficient in the job market. I have also tried to expose myself to the proposed International Accounting Standards so I can share with students briefly what some of the proposals are. 2011 is supposed to be the decision date for the US.
2.	Support Marsha Griggs as she takes over becoming the Business Chair and help her retain some of the changes I have made in various areas.	<b>Accomplished</b> - I think Marsha feels I have tried to help her transition as best as I can. I did finish what was started when I was Chair in getting the worksheet adopted and posted on our website for marketing and management transfer courses to the UNT BAAS degree. I believe she is trying to continue to streamline the marketing and management offerings as suggested to me by Peter last year.
3.	Change my web class to have weekly deadlines in anticipation of increasing retention and transition to new managerial accounting textbook.	<b>Accomplished</b> - I have adopted weekly due dates this semester and believe it is working better for students by not allowing them to procrastinate more material than can be accomplished in a short amount of time.
4.	Develop new materials for associate faculty in managerial accounting for the new textbook and negotiate the best deal on the textbook I can.	<b>Accomplished</b> - I have distributed new exams and quizzes to both AF and full time managerial accounting faculty.
5.	Serve as SCC rep, treasurer, and Chair of Strategic Planning Committee for faculty.	<b>Accomplished</b> - I have enjoyed serving in those positions this past year.

Division Dean's Signature: William J. Blitt Date: 8/11/10

Faculty Member's Signature:  Date: 8/11/10



FACULTY PERFORMANCE APPRAISAL  
2010-2011

Faculty Member [REDACTED]

Date: 7/15/11

Annual Appraisal     Probationary Appraisal     Multi-year Contract Appraisal     Other

Period Covered: September 1, 2010 – August 31, 2011

Dean: William J. Blitt

Division: Business, Information & Engineering Technologies

INSTRUCTIONS

The primary purpose of the assessment process at CCCC is to maintain high quality educational programs. The process focuses on the professional growth and development of each faculty member as an individual in relation to the position description, standards of excellence, divisional and institutional goals and priorities. The performance appraisal process is also used as a component in determining contractual status, including renewal, non-renewal, the awarding of multi-year contracts and termination.

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- I Improvement needed
- N Not applicable

Definitions and Examples:

**MEETS:** One or more of the words usually, frequently, successfully, or effectively applies. This rating is appropriate for job performance that meets and may exceed required criteria for excellence in the category.

**IMPROVEMENT NEEDED:** One or more of the terms occasionally, marginally, inadequately, sometimes, or progressing applies. This rating describes performance in which many of the job duties and standards are met, but where improvement in one or more areas is required to meet the criteria for excellence. An action plan must be in place, or be established to accompany this appraisal to clearly identify specific skills or areas in need of continued growth, development and/or improvement.

**NOT APPLICABLE:** The activity is not part of the faculty member's job or position at the college.

PLEASE NOTE:

*In the comment area provided following each section, you must justify ratings that indicate a need for improvement.*

**I. TEACHING**

1. **M I N** Facilitates learning.
2. **M I N** Provides students with the fundamental body of knowledge of his/her discipline.
3. **M I N** Teaches students to apply that knowledge.
4. **M I N** Responds to the differing educational requirements of students.
5. **M I N** Employs current materials in classroom presentations and learning experiences.
6. **M I N** Uses innovative teaching and learning methods.
7. **M I N** Employs effective evaluation techniques.
8. **M I N** Meets classes as scheduled.

**COMMENTS:**

[REDACTED] is very student oriented. She is constantly trying and refining new techniques which prove effective for her accounting classes. She has slowly increased the number of due dates every semester and now has gone to weekly due dates. This is obviously something that not all students like, but she is flexible and has been re-setting due dates for almost any reason to see if it helps keep them in the course. She has found that this reduces student procrastination of too much material to do in the amount of time students allotted for the course but still allow flexibility. She continues to use study groups in her face-to-face classes. She groups them according to when they study and what town they are in when studying and former students come back and tell her how they loved this approach since it is so hard for them to get together if it is not planned. In order to increase participation, when she asks students a question in class to confirm understanding or for recall from the textbook, she doesn't respond to a student that they are correct or wrong but rather they are cold or hot and as others chime in it is either getting warmer or getting colder. This makes it seem more like a game that the whole class can get in on rather than each student's answer being judged as right or wrong. She started e-mailing her students before they ever get the semester started with instructions for forwarding their cougar mail to their own personal e-mail which has improved communications since they use their personal e-mails frequently during the day. This really came in handy in the fall when Blackboard crashed during finals; she was able to keep our communications open.

**II. ASSISTING STUDENTS**

1. **M I N** Understands current career and curriculum options, degree requirements and course transfer information within the discipline and provides timely and tailored advice to students.
2. **M I N** Helps students with education-based problems and/or directs students to appropriate college resources.
3. **M I N** Assists students in accessing appropriate college and community resources for non-educational problems.
4. **M I N** Is available to and approachable by students.

**COMMENTS:**

[REDACTED] advises students in her Financial and Managerial classes as to which college best suits their needs, as well as what program of study they should pursue. She stays in class during the breaks and after class if another class is not coming into the room to make it convenient for them to talk to her. They know that her door is open. She continues to make booklets of free materials from Gleim Publications on the CPA exam, the CMA exam and an overall of accounting available to students in class. She also puts a supply in both of the accounting classrooms at SCC, the information desk, and with the advisors at SCC who share with the other campuses. Paula helps students build resumes by nominating them for all the awards she is aware of. She voluntarily manages the accounting tutoring lab, as a resource for accounting students and consults with ACCESS for any group tutors they hire.

**III. COLLEGE SERVICE**

1. **M I N** Participates in divisional and departmental meetings.
2. **M I N** Works individually and/or collaboratively with college employees to accomplish discipline, divisional and college missions, goals and objectives, by serving on college-wide task forces, search committees, faculty senate committees, advisory groups, student groups as a faculty adviser, professionally related community activities on behalf of the college, etc.

**COMMENTS:**

[REDACTED] served as a SCC rep for Faculty Council for 2010-2011 and was elected FC President for 2011-2012. She has also been elected and has served as Faculty Council Treasurer for 2010-2011, which means she is also a member of the FC Executive Committee. She was selected and served as Co-Chair of the Annual Gift Giving Campaign for Faculty and Staff for the Collin College Foundation for 2010-2011. She served on the Budget Ad Hoc Committee for Faculty Council to see if we could come up with ideas for cutting costs and was a participant in Dr. Israel's summit meeting which included students, faculty, and administration. [REDACTED] is a returning member of the Faculty Strategic Planning Team which meets during the year with Dr. Israel to discuss various topics as requested and research our financial data. She also was appointed and served on to the Outstanding Faculty selection committee for 2010-2011 to select the Outstanding Faculty member to be announced at the Spring All College Day.

**IV. PROFESSIONAL DEVELOPMENT**

1. **M I N** Remains current and competent in the appropriate academic discipline.
2. **M I N** Participates in an on-going program of professional self-development.
3. **M I N** Contributes to and participates in college staff development programs, such as annual associate faculty meetings, all-staff activities and workshops, teleconferences, staff development classes, etc.

**COMMENTS:**

[REDACTED] completed 40 hours of continuing education (related to classroom topics) for her CPA licensure. She attended the Accounting Educator's Conference sponsored by the Texas Society of CPA's Education Foundation and the American Accounting Association's Southwest Regional meeting in Houston. Locally, she attended the Faculty Development Day, both for Fall, 2010, and Spring, 2011, both held at SCC conference center. [REDACTED] is a member of the American Institute of CPA's, and the American Accounting Association.

**V. PROFESSIONAL INTERACTION**

1. **M I N** Interacts professionally and courteously with students, teaching faculty and staff, including advising and assisting associate faculty when required or appropriate.
2. **M I N** Recognizes, respects and encourages ideas of others.

COMMENTS:

**VI. POLICIES, PROCEDURES AND TIME LINES**

1. **M I N** Performs duties and responsibilities in accordance with established policies and procedures.
2. **M I N** Meets time lines for assigned work.
3. **M I N** Provides timely notice for substitutes and class/schedule changes.

COMMENTS:

**VII. OPTIONAL ACTIVITIES PERFORMED****VIII. ACADEMIC CHAIR ACTIVITIES***To be completed only for faculty members with Academic Chair responsibilities.*

1. **M I N** Performs Academic Chair duties and responsibilities in accordance with established policies and procedures.
2. **M I N** Meets time lines for assigned Academic Chair work.
3. **M I N** Ensures associate faculty meet criteria required for accreditation.
4. **M I N** Follows hiring procedures and completes related documentation on a timely basis.
5. **M I N** Conducts classroom visits and evaluates each associate faculty member at least one time per year.
6. **M I N** Ensures teaching excellence among associate faculty.

COMMENTS:

[REDACTED] is completing her second year as Chair of Business. During this time period we have reorganized disciplines and departments and she has worked with a variety of disciplines outside of her area of expertise. She has done a superior job as the department chair and been one of the individuals I have been able to totally rely upon. She is well organized and shown excellent leadership in managing the department. All responsibilities have been carried out efficiently and effectively (meeting all timelines) and her expertise ensured we maintained a quality Business program.



**IX. DEAN'S ASSESSMENT OF STUDENT EVALUATIONS IN THIS EVALUATION PERIOD**

[REDACTED] had excellent student evaluations. There were limited comments due to chair releases and few students responding to online evaluations. Typical student comments were:

- Complete knowledge of the material and how it relates to the real world.
- Very helpful with any questions; explained everything until you understood it; she cared about my success.
- Very organized; well prepared; motivated us to do well; very interested in her subject which helps students pay success.
- Enthusiastic

Name: [REDACTED]

Date: 7/15/2011

**OVERALL EVALUATION:** Indicate below the overall appraisal rating which best describes a summary of the above ratings and comments.

- MEETS STANDARDS OF EXCELLENCE
- IMPROVEMENT NEEDED

Comments:

**RECOMMENDATION TO THE COUNCIL ON EXCELLENCE**

To be completed by the Division Dean when the faculty member has become eligible for award of a multi-year contract).

I  do  do not recommend this faculty member for a multi-year contract.

**JUSTIFICATIONS/COMMENTS:**

[REDACTED] definitely meets, and exceeds, standards of excellence. She has done an outstanding job in the classroom. She is extremely knowledgeable in her discipline, state licensing requirements, and in the requirements of our university partners. She has an excellent relationship with her students and prepares them for success. She serves as a department chair and is respected by all of her colleagues. She is a leader within the college, as evidenced by her involvement with the President's Faculty Strategic Planning Team, role on the Faculty Council's Executive Committee, and her election as President of the Faculty Council for 2011-2012.

**Division Dean's Statement:**

I have reviewed and discussed this performance appraisal with the faculty member.

*William J. Blitt*  
Division Dean's Signature

8/3/11  
Date:

Name: [REDACTED]

Date: 7/15/2011

My Division Dean has reviewed and discussed this performance appraisal with me. Please use the back of this form or an attachment if more room for comments is needed.

Comments:

Faculty Member's Sign

[REDACTED]  
*Paula Miller*

Date:

*8/3/11*

NAME: [REDACTED]

**IX. ANNUAL GOALS/OBJECTIVES AND EVALUATION FORM**

**Goal Setting (Conduct annually.)**

Together, the faculty member and division dean should agree on a set of goals for the faculty member for the next fiscal year. After completion, the division dean should give the faculty member a copy of this sheet. The division dean should also retain a copy, and use it as a part of the next year's Faculty Performance Appraisal.

**Goal Review (Conduct annually.)**

The faculty member and division dean should review a copy of the goals set during last year's Faculty Performance Appraisal and, together, evaluate the degree to which this faculty member accomplished the goals. Indicate, in the boxes shown, which goals were accomplished, which were partially accomplished, and which were not accomplished. Provide explanations for goals that were partially accomplished or not accomplished.

Goals for FY 2010 - 2011	Goal Completion	Explanation
1. Maintain CE classes for licensure and supplement classroom topics.	<b>Accomplished</b>	Completed and have new license. I completed a CE course in IFRS for the US to stay abreast of developments on IFRS.
2. Change my web class to have at least one exam at a testing site to lend credibility as to who is taking the course and check if they are mastering the material to the same degree as on site students.	<b>Not Accomplished</b>	Per discussions with Dean Blitt have postponed this to Summer, 2011. <i>Accomplished during summer.</i>
3. Continue as discipline <del>expert</del> lead.	<b>Not Accomplished</b>	Dean Wallace took this over when I became Chair.
4. Continue to serve as SCC rep, treasurer, and Chair of Strategic Planning Committee for faculty if selected.	<b>Accomplished</b>	I was re-elected as rep and treasurer and continued on Strategic Planning Committee.
5. Transition to being the Chair of Accounting, marketing & Management for year 2010-2011.	<b>Accomplished</b>	Hired accounting faculty over summer, 2010, before becoming Chair and learned how to comply with HB2504. Everything else I had done before as a Chair the previous time including organizing the M&M Advisory Board for M&M.

Division Dean's Signature: *William J. Blitt* Date: 8/3/11

Faculty Member's Signature: [REDACTED] Date: 8/3/11



## FACULTY PERFORMANCE APPRAISAL

Faculty Member [REDACTED]

Date: August 31, 2012

Annual Appraisal

Period Covered: September 1, 2011 – August 31, 2012

Dean: William J. Blitt

Division: Business and Computer Systems

### INSTRUCTIONS

The primary purpose of the assessment process at Collin is to maintain high quality educational programs. The process focuses on the professional growth and development of each faculty member as an individual in relation to the position description, standards of excellence, divisional and institutional goals and priorities. The performance appraisal process is also used as a component in determining contractual status, including renewal, non-renewal, the awarding of multi-year contracts and termination.

The performance appraisal process is conducted in an atmosphere of open and honest communication between the employee and the supervisor. Each employee is responsible for providing the supervisor with evidence of professional accomplishments during the year that support the mission and goals of the division and the institution. Likewise, the supervisor is responsible for reviewing the employee's professional accomplishments to determine the degree to which the employee met the established objectives for the year. Conducted in an atmosphere of mutual trust and respect, the performance appraisal process provides a growth experience for all college faculty and staff. See Section 9 of the *Faculty and Staff Handbook*.

Criteria for excellence in the performance of faculty "Duties and Responsibilities" are listed by category on the following pages. Using the definitions and examples for these ratings, circle the appropriate rating that matches the individual's performance in each category.

- M Meets standards for excellence
- I Improvement needed
- N Not applicable

### Definitions and Examples:

**MEETS:** One or more of the words usually, frequently, successfully, or effectively applies. This rating is appropriate for job performance that meets and may exceed required criteria for excellence in the category.

**IMPROVEMENT NEEDED:** One or more of the terms occasionally, marginally, inadequately, sometimes, or progressing applies. This rating describes performance in which many of the job duties and standards are met, but where improvement in one or more areas is required to meet the criteria for excellence. An action plan must be in place, or be established to accompany this appraisal to clearly identify specific skills or areas in need of continued growth, development and/or improvement.

**NOT APPLICABLE:** The activity is not part of the faculty member's job or position at the college.

PLEASE NOTE:

*In the comment area provided following each section, you must justify ratings that indicate a need for improvement.*

**I. TEACHING**

1. M I N Facilitates learning.
2. M I N Provides students with the fundamental body of knowledge of his/her discipline.
3. M I N Teaches students to apply that knowledge.
4. M I N Responds to the differing educational requirements of students.
5. M I N Employs current materials in classroom presentations and learning experiences.
6. M I N Uses innovative teaching and learning methods.
7. M I N Employs effective evaluation techniques.
8. M I N Meets classes as scheduled.

**COMMENTS:**

[REDACTED] is very student oriented. She is constantly trying and refining new techniques which prove effective for her accounting classes. This year, she tripled the homework problems required in her on line class and reduced the points each problem is worth; this was done as a result of students not even opening the practice problems that had no points assigned. She is continuing weekly due dates to reduce student procrastination and too much material to do in the amount of time students allotted for the course. Her experience has shown that students that wait to do all the work at the end are not successful. [REDACTED] also continues her practice of e-mailing her students frequently with "gentle reminders", homework tips, or specific questions about why they are not doing some of the work. She also e-mails them before the semester ever gets started with instructions for forwarding their cougar mail to their own personal e-mail which has improved communications since they use their personal e-mails frequently during the day.

**II. ASSISTING STUDENTS**

1. M I N Understands current career and curriculum options, degree requirements and course transfer information within the discipline and provides timely and tailored advice to students.
2. M I N Helps students with education-based problems and/or directs students to appropriate college resources.
3. M I N Assists students in accessing appropriate college and community resources for non-educational problems.
4. M I N Is available to and approachable by students.

**COMMENTS:**

[REDACTED] advises students in her Financial and Managerial classes as to which college best suits their needs, as well as what program of study they should pursue. She stays in class during the breaks and after class if another class is not coming into the room to make it convenient for them to talk to her. They know that her door is open; she hears from them regularly, since she asks them to tell her how they are doing and they ask if they need a letter of recommendation. [REDACTED] continues to make booklets of free materials from Gleim Publications on the CPA exam, the CMA exam, and an overview of accounting available to students in class. She maintains a supply in both of the accounting classrooms at SCC, the information desk, and with the advisors at SCC who share with the other campuses. She also makes them available to accounting faculty at the other campuses. Additionally, she has set up pockets on her office door so students visiting her suite can obtain any of the recent free Gleim brochures on various certifications and accounting careers, student applications for the American Institute of Certified Public Accountants (AICPA) and the Texas Society of CPAs (TSCPA), a brochure from the Association of Fraud Examiners, and flyers

**COMMENTS (cont)**

for both the Becker and Gleim CPA review programs. This spring she asked for 5 minutes from the faculty of all the accounting, marketing, and management classes that she visited while doing class visits. She used this time to talk to accounting students about the advantages of getting the associates degree for their resumes plus the advantage of getting the block of classes for Business Field of Study and being complete. She talked to marketing and management students about the advantages of getting the associates degree for their resumes and the difference it makes if they decide to do a 4 year degree. She also discussed getting the BAAS degree versus the BBA degree. [REDACTED] helps her students build resumes by nominating them for all the awards she is aware of; she nominated 2 students for the emerging scholar. She instructs them on setting up a resume folder and keeping track of letters or certificates of these honors so that when they have to write a resume they have all their awards and accomplishments in one place. At the same time, she educates them about placement offices at their universities and the role they play in gaining employment. Finally, she continues to encourage students to join and be a part of the American Institute of CPA's since they get a special inexpensive student rate if they are interested in being an accounting major.

**III. COLLEGE SERVICE**

1. MIN Participates in divisional and departmental meetings.
2. MIN Works individually and/or collaboratively with college employees to accomplish discipline, divisional and college missions, goals and objectives, by serving on college-wide task forces, search committees, faculty senate committees, advisory groups, student groups as a faculty adviser, professionally related community activities on behalf of the college, etc.

**COMMENTS:**

[REDACTED] was President of Faculty Council for 2011-2012 and has been elected to be a Faculty Council rep for the next 2 years. She will also serve as President Ex-officio of the Faculty Council and be a member of the executive committee for 2012-2013. Under her leadership, the Faculty Council has collected a record amount for scholarships by Full Time Faculty of \$10,901 which supported the Copper Sponsorship, 6 named scholarships, and 1 book scholarship, plus they raised \$1,250 which supported the Second Annual Named Scholarship for Associate Faculty. [REDACTED] served on COE this year and has another year left on her term. She served on the selection committee for the Lebrecht Chair last summer, 2011, and the Cancellation of Classes Committee with Brenda Kihl and Cameron Neal (summer 2011). She also served on the hiring process committee and on the scholarship selection committee for the Foundation. [REDACTED] supported her new Associate Faculty and attended the 2012 Associate Faculty Conference with them at PRC. She is totally involved in the district and attends numerous events. This year she attended the Chili Cook off, the Annual President's Lunch at the CHEC, the reception for the Center for Excellence in Nursing, the Scholarship Award Ceremony, the Phi Theta Kappa induction ceremonies, the Honors Institute reception, the Student Leadership Academy luncheon, and the 2012 Power Breakfast. [REDACTED] mentors the Associate Faculty and supports them with materials, including mandatory department exams and quizzes for Managerial Accounting. She also organized training for financial accounting professors for new software.

**IV. PROFESSIONAL DEVELOPMENT**

1. MIN Remains current and competent in the appropriate academic discipline.
2. MIN Participates in an on-going program of professional self-development.
3. MIN Contributes to and participates in college staff development programs, such as annual associate faculty meetings, all-staff activities and workshops, teleconferences, staff development classes, etc.

**COMMENTS:**

[REDACTED] completed 40 hours of continuing education (related to classroom topics) for her CPA licensure. She attended the Accounting Educator's Conference sponsored by the Texas Society of CPA's Education Foundation and the American Accounting Association's Southwest Regional meeting in New Orleans, where she was a session moderator and a presenter. [REDACTED] is a member of the TCCTA and attended the TCCTA Leadership Conference in Austin. She is also a member of the American Institute of CPA's, and the American Accounting Association.

**V. PROFESSIONAL INTERACTION**

1. **M I N** Interacts professionally and courteously with students, teaching faculty and staff, including advising and assisting associate faculty when required or appropriate.
2. **M I N** Recognizes, respects and encourages ideas of others.

**COMMENTS:****VI. POLICIES, PROCEDURES AND TIME LINES**

1. **M I N** Performs duties and responsibilities in accordance with established policies and procedures.
2. **M I N** Meets time lines for assigned work.
3. **M I N** Provides timely notice for substitutes and class/schedule changes.

**COMMENTS:****VII. OPTIONAL ACTIVITIES PERFORMED**



**VIII. ACADEMIC CHAIR ACTIVITIES**

*To be completed only for faculty members with Academic Chair responsibilities.*

1. **M I N** Performs Academic Chair duties and responsibilities in accordance with established policies and procedures.
2. **M I N** Meets time lines for assigned Academic Chair work.
3. **M I N** Ensures associate faculty meet criteria required for accreditation.
4. **M I N** Follows hiring procedures and completes related documentation on a timely basis.
5. **M I N** Conducts classroom visits and evaluates each associate faculty member at least one time per year.
6. **M I N** Ensures teaching excellence among associate faculty.

**COMMENTS:**

[REDACTED] is completing her term as Chair of Accounting, Marketing, and Management. She has done a superior job as the department chair and been one of the individuals I have been able to totally rely upon. She is well organized and shown excellent leadership in managing the department. She has also done an outstanding job of coordinating and reaching consensus among faculty members of different disciplines, with different perspectives. She was always readily available and worked with students on a daily basis to ensure they are properly advised and understand curriculum and career options. We made the decision to terminate two certificates from the management program. [REDACTED] spearheaded the effort through the CAB and THECB. She also tracked all students that had declared for those certificates, contacted them if possible, and developed a plan to allow them to ensure they had the ability to complete the award.

**IX. DEAN'S ASSESSMENT OF STUDENT EVALUATIONS IN THIS EVALUATION PERIOD**

[REDACTED] received releases for being Chair and Faculty Council President. As a result, she only taught two courses each semester. All of the courses she taught were online. There were minimal student comments: four students replied in the fall and six in the spring.

- There were no significant comments about her online teaching.

Name \_\_\_\_\_

Date: August 31, 2012

**OVERALL EVALUATION:** Indicate below the overall appraisal rating which best describes a summary of the above ratings and comments.

- MEETS STANDARDS OF EXCELLENCE
- IMPROVEMENT NEEDED

Comments:

**RECOMMENDATION TO THE COUNCIL ON EXCELLENCE**

To be completed by the Division Dean when the faculty member has become eligible for award of a multi-year contract).

I \_\_\_\_\_ do \_\_\_\_\_ do not recommend this faculty member for a multi-year contract.

JUSTIFICATIONS/COMMENTS:

Division Dean's Statement:

I have reviewed and discussed this performance appraisal with the faculty member.

Division Dean's Signature

*William J. Blitt*

Date:

*8/22/12*



Name: [redacted] er

Date: August 31, 2012

My Division Dean has reviewed and discussed this performance appraisal with me. Please use the back of this form or an attachment if more room for comments is needed.

Comments:

*Thank you for all your support, Bill.*

Faculty Member's Signature

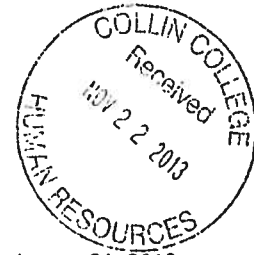
[redacted signature]

Date:

*8/22/12*



FACULTY PERFORMANCE APPRAISAL
2012-2013



Faculty Member: [Redacted]

Date: August 31, 2013

[X] Annual Appraisal

Period Covered: September 1, 2012 – August 31, 2013

Dean: William J. Blitt

Division: Business and Computer Systems

INSTRUCTIONS

The primary purpose of the assessment process at Collin is to maintain high quality educational programs. The process focuses on the professional growth and development of each faculty member as an individual in relation to the position description, standards of excellence, divisional and institutional goals and priorities. The performance appraisal process is also used as a component in determining contractual status, including renewal, non-renewal, the awarding of multi-year contracts and termination.

The performance appraisal process is conducted in an atmosphere of open and honest communication between the employee and the supervisor. Each employee is responsible for providing the supervisor with evidence of professional accomplishments during the year that support the mission and goals of the division and the institution. Likewise, the supervisor is responsible for reviewing the employee's professional accomplishments to determine the degree to which the employee met the established objectives for the year. Conducted in an atmosphere of mutual trust and respect, the performance appraisal process provides a growth experience for all college faculty and staff. See Section 9 of the Faculty and Staff Handbook.

Criteria for excellence in the performance of faculty "Duties and Responsibilities" are listed by category on the following pages. Using the definitions and examples for these ratings, circle the appropriate rating that matches the individual's performance in each category.

- M Meets standards for excellence
I Improvement needed
N Not applicable

Definitions and Examples:

MEETS: One or more of the words usually, frequently, successfully, or effectively applies. This rating is appropriate for job performance that meets and may exceed required criteria for excellence in the category.

IMPROVEMENT NEEDED: One or more of the terms occasionally, marginally, inadequately, sometimes, or progressing applies. This rating describes performance in which many of the job duties and standards are met, but where improvement in one or more areas is required to meet the criteria for excellence. An action plan must be in place, or be established to accompany this appraisal to clearly identify specific skills or areas in need of continued growth, development and/or improvement.

NOT APPLICABLE: The activity is not part of the faculty member's job or position at the college.

PLEASE NOTE:

In the comment area provided following each section, you must justify ratings that indicate a need for improvement.

**I. TEACHING**

1. **M I N** Facilitates learning.
2. **M I N** Provides students with the fundamental body of knowledge of his/her discipline.
3. **M I N** Teaches students to apply that knowledge.
4. **M I N** Responds to the differing educational requirements of students.
5. **M I N** Employs current materials in classroom presentations and learning experiences.
6. **M I N** Uses innovative teaching and learning methods.
7. **M I N** Employs effective evaluation techniques.
8. **M I N** Meets classes as scheduled.

**COMMENTS:**

[REDACTED] is very student-centered in her teaching. She is constantly trying new techniques to improve student learning. [REDACTED] is well aware of the competencies necessary for the students to be successful at the university; she continues to assign what the students feel is an extensive amount of homework, in an effort to give them more practice on the concepts required for the quizzes and tests. As a result of student complaints about not having enough time, she has extended her time (online) from 60 to 80 minutes for 20 questions to match the time allotted in financial; this has helped to virtually eliminate this student complaint. After the first exam this spring semester, she tried to get her face-to-face students to agree to meet the evening before the exam for a review, however while it has worked with some previous classes, to her surprise, they turned down her offer.

**II. ASSISTING STUDENTS**

1. **M I N** Understands current career and curriculum options, degree requirements and course transfer information within the discipline and provides timely and tailored advice to students.
2. **M I N** Helps students with education-based problems and/or directs students to appropriate college resources.
3. **M I N** Assists students in accessing appropriate college and community resources for non-educational problems.
4. **M I N** Is available to and approachable by students.

**COMMENTS:**

[REDACTED] is very involved and supportive of her students. As in the past, she continues to advise students in her Managerial classes during class breaks and a small session with the whole class at the end of the semester. She provided screen shots for students to show them how to do a degree audit; she showed it to her face to face students and e-mailed it to all her students to encourage them to finish their degree. She discussed the advantages of getting the Business Field of Study and being Core Complete. [REDACTED] continues help students build resumes by nominating them for all the awards she can. This year she nominated six students for the emerging scholar. She instructs all her face to face students to set up a resume folder and keep track of these honors so that when they have to write a resume they have all their awards and accomplishments in one place. She educates them about placement offices at their universities and the role they play in gaining employment. [REDACTED] continues to put booklets of free materials from Gleim Publications on the CPA exam, the CMA exam, and general accounting booklets in various locations to ensure they are available to the students. She also notifies other faculty so they can make students aware they are available.

**III. COLLEGE SERVICE**

1. **MIN** Participates in divisional and departmental meetings.
2. **MIN** Works individually and/or collaboratively with college employees to accomplish discipline, divisional and college missions, goals and objectives, by serving on college-wide task forces, search committees, faculty senate committees, advisory groups, student groups as a faculty adviser, professionally related community activities on behalf of the college, etc.

**COMMENTS:**

[REDACTED] is very engaged in the college. She served as President Ex-officio of the Faculty Council and was a member of the executive committee for 2012-2013; she was elected and is serving as a SCC rep for Faculty Council (2012-2014). She did screen shots and created guides for faculty, and another set to guide students, to do a degree audit/evaluation and attached both as an e-mail to all full time faculty. She organized and facilitated two "Meet your SCC Faculty Council Reps" monthly open forums at the new SCC library conference center to discuss faculty topics with SCC faculty. [REDACTED] is Chair of the Faculty Council Shared Governance committee. She administered a survey concerning shared governance to all full time faculty and shared results with Dr. Israel, Dr. Smith, the Vice President/Provosts, and the faculty. She also organized the Board of Trustees candidate forum with the President and VP of Faculty Council. [REDACTED] supports the Collin Foundation and served on the scholarship selection committee. In addition, this year, she organized the full time faculty sponsorship and faculty table plus attended the Foundation fundraiser. She also helped organize and solicit for the Third Annual Named Scholarship for Associate Faculty and raised \$1,250. She also serves on CoE and was just elected to serve another two year term. [REDACTED] has greatly assisted me and her department chair this year. She supervised the accounting tutoring lab at both SCC and PRC. She acts as a co-discipline lead for accounting, with Dean Wallace, and assisted the Business Field of Study discipline lead with the assessment and the Continuous Improvement Plan. [REDACTED] mentored the new department chair and in the fall, hired accounting, marketing, and management associate faculty, obtained associate faculty's class room materials, submitted book orders, and made class assignments. She continues to assist the department chair with all the issues related to accounting. [REDACTED] drafted and communicated with accounting full time faculty the proposed schedule for Spring, 2013, Summer, 2013, and Fall, 2013; assigned associate faculty classes for Spring, 2013, and Summer, 2013; assisted with class cancellations for accounting for spring, 2013; coordinated book order submission for accounting with the chair and the accounting faculty for spring and summer, 2013; and led the Accounting Associate Faculty, supporting them with materials including mandatory department exams and quizzes for Managerial Accounting. She also mentored a returning associate faculty member that had taught for us before he had to leave for job reasons as he came back to teach managerial accounting after being away many years. [REDACTED] can be found at numerous college events. This year, she attended the Annual Chili Cookoff, the Annual President's Lunch at the CHEC, the 2013 Associate Faculty Conference at CHEC, the reception for Greg Sherman for Outstanding Texas Teacher of the Year, the Emerging Scholars ceremony, the retirement reception for Trustee Sam Roach, and the Phi Theta Kappa induction.

**IV. PROFESSIONAL DEVELOPMENT**

1. **MIN** Remains current and competent in the appropriate academic discipline.
2. **MIN** Participates in an on-going program of professional self-development.
3. **MIN** Contributes to and participates in college staff development programs, such as annual associate faculty meetings, all-staff activities and workshops, teleconferences, staff development classes, etc.

**COMMENTS:**

[REDACTED] completed 40 hours of continuing education (related to classroom topics) for her CPA licensure. She attended the Accounting Educator's Conference sponsored by the Texas Society of CPA's Education Foundation and the TCCTA Leadership Conference in Austin, TX (attending all the sessions related to Shared Governance). [REDACTED] presented at and attended the Faculty Development Conference. She is a member of the American Institute of CPA's and benefits from receiving the Journal of Accountancy that publish the latest rules for accounting and other topics relevant to keeping up to date in the profession.

**V. PROFESSIONAL INTERACTION**

1. **M I N** Interacts professionally and courteously with students, teaching faculty and staff, including advising and assisting associate faculty when required or appropriate.
2. **M I N** Recognizes, respects and encourages ideas of others.

**COMMENTS:****VI. POLICIES, PROCEDURES AND TIME LINES**

1. **M I N** Performs duties and responsibilities in accordance with established policies and procedures.
2. **M I N** Meets time lines for assigned work.
3. **M I N** Provides timely notice for substitutes and class/schedule changes.

**COMMENTS:****VII. OPTIONAL ACTIVITIES PERFORMED**

[REDACTED] assisted many volunteers in checking in; approximately 3000 volunteers helped run "Christmas for the Homeless" at the Dallas Convention Center, serving over ten thousand people.

Name: [REDACTED]

Date: August 31, 2013

#### VIII. ACADEMIC CHAIR ACTIVITIES

*To be completed only for faculty members with Academic Chair responsibilities.*

1. MIN Performs Academic Chair duties and responsibilities in accordance with established policies and procedures.
2. MIN Meets time lines for assigned Academic Chair work.
3. MIN Ensures associate faculty meet criteria required for accreditation.
4. MIN Follows hiring procedures and completes related documentation on a timely basis.
5. MIN Conducts classroom visits and evaluates each associate faculty member at least one time per year.
6. MIN Ensures teaching excellence among associate faculty.

#### COMMENTS:

N/A

#### IX. DEAN'S ASSESSMENT OF STUDENT EVALUATIONS IN THIS EVALUATION PERIOD

[REDACTED] student evaluations were very good. Half the classes she taught were online, so there were limited student comments available. Typical student comments were:

- Very knowledgeable in the field; provided easy to relate to real-life examples; has a wealth of knowledge and experience; knows what she is talking about; very experienced in the field.
- Course (online) laid out well; professor definitely puts you in the best position to succeed; motivated me to learn; if I did poorly, it was my fault, not hers.
- Always willing to help when needed; sincerely cares if students are doing well; willing to help the students every time.
- Enthusiastic; very energetic; well prepared; passionate about her subject; patient.



Name: [REDACTED]

Date: August 31, 2013

OVERALL EVALUATION: Indicate below the overall appraisal rating which best describes a summary of the above ratings and comments.

- MEETS STANDARDS OF EXCELLENCE
- IMPROVEMENT NEEDED

Comments:

RECOMMENDATION TO THE COUNCIL ON EXCELLENCE

To be completed by the Division Dean when the faculty member has become eligible for award of a multi-year contract).

I \_\_\_\_\_ do \_\_\_\_\_ do not recommend this faculty member for a multi-year contract.

JUSTIFICATIONS/COMMENTS:

Division Dean's Statement:

I have reviewed and discussed this performance appraisal with the faculty member.

*William J. Blitt*  
Division Dean's Signature

8/8/13  
Date:

Name: [Redacted]

Date: August 31, 2013

My Division Dean has reviewed and discussed this performance appraisal with me. Please use the back of this form or an attachment if more room for comments is needed.

Comments:

[Redacted]

Faculty Member's Signature *Paula Miller* 8/8/13

[Redacted]

**COLLIN COUNTY COMMUNITY COLLEGE**

**EVALUATION FORM FOR CLASSROOM VISIT**

**COPY**

**FACULTY NAME:** [REDACTED]

**CLASS/SECTION:** ACCT-2302.S02

**DATE OF VISIT:** MARCH 12, 2009

**TIME:** 9:30 AM

**CAMPUS:** SCC

**ROOM:** K-236

**EVALUATOR: EVALUATE THE INSTRUCTOR BASED ON THE FOUR CRITERIA LISTED BELOW BY DESCRIBING YOUR OBSERVATIONS OF THEIR CLASSROOM PRESENTATION/ACTIVITIES CONDUCTED DURING YOUR VISIT.**

**CRITERION 1. PREPARATION: THE INSTRUCTOR PROVIDED EXAMPLES TO REINFORCE CONCEPTS, PROVIDED CLEAR ANSWERS TO STUDENTS' QUESTIONS, EXPANDED UPON THE TEXTBOOK;**

**CRITERION 2. CONTENT: THE INSTRUCTOR USED APPROPRIATE MATERIALS, PREVIEWED UPCOMING COURSE MATERIAL, PRESENTED IN A LOGICAL SEQUENCE;**

**CRITERION 3. METHODOLOGY: THE INSTRUCTOR RESPECTED THE STUDENTS, PRESENTED ENTHUSIASTICALLY, USED VARIETY OF PRESENTATION METHODS, AND MOVED FROM PODIUM;**

**CRITERION 4. STUDENT INVOLVEMENT: THE INSTRUCTOR SOLICITED QUESTIONS, COMMENTS AND EXAMPLES, PROVIDED OPPORTUNITIES FOR GROUP OR INDIVIDUAL DISCUSSION ON THE MATERIAL, AND STUDENTS PARTICIPATED IN EXPERIENTIAL ACTIVITIES.**

**1. THE INSTRUCTOR WAS PREPARED FOR CLASS.**

[REDACTED] was prepared for class. She began with an overview on budgets and their importance to individuals and companies, and its relationship to planning and decision making. The concepts were clearly explained and reinforced through the use of real world examples. [REDACTED] expanded upon the textbook and included topics, for example zero-based budgeting, that were not in the textbook.

**2. THE CONTENT OF THE CLASS SESSION WAS APPROPRIATE FOR ACHIEVING INSTRUCTIONAL GOALS.**

The content of the class session was appropriate for achieving the student learning outcomes. The material was previewed and the lesson proceeded in a logical sequence.

**3. THE INSTRUCTOR EFFECTIVELY PRESENTED THE MATERIAL.**

[REDACTED] effectively presented the material. She moved around the room freely and involved all of the students. She demonstrated an excellent rapport with the students and treated all the students with appropriate respect.

4. THE STUDENTS WERE APPROPRIATELY INVOLVED IN THE LEARNING PROCESS.

YAOO

The students were actively involved in the learning process throughout the lesson. [redacted] directed questions to the students and ensured they were actively engaged. They provided examples from their personal experience. The exercise required that all of the students complete the form and develop part of the budget, as a group, in class.


EVALUATOR'S COMMENTS/RECOMMENDATIONS: (PLEASE USE REVERSE SIDE IF ADDITIONAL SPACE IS NEEDED.)

Great lesson with excellent student participation.

INSTRUCTOR'S COMMENTS/RESPONSE:

*It is probably not fair to include you in the lesson plan, but I did. Thank you so much for coming because your management experience added so much more to the class.*

SIGNATURES

	DATE	4/2/09
INSTRUCTOR		
<i>William J. Blatt</i>	DATE	3/31/09
EVALUATOR		
<i>William J. Blatt</i>	DATE	3/31/09
DIVISION DEAN		

EVALUATION FORM FOR CLASSROOM VISIT

Faculty Name: [redacted] Class/section: ACCT-2302.S01 Date of Visit: 11/29/2010

Evaluator: Evaluate the instructor based on the four criteria listed below by describing your observations of their classroom presentation/activities conducted during your visit.

- Criterion 1. Preparation: the instructor provided examples to reinforce concepts, provided clear answers to students' questions, expanded upon the textbook;
- Criterion 2. Content: the instructor used appropriate materials, previewed upcoming course material, presented in a logical sequence;
- Criterion 3. Methodology: the instructor respected the students, presented enthusiastically, used variety of presentation methods, and moved from podium;
- Criterion 4. Student Involvement: the instructor solicited questions, comments and examples, provided opportunities for group or individual discussion on the material, and students participated in experiential activities.

1. The instructor was prepared for class.

[redacted] was prepared for this class. She began the lesson with a discussion of present value versus future value and return on investment. She used examples, and referred to real world business opportunities, to reinforce the concepts. [redacted] walked through an example with the students, expanding upon the textbook. She provided clear explanations and answers to all students questions. Demonstrations were clear.

2. The content of the class session was appropriate for achieving instructional goals.

The content of the class was appropriate for achieving the student learning outcomes. [redacted] began the class by previewing the day's lesson and an overview for the last week of the semester. The lesson was presented in a logical sequence with all examples and demonstrations well planned to reinforce the various concepts and their differences.

3. The instructor effectively presented the material.

[redacted] effectively presented the material. She moved freely around the room, engaging the students and ensuring they were keeping up during the demonstration and understood how to complete the calculations. She was enthusiastic throughout the lesson and showed a passion for the subject. [redacted] appears to have an excellent rapport with the students and treated all students with the appropriate respect.

4. The students were appropriately involved in the learning process.

[redacted] ensured that all students were appropriately involved in the learning process. She directed questions throughout the lesson and frequently solicited questions from the class. She actively engaged the students throughout the discussion, and involved them in the demonstrations. [redacted] provided exercises for the students and reviewed the homework exercises.

Evaluator's comments/recommendations: (Please use reverse side if additional space is needed.)

Excellent lesson. Clearly presented and interactive. Good job of keeping the students actively involved in the lesson. I enjoyed the class.

Instructor's comments/response: (Please use reverse side if additional space is needed.)

*Wow, that is saying a lot. From a computer science major. Come enjoy accounting any time you want.*

SIGNATURES

Instructor Signature: [redacted]

Date: 12/7/10

Evaluator: *William J. Blitt*

Date: 12/11/10

Academic Dean: *William J. Blitt*

Date: 12/14/10

## EVALUATION FORM FOR CLASSROOM VISIT

Faculty Name: [REDACTED]

Class/section: ACCT-2302.S02

Date of Visit: 4/02/2013

Evaluator: Evaluate the instructor based on the four criteria listed below by describing your observations of their classroom presentation/activities conducted during your visit.

- Criterion 1. **Preparation:** the instructor provided examples to reinforce concepts, provided clear answers to students' questions, expanded upon the textbook;
- Criterion 2. **Content:** the instructor used appropriate materials, previewed upcoming course material, presented in a logical sequence;
- Criterion 3. **Methodology:** the instructor respected the students, presented enthusiastically, used variety of presentation methods, and moved from podium;
- Criterion 4. **Student Involvement:** the instructor solicited questions, comments and examples, provided opportunities for group or individual discussion on the material, and students participated in experiential activities.

1. **The instructor was prepared for class.**

[REDACTED] was prepared for class. She had examples prepared and used a worksheet handout with exercises to reinforce the concepts. The discussion and exercises expanded upon the material in the textbook. The students freely asked questions and [REDACTED] provided clear answers.

2. **The content of the class session was appropriate for achieving instructional goals.**

The content of the class session was appropriate for achieving the student learning outcomes. The lesson was on operational budgets and [REDACTED] began the lesson by finding out the student's experience with budgets. She then proceeded to explain the purpose and role of budgeting in business. The lesson was presented in a logical sequence. [REDACTED] began with a lecture/discussion on budgeting and then introduced a worksheet handout with exercises. The materials were appropriate and reinforced the concepts.

3. **The instructor effectively presented the material.**

[REDACTED] effectively presented the material. She used the student's personal experience to help them relate to and understand the concepts. The whole class worked on a worksheet and [REDACTED] guided them through the exercise using the overhead projector. She moved around the room to ensure the students were following along and working on their individual worksheets. [REDACTED] appears to have a good rapport with the students and treated all the students with the appropriate respect.

4. **The students were appropriately involved in the learning process.**

The students were appropriately involved in the learning process. [REDACTED] created a comfortable learning environment in which the students freely asked questions. She directed questions to the students throughout the lecture portion. The students worked individually on worksheets and were required to do the calculations and complete the worksheets. She checked and solicited questions throughout the exercise.

**Evaluator's comments/recommendations: (Please use reverse side if additional space is needed.)**

Good lesson. Relating the lesson to their personal experience helped them relate the lesson to their lives. The students were attentive throughout the lesson and all appeared to be working on their worksheets as you moved around the room.

**Instructor's comments/response: (Please use reverse side if additional space is needed.)**

*Thank you. You add so much to this class with your comments about budgeting in your position as Dean. It reinforces to the students it is real life, not just something in a book.*

SIGNATURES

Revised 7-6-09/jk/hr

[Redacted Signature]

4/10/13

Instructor Signature:

Date

*William J. Blitt*

4/8/13

Evaluator:

Date

*William J. Blitt*

4/11/13

Academic Dean:

Date

**EVALUATION FORM FOR CLASSROOM VISIT**

**Faculty Name:** [redacted] **Class/section:** ACCT-2302.S02 **Date of Visit:** 10/31/2013

**Evaluator:** Evaluate the instructor based on the four criteria listed below by describing your observations of their classroom presentation/activities conducted during your visit.

- Criterion 1.** Preparation: the instructor provided examples to reinforce concepts, provided clear answers to students' questions, expanded upon the textbook;
- Criterion 2.** Content: the instructor used appropriate materials, previewed upcoming course material, presented in a logical sequence;
- Criterion 3.** Methodology: the instructor respected the students, presented enthusiastically, used variety of presentation methods, and moved from podium;
- Criterion 4.** Student Involvement: the instructor solicited questions, comments and examples, provided opportunities for group or individual discussion on the material, and students participated in experiential activities.

**1. The instructor was prepared for class.**

[redacted] was prepared for class. She explained the budget process and used examples to clarify and reinforce the concepts. The examples related to her real world experience and expanded upon the textbook. [redacted] clearly answered all student questions.

**2. The content of the class session was appropriate for achieving instructional goals.**

The content of the class session was appropriate for achieving the student learning outcomes. [redacted] introduced the new chapter and began by determining the budgeting experience of the students in the class. She outlined the major points on the whiteboard and expanded upon them. [redacted] built upon previous material and proceeded through the lesson in a logical sequence.

**3. The instructor effectively presented the material.**

[redacted] effectively presented the material. She demonstrated a passion for the subject and presented the material enthusiastically. She moved around the room, engaging the students in the discussion and ensuring their understanding and participation. [redacted] used a variety of presentation methods. She directed questions and engaged the students in discussion. She outlined key points, using the whiteboard, and used the overhead projector to assist during a budget exercise. She appears to have a great rapport with all the students and treated all the students with the appropriate respect.

**4. The students were appropriately involved in the learning process.**

The students were appropriately involved in the learning process. [redacted] has created an effective learning environment and the students appeared very comfortable participating in the discussion. She solicited questions and directed questions to keep the students engaged. She included a budget exercise which involved all the students in a hands-on exercise during class, to reinforce the process. [redacted] also has lab exercises planned to incorporate student experiential learning and to increase retention of the material.

**Evaluator's comments/recommendations: (Please use reverse side if additional space is needed.)**

Good job of getting all the students involved. You appear to have a great rapport with the students and they freely commented and participated. I enjoyed visiting your class.

**Instructor's comments/response: (Please use reverse side if additional space is needed.)**

*Thank you Bill for tolerating coming to the same session this year. You add more than you know by sharing you knowledge and answering my questions about Budgeting. It is so important for my business majors to hear that budgeting is done by management not the accounting dept. and you helped reinforce that message.*



SIGNATURES

*[Redacted Signature]*

11/11/13

Instructor Signature:

*William J. Blott*

Date

11/11/13

Evaluator:

*William J. Blott*

Date

11/13/13

Academic Dean:

Date



# BOARD REPORT

## 3 Year Contract for **William R. Neal** Professor of Economics At COLLIN since 2008

### • Education

Institution	Degree	Major
University of North Texas	Master of Science	Economics
University of North Texas	Bachelor of Arts	Economics

### • Prior Work Experience

Job Title	Organization Name	Date of Employment
Professor of Economics	Palo Alto College	2006-2008
Professor of Economics	Northwest Vista College	2006
Professor of Economics	El Centro	1992-1995

### • Professional Development, Activities, and Awards

- Attended, Faculty Development Conference Presentations, "Academic Leadership: An Impetus For Organizational Effectiveness," "You Don't Need An App For This," Fall 2013
- Completed, TD Ameritrade's Advanced Option Strategies Financial Course, Summer 2013
- Completed, TD Ameritrade's Basic Option Strategies Financial Course, Spring 2013
- Completed, TD Ameritrade's Technical Stock Analysis Financial Course, Fall 2012
- Attended, "Collin College Rubrics For The Texas Core Objectives," Fall 2012
- Completed, TD Ameritrade's Fundamental Stock Analysis Financial Course, Spring 2012
- Attended, Faculty Development Conference Presentation, "Curiouser and Curiouser: Creative Approaches to Critical Thinking," Fall 2011
- Completed, TD Ameritrade's Investment Foundation Workshop, Fall 2011

### • College Service / College-Related Community Service

- Serve, Evening Administrator, PRC, Spring 2013 – Present
- Serve, Discipline Lead for Economics, Fall 2012 – Present
- Mentored, Full-Time Faculty Member, Fall 2011 – Summer 2013
- Served, Economics SACSCOC Credentialing Committee, Spring 2013
- Served, Faculty Advisors Roundtable, Fall 2012
- Served, Faculty/Staff Scholarship Campaign Committee, Spring 2012
- Performed, Associate Faculty Evaluations for Departmental Chair, Spring 2012
- Conducted, Interview with The Collin County Business Press, Fall 2011
- Presented and participated in Board Appreciation Day, Fall 2011



# RECOMMENDATION FOR FACULTY MULTI-YEAR CONTRACT

Faculty member's name: [REDACTED]

Date: September 30, 2013

**Section A.**

I have reviewed the following Multi-year contract application packet for the above mentioned faculty member:

Based on the above, I X do recommend \_\_\_ do not recommend this faculty member for a multi-year contract. I have reviewed and discussed my recommendation with the faculty member. *Justifications/Comments:*

Russ has demonstrated excellence in the classroom and worked to assist students to improve retention and help them be successful. He is involved in college service and works to maintain currency in his discipline. He has stepped up, volunteered to serve as department chair, and provided excellent leadership within his department

Academic Dean's Signature: William J. Blott

Date: 9/30/13

**Section B.**

The Council on Excellence has reviewed the Multi-Year Contract application packet for the above mentioned faculty member:

Based on the above, CoE X does recommend \_\_\_ does not recommend this faculty member for a multi-year contract. *Justifications/Comments:*

Mindy Dwyer  
Council on Excellence Chair's Signature

11/20/2013  
Date

**Section C.**

I ✓ do or \_\_\_ do not recommend that the Board of Trustees consider the above-referenced faculty member for a Multi-Year Contract of three years.

Brenda Kil  
Vice President/Provost Signature

12/17/2013  
Date

**Section D.**

I ✓ do or \_\_\_ do not recommend that the Board of Trustees consider the above-referenced faculty member for a Multi-Year Contract of three years.

Callen Smith  
SVP Academic Affairs and Student Development Signature

12.30.13  
Date

[Signature]  
District President Approval

1/21/14  
Date

Approved by the Board of Trustees at its meeting on 03/25/14  
Date [Signature]



**FACULTY SELF-EVALUATION AND APPLICATION  
FOR MULTI-YEAR CONTRACT FORM**

Name: 


Division: Business and Computer Science

- Candidate for a 3-year contract  
Beginning in August 2014 and ending May 2017

**Authorization:** I authorize the Council on Excellence to obtain the Student Survey of Instruction forms, class visit forms and the dean's annual faculty performance appraisals and multi-year contract recommendation, and the Board Report form, to be used in confidence by the Council, for the purpose of determining its recommendation for a multi-year contract.

**In signing below, I do attest that the information contained in this self-evaluation and board report is, to my knowledge, accurate and true.**

Upon completion of this process, the annual faculty performance appraisal form(s) will be returned to my personnel file, and all other records considered in the multi-year contract process will be archived by Human Resources, in compliance with the district's records retention plan.



**Faculty Member's Signature**

08/30/2013

**Date**

## I. TEACHING

A.

Semester/Year	Courses Taught	Number of Sections
Fall/2011	ECON 2301	3
Fall/2011	ECON 2302	3
Spring/2012	ECON 2301	1
Spring/2012	ECON 2302	6
Summer I/2012	ECON 2302	2
Fall/2012	ECON 2301	2
Fall/2012	ECON 2302	1
Spring/2013	ECON 2302	4
Summer III/2013	ECON 2302	2

B.

Current Semester	Courses Taught	Number of Sections
Fall/2013	ECON 2302	4

C. List projects or innovations related to teaching you have created, developed and implemented including any courses or programs developed.

- Incorporated a new writing project that emphasizes critical thinking and social responsibility in relation to economic concepts and issues, Spring/2013
- Used outside video and media to link classroom discussion with real world examples, Fall/2011-Fall/2013
- Utilized online study plans in conjunction with the lesson unit, to reinforce critical economic concepts, Fall/2011

## II. STUDENTS

### A. Describe your advising activities.

- **Advised students as a participant in the Faculty Roundtable at the Preston Ridge Campus, Fall/2012**
- **Advised and Guided a student in his successful quest for admittance to Dartmouth, Fall/2012**

### B. List any student-related activities demonstrating support of students outside of the classroom in which you have been involved. Examples include participation in student organizations, student-related events, or attending student performances / receptions.

- **Nominated Students for the Emerging Scholars Program, Spring/2013, Spring/2012**
- **Mentoring and Aiding student in quest to obtain a Series 3 securities license, Spring/2013, Fall/2013**
- **Wrote letters of recommendation for eight students for admittance to University, Spring/2013, Fall/2012, Spring/2012, Fall/2011**
- **Supplied referrals for four Collin College students, aiding in their attempt to secure financial aid, Spring/2013, Fall/2012, Spring/2012 Fall/2011**

### III. PROFESSIONAL DEVELOPMENT AND ACTIVITIES

#### A. List professional activities

##### 1. Conferences/Workshops attended/conducted

- **Attended "Academic Leadership: An Impetus For Organizational Effectiveness," Summer/2013**
- **Attended "You Don't Need An App For This!," Summer/2013**
- **Attended the lecture titled "Collin College Rubrics for the Texas Core Objectives," Fall/2012**
- **Attended the lecture titled "The Nuts and Bolts of Rocks: Aiding Informed Consuming and Appreciation of Nature," Fall/2012**
- **Completed TD Ameritrade's Investment Foundation Workshop, Fall/2011**
- **Attended the Lecture titled "Curiouser and Curiouser: Creative Approaches to Critical Thinking," Fall/2011**

##### 2. Professional presentations, papers presented/published/submitted for publication

##### 3. Involvement in professional organizations

##### 4. Coursework recently completed or in progress

- **Completed Course for Advanced Options Strategies, Summer/2013**
- **Completed Course for Basic Options Strategies, Spring/2013**
- **Completed Course for Technical Stock Analysis, Fall/2012**
- **Completed Course for Fundamental Stock Analysis, Spring/2012**

5. List any other ways in which you remain current in your discipline not reflected in the categories above.

- **Read *The Journal of Economic Literature*, *The American Economic Review*, *The Economist*, and *The Wall Street Journal* on a regular basis**



#### **IV. COLLEGE SERVICE**

**A. List college-related activities in which you have participated. Exclude activities expected of all faculty members such as attending All College Day, graduation or division meetings.**

**1. College-Wide:**

- **Served as Evening Administrator at the Preston Ridge Campus, Fall/2013, Spring/2013**
- **Served as Discipline Lead, Fall/2013, Spring/2013, Fall/2012**
- **Served on Faculty Roundtable, Fall/2012**
- **Served on Faculty/Staff Scholarship Campaign Committee, Spring/2012**
- **Presented and Participated in Board Appreciation Day, Fall/2011**

**2. Division/Department:**

- **Mentor to Full Time Faculty Member Spring/2013, Fall/2012, Spring/2012, Fall/2011**
- **Assisted Dean in Associate Faculty Credential Verification, Spring/2013**
- **Performed Associate Faculty Evaluations for Previous Chair, Spring/2012**

**3. Any other contributions to the college community:**

- **Conducted Interview with the Collin County Business Press, Fall/2011**

**B. List professionally related community activities in which you have participated.**

- **Aided Spouse with her employers toy collection for the Toys for Tots Charity, Fall/2011, Fall/2012, Fall/2013**

## V. OTHER

List other professional contributions or job-related items of importance not addressed in previous categories.



## FACULTY PERFORMANCE APPRAISAL 2010-2011

Faculty Member: [REDACTED]

Date: 7/15/11

Annual Appraisal     Probationary Appraisal     Multi-year Contract Appraisal     Other

Period Covered: September 1, 2010 – August 31, 2011

Dean: William J. Blitt

Division: Business, Information & Engineering Technologies

### INSTRUCTIONS

The primary purpose of the assessment process at CCC is to maintain high quality educational programs. The process focuses on the professional growth and development of each faculty member as an individual in relation to the position description, standards of excellence, divisional and institutional goals and priorities. The performance appraisal process is also used as a component in determining contractual status, including renewal, non-renewal, the awarding of multi-year contracts and termination.

The performance appraisal process is conducted in an atmosphere of open and honest communication between the employee and the supervisor. Each employee is responsible for providing the supervisor with evidence of professional accomplishments during the year that support the mission and goals of the division and the institution. Likewise, the supervisor is responsible for reviewing the employee's professional accomplishments to determine the degree to which the employee met the established objectives for the year. Conducted in an atmosphere of mutual trust and respect, the performance appraisal process provides a growth experience for all college faculty and staff. See Section 9 of the *Faculty and Staff Handbook*.

Criteria for excellence in the performance of faculty "Duties and Responsibilities" are listed by category on the following pages. Using the definitions and examples for these ratings, circle the appropriate rating that matches the individual's performance in each category.

- M Meets standards for excellence
- I Improvement needed
- N Not applicable

#### Definitions and Examples:

**MEETS:** One or more of the words usually, frequently, successfully, or effectively applies. This rating is appropriate for job performance that meets and may exceed required criteria for excellence in the category.

**IMPROVEMENT NEEDED:** One or more of the terms occasionally, marginally, inadequately, sometimes, or progressing applies. This rating describes performance in which many of the job duties and standards are met, but where improvement in one or more areas is required to meet the criteria for excellence. An action plan must be in place, or be established to accompany this appraisal to clearly identify specific skills or areas in need of continued growth, development and/or improvement.

**NOT APPLICABLE:** The activity is not part of the faculty member's job or position at the college.

**PLEASE NOTE:**

*In the comment area provided following each section, you must justify ratings that indicate a need for improvement.*

**I. TEACHING**

1. **M I N** Facilitates learning.
2. **M I N** Provides students with the fundamental body of knowledge of his/her discipline.
3. **M I N** Teaches students to apply that knowledge.
4. **M I N** Responds to the differing educational requirements of students.
5. **M I N** Employs current materials in classroom presentations and learning experiences.
6. **M I N** Uses innovative teaching and learning methods.
7. **M I N** Employs effective evaluation techniques.
8. **M I N** Meets classes as scheduled.

**COMMENTS:**

[REDACTED] uses a variety of teaching styles to ensure that all of his students are able to understand the material and succeed in his courses. His students are always actively involved in the learning process. He makes a point of quickly learning student's names and career goals so as to more readily relate to the students, in pursuit of a better retention rate. [REDACTED] has incorporated YouTube videos into his curriculum, aiding students in developing connections between their everyday lives and economics. He also gave various assignments requiring extensive use of the internet and other media to extending learning.

**II. ASSISTING STUDENTS**

1. **M I N** Understands current career and curriculum options, degree requirements and course transfer information within the discipline and provides timely and tailored advice to students.
2. **M I N** Helps students with education-based problems and/or directs students to appropriate college resources.
3. **M I N** Assists students in accessing appropriate college and community resources for non-educational problems.
4. **M I N** Is available to and approachable by students.

**COMMENTS:**

As was evidenced by his student evaluations, [REDACTED] is totally student oriented. He works on a daily basis with advising, tutoring, and visiting with students. He is co-advisor for Alpha Beta Gamma Business Honor Society and participated at a Faculty Roundtable, answering student questions and providing advice. He provided several students with letters of recommendation for admission to University or for scholarships; he nominated two students for the Emerging Scholars program.

**III. COLLEGE SERVICE**

1. **M I N** Participates in divisional and departmental meetings.
2. **M I N** Works individually and/or collaboratively with college employees to accomplish discipline, divisional and college missions, goals and objectives, by serving on college-wide task forces, search committees, faculty senate committees, advisory groups, student groups as a faculty adviser, professionally related community activities on behalf of the college, etc.

**COMMENTS:**

[REDACTED] has been actively engaged across the district. As indicated above, he is co-advisor for Alpha Beta Gamma Business Honor Society. [REDACTED] assisted his chair and conducted classroom observations of several associate faculty members and maintained presence with the committee on a Associate Faculty Academy. As [REDACTED] prepares for his next CoE multi-year contract, I recommend he expand his engagement in college service.

**IV. PROFESSIONAL DEVELOPMENT**

1. **M I N** Remains current and competent in the appropriate academic discipline.
2. **M I N** Participates in an on-going program of professional self-development.
3. **M I N** Contributes to and participates in college staff development programs, such as annual associate faculty meetings, all-staff activities and workshops, teleconferences, staff development classes, etc.

**COMMENTS:**

[REDACTED] participates in professional development to remain current and competent in his discipline. This year he attended McGraw/Hill's West Coast Annual Teaching Conference in Reno and completed an Ameritrade Investools Course "Investing Foundation Course" in Dallas. Locally, he attended the Veterans Workshop---"Soldier to Student" and the "A Culture of Assessment" Presentation. He also attended a "Connect" technology presentation and demonstration, a "My Econ Lab" presentation and demonstration and Student Organization Advisor Training.

**V. PROFESSIONAL INTERACTION**

1. **M I N** Interacts professionally and courteously with students, teaching faculty and staff, including advising and assisting associate faculty when required or appropriate.
2. **M I N** Recognizes, respects and encourages ideas of others.

**COMMENTS:**

Name: [REDACTED]

Date: 7/15/2011

**VI. POLICIES, PROCEDURES AND TIME LINES**

1. **M I N** Performs duties and responsibilities in accordance with established policies and procedures.
2. **M I N** Meets time lines for assigned work.
3. **M I N** Provides timely notice for substitutes and class/schedule changes.

**COMMENTS:**

**VII. OPTIONAL ACTIVITIES PERFORMED**

**VIII. ACADEMIC CHAIR ACTIVITIES**

*To be completed only for faculty members with Academic Chair responsibilities.*

1. **M I N** Performs Academic Chair duties and responsibilities in accordance with established policies and procedures.
2. **M I N** Meets time lines for assigned Academic Chair work.
3. **M I N** Ensures associate faculty meet criteria required for accreditation.
4. **M I N** Follows hiring procedures and completes related documentation on a timely basis.
5. **M I N** Conducts classroom visits and evaluates each associate faculty member at least one time per year.
6. **M I N** Ensures teaching excellence among associate faculty.

**COMMENTS:**

N/A

**IX. DEAN'S ASSESSMENT OF STUDENT EVALUATIONS IN THIS EVALUATION PERIOD**

[REDACTED] had outstanding student evaluations. Typical student comments were:

- Really knows what he is doing; very knowledgeable; experienced in the field; knows the subject well; extensive knowledge and experience on the topic.
- Very good at explaining everything; gives great examples; very good at explaining concepts in a way that is easy to understand; explains topics easily; uses real life examples; explains the material clearly and thoroughly.
- Very motivational; challenges us; connects to students; engages us during lectures; interactive with students; makes sure we are all well prepared for tests; listens to what students have to say.
- Fun to learn from; sense of humor; enthusiastic; informative; upbeat attitude; always in a good mood; always positive; energetic; approachable; very patient.

Name: [REDACTED]

Date: 7/15/2011

**OVERALL EVALUATION:** Indicate below the overall appraisal rating which best describes a summary of the above ratings and comments.

- MEETS STANDARDS OF EXCELLENCE
- IMPROVEMENT NEEDED

Comments:

**RECOMMENDATION TO THE COUNCIL ON EXCELLENCE**

To be completed by the Division Dean when the faculty member has become eligible for award of a multi-year contract).

I \_\_\_\_\_ do \_\_\_\_\_ do not recommend this faculty member for a multi-year contract.

**JUSTIFICATIONS/COMMENTS:**

**Division Dean's Statement:**

I have reviewed and discussed this performance appraisal with the faculty member.

*William J. Blitt*  
Division Dean's Signature

8/10/11  
Date:



Name: [Redacted]

Date: 7/15/2011

My Division Dean has reviewed and discussed this performance appraisal with me. Please use the back of this form or an attachment if more room for comments is needed.

Comments:

Faculty Member's Signature: [Redacted]

Date:

08/10/2011



## FACULTY PERFORMANCE APPRAISAL

Faculty Member: [REDACTED]

Date: August 31, 2012

Annual Appraisal

Period Covered: September 1, 2011 – August 31, 2012

Dean: William J. Blitt

Division: Business and Computer Systems

### INSTRUCTIONS

The primary purpose of the assessment process at Collin is to maintain high quality educational programs. The process focuses on the professional growth and development of each faculty member as an individual in relation to the position description, standards of excellence, divisional and institutional goals and priorities. The performance appraisal process is also used as a component in determining contractual status, including renewal, non-renewal, the awarding of multi-year contracts and termination.

The performance appraisal process is conducted in an atmosphere of open and honest communication between the employee and the supervisor. Each employee is responsible for providing the supervisor with evidence of professional accomplishments during the year that support the mission and goals of the division and the institution. Likewise, the supervisor is responsible for reviewing the employee's professional accomplishments to determine the degree to which the employee met the established objectives for the year. Conducted in an atmosphere of mutual trust and respect, the performance appraisal process provides a growth experience for all college faculty and staff. See Section 9 of the *Faculty and Staff Handbook*.

Criteria for excellence in the performance of faculty "Duties and Responsibilities" are listed by category on the following pages. Using the definitions and examples for these ratings, circle the appropriate rating that matches the individual's performance in each category.

- M Meets standards for excellence
- I Improvement needed
- N Not applicable

### Definitions and Examples:

**MEETS:** One or more of the words usually, frequently, successfully, or effectively applies. This rating is appropriate for job performance that meets and may exceed required criteria for excellence in the category.

**IMPROVEMENT NEEDED:** One or more of the terms occasionally, marginally, inadequately, sometimes, or progressing applies. This rating describes performance in which many of the job duties and standards are met, but where improvement in one or more areas is required to meet the criteria for excellence. An action plan must be in place, or be established to accompany this appraisal to clearly identify specific skills or areas in need of continued growth, development and/or improvement.

**NOT APPLICABLE:** The activity is not part of the faculty member's job or position at the college.

PLEASE NOTE:

*In the comment area provided following each section, you must justify ratings that indicate a need for improvement.*

Name: [REDACTED]

Date: August 31, 2012

**I. TEACHING**

1. **M I N** Facilitates learning.
2. **M I N** Provides students with the fundamental body of knowledge of his/her discipline.
3. **M I N** Teaches students to apply that knowledge.
4. **M I N** Responds to the differing educational requirements of students.
5. **M I N** Employs current materials in classroom presentations and learning experiences.
6. **M I N** Uses innovative teaching and learning methods.
7. **M I N** Employs effective evaluation techniques.
8. **M I N** Meets classes as scheduled.

**COMMENTS:**

[REDACTED] has done an excellent job in the classroom. His retention rate and student evaluations clearly show that he is concerned about his students and has an excellent rapport with them. He has incorporated online interactive study plans with his lesson units. [REDACTED] uses outside video and media to illustrate key concepts and has intermingled various PowerPoints with the supplied chapter resources.

**II. ASSISTING STUDENTS**

1. **M I N** Understands current career and curriculum options, degree requirements and course transfer information within the discipline and provides timely and tailored advice to students.
2. **M I N** Helps students with education-based problems and/or directs students to appropriate college resources.
3. **M I N** Assists students in accessing appropriate college and community resources for non-educational problems.
4. **M I N** Is available to and approachable by students.

**COMMENTS:**

As was evidenced by his student evaluations, [REDACTED] is totally student oriented. He works on a daily basis with advising, tutoring, and visiting with students. During this year, he nominated two students for the Emerging Scholars program. He also provided 4 students with letters of recommendation for admission to the university.

**III. COLLEGE SERVICE**

1. **MIN** Participates in divisional and departmental meetings.
2. **MIN** Works individually and/or collaboratively with college employees to accomplish discipline, divisional and college missions, goals and objectives, by serving on college-wide task forces, search committees, faculty senate committees, advisory groups, student groups as a faculty adviser, professionally related community activities on behalf of the college, etc.

**COMMENTS:**

[REDACTED] is engaged in the college, as well as his division and department. He served on the Faculty/Staff Scholarship Campaign Committee and participated with the Board of Trustees Appreciation Luncheon. He also provided an interview with the Collin County Business Press. [REDACTED] assisted the division as a mentor to a new full-time faculty member and his department chair by performing faculty evaluations of Associate faculty members. He will become department chair next year and spent a lot of time this spring learning and preparing for his new position.

**IV. PROFESSIONAL DEVELOPMENT**

1. **MIN** Remains current and competent in the appropriate academic discipline.
2. **MIN** Participates in an on-going program of professional self-development.
3. **MIN** Contributes to and participates in college staff development programs, such as annual associate faculty meetings, all-staff activities and workshops, teleconferences, staff development classes, etc.

**COMMENTS:**

[REDACTED] is actively involved in professional development to keep current in his discipline. This year he completed three courses: Fundamental Stock Analysis; Technical Stock Analysis; and Basic Option Strategies. Locally, he attended the lecture titled "Curiouser and Curiouser: Creative Approaches to Critical Thinking." [REDACTED] also continues his professional development through self-study; he reads "The Economist" magazine on a weekly basis.

**V. PROFESSIONAL INTERACTION**

1. **MIN** Interacts professionally and courteously with students, teaching faculty and staff, including advising and assisting associate faculty when required or appropriate.
2. **MIN** Recognizes, respects and encourages ideas of others.

**COMMENTS:**

[REDACTED]

Name: [REDACTED]

Date: August 31, 2012

**VI. POLICIES, PROCEDURES AND TIME LINES**

1. **MIN** Performs duties and responsibilities in accordance with established policies and procedures.
2. **MIN** Meets time lines for assigned work.
3. **MIN** Provides timely notice for substitutes and class/schedule changes.

**COMMENTS:**

‡

**VII. OPTIONAL ACTIVITIES PERFORMED**

- Aided spouse with employer's toy collection for Toys for Tots Charity.

**VIII. ACADEMIC CHAIR ACTIVITIES**

*To be completed only for faculty members with Academic Chair responsibilities.*

1. **MIN** Performs Academic Chair duties and responsibilities in accordance with established policies and procedures.
2. **MIN** Meets time lines for assigned Academic Chair work.
3. <sup>‡</sup> **MIN** Ensures associate faculty meet criteria required for accreditation.
4. **MIN** Follows hiring procedures and completes related documentation on a timely basis.
5. **MIN** Conducts classroom visits and evaluates each associate faculty member at least one time per year.
6. **MIN** Ensures teaching excellence among associate faculty.

**COMMENTS:**

N/A

Name: [REDACTED]

Date: August 31, 2012

**IX. DEAN'S ASSESSMENT OF STUDENT EVALUATIONS IN THIS EVALUATION PERIOD**

[REDACTED] student evaluations were outstanding. His students frequently commented:

- Very knowledgeable; genuinely interested in teaching; he's smart; the importance of learning rather than making an "easy A" is his focus; well informed; knows the material extremely well; has real life experience; very articulate.
- Quick to help; really cares about his students; genuinely wants his students to do well; easy to understand; uses lots of examples that are easy to understand; gave great examples; always there to help when you are struggling; makes sure all students understand before moving on.
- Made it fun to come to class; incorporated humor into lectures to make learning the material a lot easier; keeps your attention; really involved with his class; keeps class upbeat; motivates students to do well; fun and engaging classroom environment; makes you free to ask questions; very interactive with his students.
- Outgoing organized; caring; energetic; enthusiastic; positive atmosphere; understanding; sense of humor; patient.
- One of the best teachers I ever had; I am going to take all his classes required for my degree; by far the best instructor I ever had; great professor – wish more were like him.

Name: [REDACTED]

Date: August 31, 2012

**OVERALL EVALUATION:** Indicate below the overall appraisal rating which best describes a summary of the above ratings and comments.

- MEETS STANDARDS OF EXCELLENCE  
 IMPROVEMENT NEEDED

Comments:

**RECOMMENDATION TO THE COUNCIL ON EXCELLENCE**

To be completed by the Division Dean when the faculty member has become eligible for award of a multi-year contract).

I \_\_\_\_\_ do \_\_\_\_\_ do not recommend this faculty member for a multi-year contract.

JUSTIFICATIONS/COMMENTS:

**Division Dean's Statement:**

I have reviewed and discussed this performance appraisal with the faculty member.

Division Dean's Signature

*William J. Blitt*

Date:

*8/13/12*

Name: [REDACTED]

Date: August 31, 2012

My Division Dean has reviewed and discussed this performance appraisal with me. Please use the back of this form or an attachment if more room for comments is needed.

Comments:

Faculty Member's Signature: [REDACTED]

Date: 08/13/2012



NAME: 

**IX. ANNUAL GOALS/OBJECTIVES AND EVALUATION FORM**

**Goal Setting (Conduct annually.)**

Together, the faculty member and division dean should agree on a set of goals for the faculty member for the next fiscal year. After completion, the division dean should give the faculty member a copy of this sheet. The division dean should also retain a copy, and use it as a part of the next year's Faculty Performance Appraisal.

**Goal Review (Conduct annually.)**

The faculty member and division dean should review a copy of the goals set during last year's Faculty Performance Appraisal and, together, evaluate the degree to which this faculty member accomplished the goals. Indicate, in the boxes shown, which goals were accomplished, which were partially accomplished, and which were not accomplished. Provide explanations for goals that were partially accomplished or not accomplished.

Goals for FY 2011 - 2012	Goal Completion	Explanation
1.	(1) Develop a more detailed syllabus (2) Develop a new assignment for African-American History Month (3) Maintain high retention rates while upholding academic integrity	↓ ↓ ↓ ↓ Accomplished ↓ Partially Accomplished (X) <b>Due to family illness I did not develop a new assignment for African-American History (I got sidetracked)</b> ↓ Not Accomplished
2.	(1) Assist or attend student development functions and/or become involved in a Student Organization (2) Help guide students in career/life choices	↓ ↓ ↓ Accomplished (X) ↓ Partially Accomplished ↓ Not Accomplished
3.	(1) Find work on a relevant committee (2) Assist the Dept. Chair in Associate Faculty Assessment	↓ ↓ ↓ Accomplished (X) ↓ Partially Accomplished ↓ Not Accomplished
4.	(1) Attend an economic education conference (2) Attend a Federal Reserve economic conference (3) Participate in professional development sessions offered at Collin College	↓ ↓ ↓ Accomplished ↓ Partially Accomplished (X) <b>I had an unexpected opportunity to participate in an investment class. Should have revised goals.</b> ↓ Not Accomplished
5.		↓ ↓ ↓ Accomplished ↓ Partially Accomplished ↓ Not Accomplished

Division Dean's Signature: William J. Blott Date: 8/13/12

Faculty Member's Signature:  Date: 08/13/12



FACULTY PERFORMANCE APPRAISAL  
2012-2013

Faculty Member: [REDACTED]

Date: August 31, 2013

Annual Appraisal

Period Covered: September 1, 2012 – August 31, 2013

Dean: William J. Blitt

Division: Business and Computer Systems

INSTRUCTIONS

The primary purpose of the assessment process at Collin is to maintain high quality educational programs. The process focuses on the professional growth and development of each faculty member as an individual in relation to the position description, standards of excellence, divisional and institutional goals and priorities. The performance appraisal process is also used as a component in determining contractual status, including renewal, non-renewal, the awarding of multi-year contracts and termination.

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Criteria for excellence in the performance of faculty "Duties and Responsibilities" are listed by category on the following pages. Using the definitions and examples for these ratings, circle the appropriate rating that matches the individual's performance in each category.

- M Meets standards for excellence
- I Improvement needed
- N Not applicable

Definitions and Examples:

**MEETS:** One or more of the words usually, frequently, successfully, or effectively applies. This rating is appropriate for job performance that meets and may exceed required criteria for excellence in the category.

**IMPROVEMENT NEEDED:** One or more of the terms occasionally, marginally, inadequately, sometimes, or progressing applies. This rating describes performance in which many of the job duties and standards are met, but where improvement in one or more areas is required to meet the criteria for excellence. An action plan must be in place, or be established to accompany this appraisal to clearly identify specific skills or areas in need of continued growth, development and/or improvement.

**NOT APPLICABLE:** The activity is not part of the faculty member's job or position at the college.

PLEASE NOTE:

*In the comment area provided following each section, you must justify ratings that indicate a need for improvement.*

**I. TEACHING**

- 1. **M I N** Facilitates learning.
- 2. **M I N** Provides students with the fundamental body of knowledge of his/her discipline.
- 3. **M I N** Teaches students to apply that knowledge.
- 4. **M I N** Responds to the differing educational requirements of students.
- 5. **M I N** Employs current materials in classroom presentations and learning experiences.
- 6. **M I N** Uses innovative teaching and learning methods.
- 7. **M I N** Employs effective evaluation techniques.
- 8. **M I N** Meets classes as scheduled.

**COMMENTS:**

has done an excellent job in the classroom. He has incorporated a new writing project into his courses, with emphasis on critical thinking and social responsibility. He has also identified and started using outside video and media to illustrate key concepts. has added various additional Power Point slides, intermingled with the supplied chapter resources, to expand the information and incorporate new issues. His students have commented on his efforts use a variety of teaching methods, making each class different.

**II. ASSISTING STUDENTS**

- 1. **M I N** Understands current career and curriculum options, degree requirements and course transfer information within the discipline and provides timely and tailored advice to students.
- 2. **M I N** Helps students with education-based problems and/or directs students to appropriate college resources.
- 3. **M I N** Assists students in accessing appropriate college and community resources for non-educational problems.
- 4. **M I N** Is available to and approachable by students.

**COMMENTS:**

As was evidenced by his student evaluations, is totally student oriented. He is very approachable and readily available; he advises students of the business degree and college transfer requirements. During this year, he nominated two students for the Emerging Scholars program and provided eight students with letters of recommendation for admission to the University. also mentored and aided a student in quest for a Security License.

**III. COLLEGE SERVICE**

1. **M I N** Participates in divisional and departmental meetings.
2. **M I N** Works individually and/or collaboratively with college employees to accomplish discipline, divisional and college missions, goals and objectives, by serving on college-wide task forces, search committees, faculty senate committees, advisory groups, student groups as a faculty adviser, professionally related community activities on behalf of the college, etc.

**COMMENTS:**

██████ is engaged in the college, as well as his division and department. He mentored a new full-time faculty member and volunteered and participated on a Faculty Roundtable. ██████ also volunteered and served as an Evening Administrator, for the Preston Ridge Campus.

**IV. PROFESSIONAL DEVELOPMENT**

1. **M I N** Remains current and competent in the appropriate academic discipline.
2. **M I N** Participates in an on-going program of professional self-development.
3. **M I N** Contributes to and participates in college staff development programs, such as annual associate faculty meetings, all-staff activities and workshops, teleconferences, staff development classes, etc.

**COMMENTS:**

██████ participates in professional development to remain current and competent in his discipline. This year he completed the course for Advanced Option Strategies and an Investment Foundation Workshop. He also attended a lecture titled "Collin College Rubrics for the Texas Core Objectives" and a lecture titled "The Nuts and Bolts of Rocks: Aiding informed Consuming and Appreciation of Nature." He reads The Economist for current events, and macro & micro related information.

**V. PROFESSIONAL INTERACTION**

1. **M I N** Interacts professionally and courteously with students, teaching faculty and staff, including advising and assisting associate faculty when required or appropriate.
2. **M I N** Recognizes, respects and encourages ideas of others.

**COMMENTS:**

**VI. POLICIES, PROCEDURES AND TIME LINES**

1. **M I N** Performs duties and responsibilities in accordance with established policies and procedures.
2. **M I N** Meets time lines for assigned work.
3. **M I N** Provides timely notice for substitutes and class/schedule changes.

COMMENTS:

**VII. OPTIONAL ACTIVITIES PERFORMED**

[REDACTED] aided his spouse's organization in collecting toys for the "Toys for Tots" Charity.

**VIII. ACADEMIC CHAIR ACTIVITIES**

*To be completed only for faculty members with Academic Chair responsibilities.*

1. **M I N** Performs Academic Chair duties and responsibilities in accordance with established policies and procedures.
2. **M I N** Meets time lines for assigned Academic Chair work.
3. **M I N** Ensures associate faculty meet criteria required for accreditation.
4. **M I N** Follows hiring procedures and completes related documentation on a timely basis.
5. **M I N** Conducts classroom visits and evaluates each associate faculty member at least one time per year.
6. **M I N** Ensures teaching excellence among associate faculty.

COMMENTS:

[REDACTED] has completed his first year as a department chair. He did an excellent job of developing a schedule which meets the needs of all the students and showed tremendous leadership in working with the department faculty. He also expanded the pool of Associate Faculty to help ensure an adequate source of highly qualified faculty and that students have the opportunity to gain diverse viewpoints as they proceed through their program. [REDACTED] has worked very hard to learn the various chair responsibilities and related issues. He did an excellent job of assisting me in the review of faculty credentials in preparation for our upcoming SACSCOC reaccreditation.

**IX. DEAN'S ASSESSMENT OF STUDENT EVALUATIONS IN THIS EVALUATION PERIOD**

had outstanding student evaluations. Typical student comments were:

- Very knowledgeable; good at relating topics to the real world; excellent experience in economics; knows the material.
- Uses a variety of teaching methods; good examples to describe economic terms and concepts; different lecture style each class; relates each lecture to real life.
- Well organized (online); makes class enjoyable; very interactive with students; explains the material well; makes class interesting; great communication skills.
- Very passionate; energetic; upbeat; very enthusiastic; positive attitude; humorous; patient; funny; friendly.

OVERALL EVALUATION: Indicate below the overall appraisal rating which best describes a summary of the above ratings and comments.

- MEETS STANDARDS OF EXCELLENCE
- IMPROVEMENT NEEDED

Comments:

**RECOMMENDATION TO THE COUNCIL ON EXCELLENCE**

To be completed by the Division Dean when the faculty member has become eligible for award of a multi-year contract).

I  do \_\_\_\_\_ do not recommend this faculty member for a multi-year contract.

**JUSTIFICATIONS/COMMENTS:**

\_\_\_\_\_ has demonstrated excellence in the classroom and worked to assist students to improve retention and help them be successful. He is involved in college service and works to maintain currency in his discipline. He has stepped up, volunteered to serve as department chair, and provided excellent leadership within his department.

**Division Dean's Statement:**

I have reviewed and discussed this performance appraisal with the faculty member.

*William J. Blitt*  
Division Dean's Signature

8/7/13  
Date:

[REDACTED]

Date: August 31, 2013

My Division Dean has reviewed and discussed this performance appraisal with me. Please use the back of this form or an attachment if more room for comments is needed.

Comments:

Faculty Member's Signature: [REDACTED]

Date: 08/07/2013



NAME: 

**IX. ANNUAL GOALS/OBJECTIVES AND EVALUATION FORM**

**Goal Setting** (Conduct annually.)

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**Goal Review** (Conduct annually.)

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**Goals for Year 2012-2013      Goal Completion      Explanation**

I will develop a new interactive learning model for both Macroeconomics and Microeconomics.	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
I will become involved in the student mentor program again. I will also become more involved in the advisement of the students and become involved in a student development function.	<input type="checkbox"/> Accomplished <input checked="" type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	I have written over 8 letters of recommendation for students and am aiding a student in his quest for a Security License. I did not work in the Collin College Mentoring Program. <i>Students not available.</i>
I will serve on a committee and continue to mentor fellow faculty members.	<input type="checkbox"/> Accomplished <input checked="" type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	I did not serve on a committee, I did however serve on the Faculty Roundtable and I also performed Evening administrator duties
I will continue to pursue my financial course study as well as work on pedagogy studies.	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
This year I plan to become active with a charity or foundation.	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	

Division Dean's Signature

*William J. Blum*

Date:

8/7/13

Faculty Member's Signature:



Date:

08/07/13

NAME: 

**IX. ANNUAL GOALS/OBJECTIVES AND EVALUATION FORM**

**Goal Setting** (Conduct annually.)

Together, the faculty member and division dean should agree on a set of goals for the faculty member for the next fiscal year. After completion, the division dean should give the faculty member a copy of this sheet. The division dean should also retain a copy, and use it as a part of the next year's Faculty Performance Appraisal.

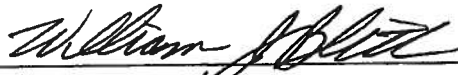
**Goal Review** (Conduct annually.)

The faculty member and division dean should review a copy of the goals set during last year's Faculty Performance Appraisal and, together, evaluate the degree to which this faculty member accomplished the goals. Indicate, in the boxes shown, which goals were accomplished, which were partially accomplished, and which were not accomplished. Provide explanations for goals that were partially accomplished or not accomplished

**Goals for Year 2013-2014      Goal Completion      Explanation**

I will continue working on and developing student learning activities that incorporate the SLO's and also engage the student in critical thinking skills using interactive learning models	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
I will become involved in the Collin College Mentor Program and continue to mentor students on an individual basis. I will nominate students for the emerging scholars program. I will continue to write letters of recommendation for those deserving students	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
I will volunteer as an Evening administrator and will serve on an appropriate committee (given availability). I will work on the Faculty Roundtable.	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
I will continue to improve my teaching skills through continuing education. I will continue to pursue my financial course studies.	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
I will continue doing various volunteer and charity efforts	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	

Division Dean's Signature



Date:

8/7/13

Faculty Member's Signature:



Date:

08/07/13

**EVALUATION FORM FOR CLASSROOM VISIT**

**Faculty Name:** [REDACTED] **Class/section:** ECON-2302.P02 **Date of Visit:** 3/26/2012

**Evaluator:** Evaluate the instructor based on the four criteria listed below by describing your observations of their classroom presentation/activities conducted during your visit.

- Criterion 1.** Preparation: the instructor provided examples to reinforce concepts, provided clear answers to students' questions, expanded upon the textbook;
- Criterion 2.** Content: the instructor used appropriate materials, previewed upcoming course material, presented in a logical sequence;
- Criterion 3.** Methodology: the instructor respected the students, presented enthusiastically, used variety of presentation methods, and moved from podium;
- Criterion 4.** Student Involvement: the instructor solicited questions, comments and examples, provided opportunities for group or individual discussion on the material, and students participated in experiential activities.

**1. The instructor was prepared for class.**

[REDACTED] was prepared for class. He provided real world examples to reinforce concepts. He expanded upon the textbook and utilized a set of slides from a different source to clarify and show a different view of the same concepts. [REDACTED] provided clear answers to all student questions.

**2. The content of the class session was appropriate for achieving instructional goals.**

The content of the class session was appropriate for achieving the student learning outcomes. [REDACTED] began the lesson by previewing the four market structures and presenting an overview of their relationship. He then began a detailed discussion of "Perfect Competition." [REDACTED] used appropriate materials, presented enthusiastically, and demonstrated knowledge and a passion for the discipline. The lesson flowed smoothly and was presented in a logical sequence.

**3. The instructor effectively presented the material.**

[REDACTED] effectively presented the material. He freely moved around the room and clearly explained the concepts based upon his experience and expertise. [REDACTED] knew all the students and called upon them, and addressed them, by name throughout the lesson. He showed excellent rapport with all the students and treated each student with the appropriate respect.

**4. The students were appropriately involved in the learning process.**


The students were appropriately involved in the learning process. [REDACTED] class was very interactive and the students were totally involved in the discussion. He directed questions to specific students, keeping them mentally involved in the lecture. [REDACTED] frequently solicited questions to ensure all students understood the concepts. The students freely asked questions and injected comments.

**Evaluator's comments/recommendations: (Please use reverse side if additional space is needed.)**

Good lesson; clear explanations. Great enthusiasm, which kept the students attention. I thoroughly enjoyed visiting your class.

**Instructor's comments/response: (Please use reverse side if additional space is needed.)**

SIGNATURES

	03/28/2012
Instructor Signature: <i>William J. Blott</i>	Date 3/27/12
Evaluator: <i>William J. Blott</i>	Date 3/29/12
Academic Dean:	Date

**EVALUATION FORM FOR CLASSROOM VISIT**

**Faculty Name:** [REDACTED] **Class/section:** ECON-2301.P06 **Date of Visit:** November 6, 2012

**Evaluator:** Evaluate the instructor based on the four criteria listed below by describing your observations of their classroom presentation/activities conducted during your visit.

- Criterion 1. Preparation:** the instructor provided examples to reinforce concepts, provided clear answers to students' questions, expanded upon the textbook;
- Criterion 2. Content:** the instructor used appropriate materials, previewed upcoming course material, presented in a logical sequence;
- Criterion 3. Methodology:** the instructor respected the students, presented enthusiastically, used variety of presentation methods, and moved from podium;
- Criterion 4. Student Involvement:** the instructor solicited questions, comments and examples, provided opportunities for group or individual discussion on the material, and students participated in experiential activities.

**1. The instructor was prepared for class.**

[REDACTED] was prepared for class. The lesson covered aggregate demand and spending/tax multipliers. [REDACTED] provided examples to explain and reinforce the concepts. He discussed multipliers and provided additional information/formula not provided in the textbook. The students freely asked questions and [REDACTED] clearly answered all questions, explaining the concepts using various techniques.

**2. The content of the class session was appropriate for achieving instructional goals.**

The content of the class was appropriate for achieving the student learning outcomes. [REDACTED] began the lesson with a review of the material from the previous class meeting, describing the effects a drop in price has on aggregate demand and the causes for shifts in the aggregate demand curve. Following the discussion, the class worked as a group completing a previously assigned problem set. [REDACTED] used slides to show the key concepts and to ensure the lesson was presented in a logical sequence.

**3. The instructor effectively presented the material.**

[REDACTED] effectively presented the material. He was very enthusiastic throughout the lesson. He showed a passion for his discipline and his enthusiasm carried over to the students. He used a variety of presentation techniques, including slides to review the key concepts, question and answer discussions, and group exercises to review practice problems. [REDACTED] appears to have an excellent rapport with all the students and called upon them by name. He treated all students with the appropriate respect.

**4. The students were appropriately involved in the learning process.**

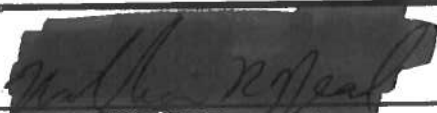
The students were very involved in the learning process. [REDACTED] frequently solicited questions and continued following up until he was sure all the students understood. [REDACTED] created a very comfortable learning environment and the students freely asked questions and responded to directed questions.

**Evaluator's comments/recommendations: (Please use reverse side if additional space is needed.)**

Good lesson. You appear to have a great rapport with all the students and your enthusiasm kept them engaged. Good job of identifying areas where the students were not understanding and following up to reinforce the concept.

**Instructor's comments/response: (Please use reverse side if additional space is needed.)**

SIGNATURES

	11/19/12
Instructor Signature:	Date
<i>William J. Blatt</i>	11/7/12
Evaluator:	Date
<i>William J. Blatt</i>	11/19/12
Academic Dean:	Date

CWID: [REDACTED]  
Name: [REDACTED]



### RECOMMENDATION FOR FACULTY CONTRACT EXTENSION

Faculty member's name: [REDACTED] Date: October 4, 2011

**Section A.**

I have reviewed the following documents for the above mentioned faculty member:

- Academic Dean's Annual Faculty Performance Appraisals: 2010 and 2011
- Student Evaluations: Fall 2009, Spring 2010, Fall 2010, Spring 2011, Fall, Spring
- Classroom Evaluations for the following dates: 1) 2008 and 2) 2011
- Other: (Please explain)

Based on the above, I  do recommend \_\_\_ do not recommend this faculty member for a multi-year contract extension. I have reviewed and discussed my recommendation with the faculty member. *Justifications/Comments:*

Academic Dean's Signature: [Signature] Date: 10 19 11

**Section B.**

**Faculty Member Statement:** My Academic Dean has discussed his/her recommendation with me. I  concur with or wish to appeal his/her recommendation. Comments attached. Y/N

Faculty Member's Signature: [REDACTED] Date: 10-19-11

**Section C.**

I  do or \_\_\_ do not recommend that the Board of Trustees consider the above-referenced faculty member for a contract extension of three years.

Vice President/Provost Signature: [Signature] Date: 10-20-11

**Section D.**

I  do or \_\_\_ do not recommend that the Board of Trustees consider the above-referenced faculty member for a contract extension of three years.

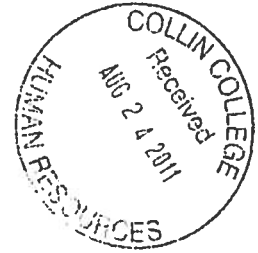
SVP Academic Affairs and Student Development Signature: [Signature] Date: 11-12-11

President Approval for Submission to the Board of Trustees: [Signature] Date: 3/24/12

4/16/11 wg approved by Board 3/27/12 SW



110455939



FACULTY PERFORMANCE APPRAISAL 2010-2011

Faculty Member: [redacted]

Date: 8-16-11

[ X ] Annual Appraisal [ ] Probationary Appraisal [ ] Multi-year Contract Appraisal [ ] Other

Period Covered: AY 2010-11

Dean: Marianne Layer

Division: Communication and Humanities

INSTRUCTIONS

The primary purpose of the assessment process at CCCC is to maintain high quality educational programs. The process focuses on the professional growth and development of each faculty member as an individual in relation to the position description, standards of excellence, divisional and institutional goals and priorities. The performance appraisal process is also used as a component in determining contractual status, including renewal, non-renewal, the awarding of multi-year contracts and termination.

The performance appraisal process is conducted in an atmosphere of open and honest communication between the employee and the supervisor. Each employee is responsible for providing the supervisor with evidence of professional accomplishments during the year that support the mission and goals of the division and the institution. Likewise, the supervisor is responsible for reviewing the employee's professional accomplishments to determine the degree to which the employee met the established objectives for the year. Conducted in an atmosphere of mutual trust and respect, the performance appraisal process provides a growth experience for all college faculty and staff. See Section 9 of the Faculty and Staff Handbook.

Criteria for excellence in the performance of faculty "Duties and Responsibilities" are listed by category on the following pages. Using the definitions and examples for these ratings, circle the appropriate rating that matches the individual's performance in each category.

- M Meets standards for excellence
I Improvement needed
N Not applicable

Definitions and Examples:

MEETS: One or more of the words usually, frequently, successfully, or effectively applies. This rating is appropriate for job performance that meets and may exceed required criteria for excellence in the category.

IMPROVEMENT NEEDED: One or more of the terms occasionally, marginally, inadequately, sometimes, or progressing applies. This rating describes performance in which many of the job duties and standards are met, but where improvement in one or more areas is required to meet the criteria for excellence. An action plan must be in place, or be established to accompany this appraisal to clearly identify specific skills or areas in need of continued growth, development and/or improvement.

NOT APPLICABLE: The activity is not part of the faculty member's job or position at the college.

PLEASE NOTE:



**I. TEACHING**

1. **MIN** Facilitates learning.
2. **MIN** Provides students with the fundamental body of knowledge of his/her discipline.
3. **MIN** Teaches students to apply that knowledge.
4. **MIN** Responds to the differing educational requirements of students.
5. **MIN** Employs current materials in classroom presentations and learning experiences.
6. **MIN** Uses innovative teaching and learning methods.
7. **MIN** Employs effective evaluation techniques.
8. **MIN** Meets classes as scheduled.

**COMMENTS:** Students apply knowledge through the course assignments, which are designed to allow students to demonstrate their intelligence through a variety of methods and strengths – assignments stress both oral and written communication, both visual and verbal expression, and both group and individual work. Students have the opportunity to provide their best work through clear assignment instruction, peer feedback while assignments are evolving, and instructor feedback on final versions. Students have the opportunity to learn not only through reading and writing but also through field trips and the creation of art.

**II. ASSISTING STUDENTS**

1. **MIN** Understands current career and curriculum options, degree requirements and course transfer information within the discipline and provides timely and tailored advice to students.
2. **MIN** Helps students with education-based problems and/or directs students to appropriate college resources.
3. **MIN** Assists students in accessing appropriate college and community resources for non-educational problems.
4. **MIN** Is available to and approachable by students.

**COMMENTS:** Vital class information is provided on a redundant and multi-source basis. Students are referred to Writing Center, Dean of Students, Advising, and Counseling for education problems. Students are also directed to the college's many learning opportunities in the library, student clubs, and art and performance opportunities both on and off campus. Students benefit from one-on-one with the professor, conferencing during office hours, via phone, and via email.

**III. COLLEGE SERVICE**

1. **MIN** Participates in divisional and departmental meetings.
2. **MIN** Works individually and/or collaboratively with college employees to accomplish discipline, divisional and college missions, goals and objectives, by serving on college-wide task forces, search committees, faculty senate committees, advisory groups, student groups as a faculty adviser, professionally related community activities on behalf of the college, etc.

**COMMENTS:**

- 2 New Student Orientations, Fall 2010
- 1 New Student Orientation, Spring 2011
- Honors Institute Meet and Greet SCC 10-27-10
- Honors Institute Meet and Greet 11-1-10
- Honors Reception 11-19-10
- Faculty Sponsor Collin College Film Society
- Director of Collin College Auteur Film Series
- History Session Chair, Collin College Undergraduate Student Research Conference
- Fall 2010 & Spring 2011 Humanities Showcase
- recommended films to complement Book-in-Common selection for 2010-11
- recommended Deborah Hall for Full-time Staff Rose Award
- letter of recommendation for humanities associate faculty member Frank Garrett
- letter of recommendation for Humanities Associate Professor Joe Milazzo, applying for a position at Austin College
- letter of recommendation for Humanities Associate Professor Joe Milazzo, applying for a position at Southern Methodist University
- letter of recommendation Rebecca Kellar, student from FL09 Honors Humanities, to get into UT Austin
- letter of recommendation Rebecca Kellar, student from FL09 Honors Humanities, to get into Southwestern U
- letter of recommendation for Joshua Geevavghese from FL08 HUMA 1301 for pharmacy school

**IV. PROFESSIONAL DEVELOPMENT**

1. **MIN** Remains current and competent in the appropriate academic discipline.
2. **MIN** Participates in an on-going program of professional self-development.
3. **MIN** Contributes to and participates in college staff development programs, such as annual associate faculty meetings, all-staff activities and workshops, teleconferences, staff development classes, etc.

**COMMENTS:**

As part of my research for the use of film in humanities, my ongoing studies as a film history professor, and my work in creating the Auteur Film Series, I screened a number of films in the fall and spring terms.

186 films: *Alexander Nevsky, Anger Management, Antonia's Line, The Aristocats, Avenue Montaigne, Bad Boys, Ballet Shoes, Blame It On Fidel, The Blind Side, Blow Dry, Bolt, Born Romantic, Boyz n the Hood, Breaker Morant, Brick, Bullitt, Cadillac Ranch, Caravaggio, Coco Before Chanel, Connie and Carla, Did You Hear About the Morgans?, Double Wedding, Dreamer, Earthsea, The Emperor's Candlesticks, Fame, First*

*Monday in October, Four Little Girls, The Frisco Kid, The Garden of Eden, The Great Chase, The Ghost Writer, Hamlet 2, Howl, The Invention of Lying, Iron Man 2, Jonah Hex, Junebug, Karate Kid (2010), Kick Ass, Killers, King Kong (1933), Kiss Kiss Bang Bang, Last Chance Harvey, Letters to Juliet, The Lost Room, Marvin's Room, Mary Pickford: A Life in Film, Me and Orson Welles, Meet John Doe, Milk, The Missing, Moliere, The Music Box, My Name is Khan, My One and Only, Mystic River, New Moon, Night Train to Munich, The No. 1 Ladies' Detective Agency, North Country, Pharaoh's Army, The Playhouse, Pirate Radio, The Princess and the Frog, Rumor Has It, The Savages, The Scout, The Secret in Their Eyes, The Smiling Lieutenant, The Social Network, Souls of Sin, 'Speak, Sunshine Cleaning, Swing Vote, Synecdoche, New York; Sweet Charity, Talk to Me, Tammy and the Bachelor, Temple Grandin, 10 Items or Less, Three Burials of Melquiades Estrada, Tin Star, Tropic Thunder, Twilight, Unconscious, Up In The Air, Valentine's Day, Way Down East, Widows' Peak, Without Reservations, You Kill Me, The Young in Heart, The Young Victoria, 3 Godfathers, 4 Little Girls, 12 Angry Men, All of Me, Antoine and Colette, Baran, Bagdad Cafe, Bedazzled (2000), Berkeley Square, Brief Encounter, The Buccaneers, Bullets Over Broadway, Cadillac Records, Changeling, A Christmas Carol (2009), Collateral, Comme une image (Look at Me), The Commitments, Confessions of a Shopaholic, The Corporation, Cranford, Cu va chim se se (Owl and the Sparrow), Date Night, Decameron, Despicable Me, Dirty Rotten Scoundrels, Eastern Promises, Easy A, Eat Pray Love, An Education, Emma (BBC 2009), Elling, Exit Through the Gift Shop, The Films of David Cronenberg, Gidget, Ginger e Fred (Ginger and Fred), Happy-Go-Lucky, Harry Potter and the Deathly Hallows, Part 1; He Knew He Was Right, He's Just Not That Into You, In Harm's Way, Inception, Inglorious Bastards, It's Always Fair Weather, Jane Eyre (1943), Joyeux Noel (Merry Christmas), The Kids Are All Right, The King's Speech, Knight and Day, Know Your Ally Britain, Le dîner de cons (The Dinner Game), Locked in the Tower: The Men Behind Jane Eyre, The Longoria Affair, Lost in Translation, Love and Other Disasters, Mad Money, The Maid, Manhattan Melodrama, Medium Cool, Micmacs, The Mistress of Spices, Mr. and Mrs. Smith (1941), Mr. Smith Goes to Washington, Mrs. Washington Goes to Smith, North and South, Ohayo (Good Morning), Ostre sledované vlaky (Closely Watched Trains), The Other Sister, Papillon, Pillars of the Earth, Prince of Persia: The Sands of Time, Red, Return to Cranford, Rosemary's Baby, The Sacketts, Scott Pilgrim vs. the World, The Secret of Kells, Song of the Thin Man, South Pacific, South Pacific (2001), The Tale of Despereaux, Thank You For Smoking, A Time to Kill, The Times of Harvey Milk, Toy Story 3, Von Ryan's Express, Voyage of the Dawn Treader, Where the Wild Things Are, Wives and Daughters, The Women of Brewster Place, Ugetsu, Vals Im Bashir (Waltz With Bashir)*

To stay current with the current artistic and intellectual environment, I also attended a number of exhibits and performances.

42 exhibits: Battleship Missouri Memorial, *Disquiet: Unsettled Suburbia* at the Bath House Cultural Center, *Exhibition: The Faculty* at THE ARTS gallery, *Friedrich Kunath, Diana Al-Hadid, Stephen G. Rhodes* at the Hammer Museum, *Daria Martin: Minotaur* at the Hammer Museum, *Girlshow*, The Honolulu Zoo, *Outside the Box: Edition Jacob Samuel, 1988-2010* at the Hammer Museum; *Past and Present: Rachel Wilke* at the Bath House Cultural Center, *Rachel Whitehead Drawings* at the Nasher Sculpture Center, *Texas Night Sky* at the Planetarium of the Dallas Museum of Nature and Science, U.S.S. Arizona Memorial, The Waikiki Aquarium, *We Used To Swim Here* at the Bath House Cultural Center, *Wonders of the Universe* at the Planetarium of the Dallas Museum of Nature and Science, Iron Sides exhibit at THE ARTS gallery, Pulitzer Prize Photographs Gallery at the Newseum, Berlin Wall Gallery at the Newseum, Top New Stories of the FBI's First Century exhibit at the Newseum, Covering Katrina exhibit at the Newseum, Great Books Gallery at the Newseum, News History Gallery at the Newseum, Permanent Collection at the Hirshhorn Sculpture Garden, Permanent Collection at the National Gallery of Art, Gabriel Metsu, 1629-1667 exhibit at the National Gallery of Art, In the Tower: Nam June Paik exhibit at the National Gallery of Art, From Impressionism to Modernism: The Chester Dale Collection at the National Gallery of Art, Small French Paintings exhibit at the National Gallery of Art, Modern Lab: The Found Alphabet at the National Gallery of Art, Eye Wonder: Photography from the Bank of America Collection

exhibit at the National Museum of Women in the Arts, Permanent Collection at the National Museum of Women in the Arts, Bravo exhibit at the National Portrait Gallery, Twentieth-Century Americans exhibit at the National Portrait Gallery, Aermican Origins, 1600-1900 exhibit at the National Portrait Gallery, 150th Commemoration of the Civil War: The Death of Ellsworth exhibit at the National Portrait Gallery, Permanent Collection at the Smithsonian American Art Museum, Lincoln Memorial, Jefferson Memorial, Vietnam Veterans Memorial, Women in Vietnam Memorial, Korean War Veterans Memorial

16 live performances: Black Pearl Sings at Water Tower Theatre, Mark Morris Dance Group by TITAS at PAC, Polynesian Dance Program, Saint Motel + Kitten at the Hammer Museum, Well by Lisa Kron by Echo Theater, Bernard Hermann soundtrack to Psycho (with screening) by the Dallas Symphony Orchestra, Julie Otsuka Author Presentation and Book Signing for When The Emperor Was Divine, Fall Dance Concert / Meadows School of the Arts at SMU, Dallas Symphony Orchestra (Stucky: Rhapsodies, Mozart: Concerto No. 23, Bartok: Concerto for Orchestra), The Dog Problem by Undermain Theater, Travesties at Theatre Three, Rent at Collin Theater Center, Meadows School of the Arts Spring Dance Concert, Rigoletto at the Dallas Opera, The Traveling Lady at the Water Tower Theatre, Northern Lights (Choral Arts Society of Washington) at the Kennedy Center, I Hate Hamlet by the Chevy Chase Players

I also attended a several presentations and made two presentations.

- Eighth International Conference on New Directions in the Humanities at UCLA
- Study Grant Presentation by Professor Kimberly Harris, "Collaboration, Dissemination, and Emigration: How World War II Shaped Western Art Music"
- Study Grant Presentation by Professor Joan Jenkins, "The Wars of Religion in 16th Century France: Faith, Political Violence, and Politiques"
- Dream of Identity: Coco Chanel and the Myths of Fashion, Dr. Rhonda Garlick, Arts and Letters Live Series at Dallas Museum of Art

-Presentation on The Collin College Auteur Film Series for Collin College Faculty Development Day, Aug. 19, 2010

-Guest lecture on film for Meredith Mass Communications class

## V. PROFESSIONAL INTERACTION

1. M I N Interacts professionally and courteously with students, teaching faculty and staff, including advising and assisting associate faculty when required or appropriate.
2. M I N Recognizes, respects and encourages ideas of others.

COMMENTS: [REDACTED] interacts professionally, courteously, and respectfully at all times.

## VI. POLICIES, PROCEDURES AND TIME LINES

1. M I N Performs duties and responsibilities in accordance with established policies and procedures.
2. M I N Meets time lines for assigned work.
3. M I N Provides timely notice for substitutes and class/schedule changes.

COMMENT: [REDACTED] adheres to all policies, procedures, and timelines.

**VII. OPTIONAL ACTIVITIES PERFORMED**

**VIII. ACADEMIC CHAIR ACTIVITIES**

*To be completed only for faculty members with Academic Chair responsibilities.*

1. MIN Performs Academic Chair duties and responsibilities in accordance with established policies and procedures.
2. MIN Meets time lines for assigned Academic Chair work.
3. MIN Ensures associate faculty meet criteria required for accreditation.
4. MIN Follows hiring procedures and completes related documentation on a timely basis.
5. MIN Conducts classroom visits and evaluates each associate faculty member at least one time per year.
6. MIN Ensures teaching excellence among associate faculty.

COMMENTS:

[REDACTED] /ocx

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**IX. DEAN'S ASSESSMENT OF STUDENT EVALUATIONS IN THIS EVALUATION PERIOD**

██████████'s student evaluations are excellent. Students commented that "She is obviously genuinely interested in the humanities field and makes for a positive, enthusiastic learning environment." Students see her as knowledgeable and passionate. They appreciate her ability to motivate them to do her best.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**OVERALL EVALUATION:** Indicate below the overall appraisal rating which best describes a summary of the above ratings and comments.

- MEETS STANDARDS OF EXCELLENCE  
 IMPROVEMENT NEEDED

Comments:

**RECOMMENDATION TO THE COUNCIL ON EXCELLENCE**

To be completed by the Division Dean when the faculty member has become eligible for award of a multi-year contract).

I \_\_\_\_\_ do \_\_\_\_\_ do not recommend this faculty member for a multi-year contract.

**JUSTIFICATIONS/COMMENTS:**

**Division Dean's Statement:**

I have reviewed and discussed this performance appraisal with the faculty member.

Division Dean's Signature




Date: 8-18-2011

Name: \_\_\_\_\_ Date: \_\_\_\_\_

My Division Dean has reviewed and discussed this performance appraisal with me. Please use the back of this form or an attachment if more room for comments is needed.

Comments:

Faculty Member's Signature:  Date: 8-18-11



IX. ANNUAL GOALS/OBJECTIVES AND EVALUATION FORM
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**Goal Setting** (Conduct annually.)

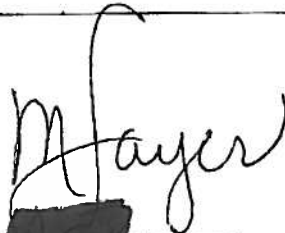
Together, the faculty member and division dean should agree on a set of goals for the faculty member for the next fiscal year. After completion, the division dean should give the faculty member a copy of this sheet. The division dean should also retain a copy, and use it as a part of the next year's Faculty Performance Appraisal.

**Goal Review** (Conduct annually.)

The faculty member and division dean should review a copy of the goals set during last year's Faculty Performance Appraisal and, together, evaluate the degree to which this faculty member accomplished the goals. Indicate, in the boxes shown, which goals were accomplished, which were partially accomplished, and which were not accomplished. Provide explanations for goals that were partially accomplished or not accomplished

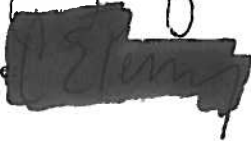
Goals for Year 2010-2011	Goal Completion	Explanation
Involve more community groups in Autecur Film Series	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	Worked with LULAC, Out @ Collin, Collin Film Society, Hispanic Heritage Month, African American History Month, Gender Studies Learning Community
Increase enrollment in Film History Classes	<input type="checkbox"/> Accomplished <input checked="" type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	20 in fall, 14 in spring
Extend knowledge of humanities scholarship at international level	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	Attended Eighth International Conference on New Directions in the Humanities
	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	

Division Dean's Signature



Date: 8-18-2011

Faculty Member's Signature



Date: 8-18-11

Goals for 2011-12:

1. Make Autecur Film Series serve all three main Collin College Campuses
2. Offer weekend honors course
3. Develop online humanities course



FACULTY PERFORMANCE APPRAISAL  
2011-2012

Faculty Member: [REDACTED]

Date: 6-14-2012

Annual Appraisal     Probationary Appraisal     Multi-year Contract Appraisal     Other

Period Covered: 2011-12 AY

Dean: MARIANNE LAYER

Division: Communication and Humanities

**INSTRUCTIONS**

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Criteria for excellence in the performance of faculty "Duties and Responsibilities" are listed by category on the following pages. Using the definitions and examples for these ratings, circle the appropriate rating that matches the individual's performance in each category.

- M Meets standards for excellence
- I Improvement needed
- N Not applicable

**Definitions and Examples:**

**MEETS:** One or more of the words usually, frequently, successfully, or effectively applies. This rating is appropriate for job performance that meets and may exceed required criteria for excellence in the category.

**IMPROVEMENT NEEDED:** One or more of the terms occasionally, marginally, inadequately, sometimes, or progressing applies. This rating describes performance in which many of the job duties and standards are met, but where improvement in one or more areas is required to meet the criteria for excellence. An action plan must be in place, or be established to accompany this appraisal to clearly identify specific skills or areas in need of continued growth, development and/or improvement.

**NOT APPLICABLE:** The activity is not part of the faculty member's job or position at the college.

**PLEASE NOTE:**

*In the comment area provided following each section, you must justify ratings that indicate a need for improvement.*

**I. TEACHING**

1. MIN Facilitates learning.
2. MIN Provides students with the fundamental body of knowledge of his/her discipline.
3. MIN Teaches students to apply that knowledge.
4. MIN Responds to the differing educational requirements of students.
5. MIN Employs current materials in classroom presentations and learning experiences.
6. MIN Uses innovative teaching and learning methods.
7. MIN Employs effective evaluation techniques.
8. MIN Meets classes as scheduled.

**COMMENTS:** I provide my students with an intensive and challenging experience in the classroom. The curriculum requires students learn the fundamentals of the humanities and to be aware of the slowly but steadily evolving nature of these fundamentals. The students apply this knowledge by contributing in a small way to the curriculum of their course for that term. For example, humanities students complete a research project on a period of history in the humanities or an important figure from the humanities. Each of their projects in turn becomes another source of learning for the entire class; examinations include material from each student's projects. The projects also allow students to demonstrate their understanding of humanities concepts through both creative and analytical approaches. Learning methods include presentations with strong audio/visual components, field trips, structured learning games, creative activities, and films.

**II. ASSISTING STUDENTS**

1. MIN Understands current career and curriculum options, degree requirements and course transfer information within the discipline and provides timely and tailored advice to students.
2. MIN Helps students with education-based problems and/or directs students to appropriate college resources.
3. MIN Assists students in accessing appropriate college and community resources for non-educational problems.
4. MIN Is available to and approachable by students.

**COMMENTS:**

I give students prompt, personalized attention in office meetings and online communications. Using web links, announcements, and emails in Blackboard as well as verbal announcements and flyer postings in the classroom, I make clear the availability of the Writing Centers, Advising, Financial Aid, Honors Institute, Access, library support, Counseling, community volunteer opportunities, student clubs, THE ARTS Gallery, Collin Theater Center, etc. I also served as Primary Faculty Sponsor for Collin College Film Society, the student film club.

Name: ~~\_\_\_\_\_~~ Date: 12/11/13

**I work to see that my outstanding students receive recognition.**

- nominated Amanda Mulder and Marcos Barrea for Emerging Scholar Awards
- attended Emerging Scholars Reception 4-12-12
- wrote letter of recommendation for Aye Nanguy for Collin Foundation scholarship
- wrote letter of recommendation for Samantha Miller to receive pre-admission to Southern Methodist University
- displayed outstanding student work in the Fall 2011 Humanities Showcase
- displayed outstanding student work in the Spring 2012 Humanities Showcase

**III. COLLEGE SERVICE**

1. MIN Participates in divisional and departmental meetings.
2. MIN Works individually and/or collaboratively with college employees to accomplish discipline, divisional and college missions, goals and objectives, by serving on college-wide task forces, search committees, faculty senate committees, advisory groups, student groups as a faculty adviser, professionally related community activities on behalf of the college, etc.

**COMMENTS:**

- Directed Collin College Auteur Films Series 2010-11 titled *Films From the Wasteland: TV and the Recliner of Civilization* (selected films, times, and venues; ordered films and support materials for each presentation; wrote copy for posters, brochures, and website; worked to provide audience for each film; coordinated with African American History Month and Hispanic Heritage Month; designed and presented PowerPoint introductions to each film; recruited panelists for each film; served as moderator for each film discussion)
- Participated in Honors Institute meetings
- Completed Classroom Visit Evaluation for Humanities Associate Faculty Margaret Chaplin
- Wrote letter of recommendation for Tonya McMillion, Professor of Communication Design, to enter the Ph.D. program in Arts and Technology at The University of Texas at Dallas
- Wrote letter of recommendation for Joe Milazzo, Associate Professor of Humanities, to teach creative writing at Evergreen State University
- Wrote letter of recommendation for Joe Milazzo, Associate Professor of Humanities, to teach at The University of Texas at Dallas
- wrote letter of recommendation in support of Joe Milazzo's application for the Kenyon Review Fellowship
- Gave recommendation for Dr. Sam Settedund to teach at KD College Prep
- Served as faculty panelist for Fall 2011 New Student Orientation for New High School Graduates
- Served as faculty panelist for Fall 2011 New Student Orientation for Non-Traditional Students
- Served as faculty panelist for Spring 2012 New Student Orientation
- Served as breakdown crew in the Fall 2011 and Spring 2012 Humanities Showcases

**IV. PROFESSIONAL DEVELOPMENT**

1. MIN Remains current and competent in the appropriate academic discipline.
2. MIN Participates in an on-going program of professional self-development.
3. MIN Contributes to and participates in college staff development programs, such as annual associate faculty meetings, all-staff activities and workshops, teleconferences, staff development classes, etc.

Name: \_\_\_\_\_ Date: 12/1/13

**COMMENTS:**

As Professor of Film History, Director of the Collin College Auteur Film Series, and Professor of Humanities, I am committed to increasing my knowledge of film and expanding the library's film collection. To that end, I have watched 185 films during the 2011-12 AY: *Across the Universe*, *Adjustment Bureau*, *All About Eve*, *The Amazing Mrs. Pritchard*, *Bedknobs and Broomsticks*, *Bikur Ha-Tizmorat (The Band's Visit)*, *Billy Jack*, *Bridesmaids*, *Burlesque*, *Captain America: The First Avenger*, *Cave of Forgotten Dreams*, *Charlotte Gray*, *Cloudy With a Chance of Meatballs*, *Comrade X*, *Conagher*, *The Conspirator*, *Conviction (2010)*, *Cops (1922)*, *Crimes and Misdemeanors*, *Deception (1946)*, *Double Indemnity*, *Easy Virtue*, *Evelyn Prentiss*, *Fantastic Mr. Fox*, *Faust: Eine deutsche Volksoper*, *The Fellowship of the Ring*, *Flickan som lekte med elden (The Girl Who Played With Fire)*, *The Girl in the Cafe*, *Gold Diggers of 1933*, *The Grass Harp*, *The Great McGinty*, *Hancock*, *Hanna*, *Harry Potter and the Deathly Hallows, Part 2*; *Hereafter*, *Hollywoodism: An Empire of Their Own*, *Hapschatz*, *How Do You Know*, *How to Train Your Dragon*, *I Heart Huckabee*, *The Hurt Locker*, *Inkheart*, *Inside Job*, *Intolerance*, *It's Kind of a Funny Story*, *Jane Eyre (2011)*, *The Language of Shadows*, *The Last Command*, *Låt den rätte komma in (Let the Right One In)*, *Life as We Know It*, *The Lincoln Lawyer*, *Lost in Austen*, *Love and Other Drugs*, *The Love Goddesses*, *Luftlottat som sprängdes (The Girl Who Kicked the Hornet's Nest)*, *Machuca*, *Made in Dagenham*, *The Making of Network*, *Margaret Cho: Beautiful*, *Mary and Max*, *Mest kinematografisch-eskogo operatora (The Cameraman's Revenge)*, *Middlemarch*, *Midnight in Paris*, *Mind the Gap*, *The Mists of Avalon*, *Mongol*, *Monkey Business (1931)*, *Morning Glory*, *Mujeres al borde de un ataque de nervios (Women on the Verge of a Nervous Breakdown)*, *The Music of Light*, *Nesfarrit (California Dreamin')*, *Network*, *Paul Robeson: Tributes to an Artist*, *Nowhere Boy*, *Phoebe in Wonderland*, *Pollock*, *Primer*, *Private Screenings with Sidney Lumet*, *Pygmalion*, *Radio Days*, *The Rage in Placid Lake*, *The Return of the King*, *The Ritz*, *Robin Hood (2010)*, *Secretariat*, *Seraphine*, *Seven Brides for Seven Brothers*, *Shadows of Suspense*, *Shakespeare Retold*, *Shakhmatnaya goryachka (Chess Fever)*, *Sherlock Holmes: A Game of Shadows*, *Shrek Forever After*, *Sisterhood of the Traveling Pants 2*, *Snatch*, *Stachka (Strike)*, *Summer Stock*, *The Switch*, *A Tale of Two Cities (1935)*, *13 Assassins*, *Transformers: Dark of the Moon*, *The Trotsky*, *True Grit (2010)*, *The Truman Show*, *Un long dimanche de fiançailles (A Very Long Engagement)*, *Unstoppable*, *Water for Elephants*, *Win Win*, *The Winning Season*, *Winter's Bone*, *Yo, la peor de todas (I, the Worst of All)*, *The Adventures of Tintin*, *Anonymous*, *The Artist*, *As Young as You Feel*, *The Band Wagon*, *Belle Époque*, *Birdsong*, *Borat*, *The Boy in the Striped Pajamas*, *The Bride Came C.O.D.*, *Charms for the Easy Life*, *City Island*, *CJ7*, *Color Adjustment*, *Columbiana*, *Cowboys and Aliens*, *Crazy*, *Stupid Love*; *Daddy Long Legs*, *Dear Lesson Lima*, *The Descendants*, *A Double Life*, *The Duchess*, *Eat Drink Man Woman*, *Ed Wood*, *The Fabulous Stains*, *50/50*, *Footloose (2011)*, *The Guard*, *Goodbye, Mr. Chips (1939)*, *The Green Hornet*, *HappyThankyouMorePlease*, *The Harvey Girls*, *Haywire*, *The Help*, *Hero*, *A History of Violence*, *How About You*, *Howl's Moving Castle*, *Hugo*, *I'll Be Seeing You*, *In Bruges*, *John Carter*, *Kung Fu Panda*, *Ladies and Gentlemen*, *Larry Crowne*, *Lawrence of Arabia*, *Legend of the Guardians: The Owls of Ga'Hoole*, *The Little Minister*, *Mao's Last Dancer*, *The McCarthy Years*, *Meng ying tong nian (Electric Shadows)*, *Mirror Mirror*, *Mission Impossible: Ghost Protocol*, *Moneyball*, *The Mystery of Edwin Drood*, *The Names of Love*, *The Night of the Hunter*, *Nightwatching*, *One For the Money*, *The Pajama Game*, *Reunion in France*, *Salt*, *The Search*, *Strangers on a Train*, *Superman: The Movie - Expanded Edition*; *The Sweet Hereafter*, *They Shoot Horses, Don't They?*, *Tower Heist*, *Toy Story*, *The Treasure of Sierra Madre*, *Urbana*, *Will Success Spoil Rock Hunter?*, *Young Adult*, and *Zombieland*.

As a scholar of the humanities and Professor of Honors Humanities classes with a special emphasis in community-based learning, I have explored 27 exhibits during the 2011-12 AY: *Caravaggio and His Followers in Rome* exhibit at the Kimbell Art Museum, *The Fashion World of Jean-Paul Gaultier: From the Sidewalk to the Catwalk* exhibit at the Dallas Museum of Art, tour of Rachofsky House, *Youth and Beauty: Art of the American Twenties* exhibit at the Dallas Museum of Art, Dallas Arts District architectural tour, Seattle Aquarium, Seattle Space Needle, Seattle Public Library Building, *Order and Border* exhibit at the Seattle Art Museum, *Jenny Holzer: 2011 Betty Bowen Award Winner* exhibit at the Seattle Art Museum, *New Ceramic Acquisitions* exhibit at the Seattle Art Museum, *American Art in the 1930s and 1940s* exhibit at the Seattle Art Museum, *Burden of History* exhibit at the Seattle Art Museum, *Theater Gates: The Listening Room* exhibit at the Seattle Art Museum, *Mika Tajima: Picturing The Artist* exhibit at the Seattle Art Museum, *After the Martini Shot* installation at the Seattle Art Museum; *Ancestral Modern: Australian Aboriginal Art from the Kaplan & Levi Collection* at the Seattle Art Museum, Olympic Sculpture Park Permanent Collection, Seattle; *Richard C. Elliott: Cycle of the Sun*, Permanent Installation at the Henry Art Gallery (U of Washington), *Gary Hill: Gloriodelic Attractors* at the Henry Art Gallery (U of Washington), *The Faculty* exhibit at THE ARTS gallery, *American Dream* exhibit by Lupita Murillo Tinnen at THE ARTS gallery, Custom Tour of DMA portrait collection, *Mark Bradford* exhibit at the Dallas Museum of Art, *Qui Anziong's Mountains and Sea* at Crow Collection of Asian Art, *Tony Cragg* exhibit at the Nasher Sculpture Center, *Form/Unformed: Design from 1960 to the Present* at the Dallas Museum of Art

Name: \_\_\_\_\_ Date: 12/4/13

As a scholar of the humanities and Professor of Honors Humanities classes with a special emphasis in community-based learning, I have researched and attended 21 performances during the 2011-12 AY: DSO performance 2-5-12 (Jaap van Zweden, conductor; David Fray, piano; Wagner's *Siegfried Idyll*; Mozart's Piano Concerto No. 20; Wagner's *Good Friday Spell* from *Parsifal*; Debussy's *La Mer*); DSO performance 2-16-12 (Jaap van Zweden, conductor; Adams' *Short Ride in a Fast Machine*; Prokofiev's Piano Concerto No. 3; Tchaikovsky's Symphony No. 6 - *Pathétique*), *Time in Kafka* at the Undermain Theater, *The Farnsworth Invention* at Theatre Three, Dallas Black Dance Theater *Cultural Awareness Series* performance, SMU Meadows Performing Arts Spring Dance Concert, *La traviata* at The Dallas Opera, Andrea Witzke Slot poetry reading: *To Find a New Beauty*, Mozart's *Requiem* and Mendelssohn Concerto in E Minor by Seattle Symphony Orchestra, *Music of Light* by Seattle Pro Musica, *The Messiah* - Dallas Bach Society, *Atlas of Mud* at the Collin Theater Center, Mendelssohn Symphony No. 2 (*Italian*) and Symphony No. 4 (*Hymn of Praise*), Mendelssohn *Ruy Blas* Overture / Double Concerto for Piano and Violin / *Reformation* Symphony, *In the Next Room* by Kitchen Dog Theater, *The Mikado* at the Fort Worth opera, *The Shipment* at The Undermain Theater, *A Most Dangerous Woman* at Echo Theater, *The Tempest* at Dallas Theater Center, Fall Dance Concert at the Meadows School of the Arts for SMU's Centennial, *Lucia di Lammermoor* at The Dallas Opera

**V. PROFESSIONAL INTERACTION**

1. MIN Interacts professionally and courteously with students, teaching faculty and staff, including advising and assisting associate faculty when required or appropriate.
2. MIN Recognizes, respects and encourages ideas of others.

COMMENTS:

**VI. POLICIES, PROCEDURES AND TIME LINES**

1. MIN Performs duties and responsibilities in accordance with established policies and procedures.
2. MIN Meets time lines for assigned work.
3. MIN Provides timely notice for substitutes and class/schedule changes.

COMMENTS:

**VII. OPTIONAL ACTIVITIES PERFORMED**

**VIII. ACADEMIC CHAIR ACTIVITIES**

*To be completed only for faculty members with Academic Chair responsibilities.*

1. MIN Performs Academic Chair duties and responsibilities in accordance with established policies and procedures.
2. MIN Meets time lines for assigned Academic Chair work.
3. MIN Ensures associate faculty meet criteria required for accreditation.
4. MIN Follows hiring procedures and completes related documentation on a timely basis.
5. MIN Conducts classroom visits and evaluates each associate faculty member at least one time per year.

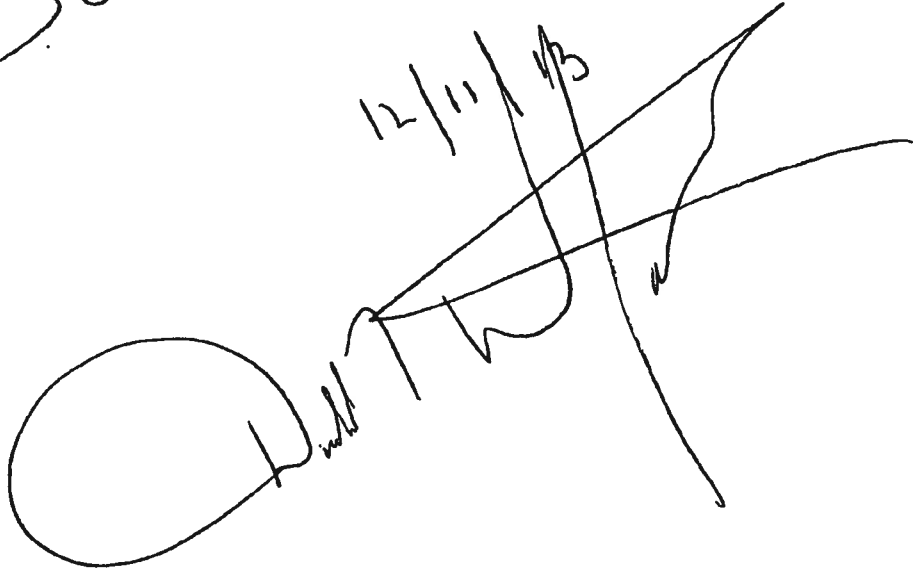
Name: ~~Carolyn Perry~~  
Date: 12/11/13

6. MIN Ensures teaching excellence among associate faculty.

COMMENTS:

IX. DEAN'S ASSESSMENT OF STUDENT EVALUATIONS IN THIS EVALUATION PERIOD

See next page.

12/11/13  


**[REDACTED] – Summary of Fall 2011 and Spring 2012 Student evaluations**

**Fall 2011**

Nearly all ratings for all classes are favorable (“Agree” or “Strongly Agree”). Students provided few comments, but nearly all comments are positive. Students’ comments most frequently refer to [REDACTED] enthusiasm for teaching and course content, her knowledge, and her friendliness.

**Spring 2012**

Nearly all ratings for all classes are favorable (“Agree” or “Strongly Agree”). Students provided few comments, but nearly all comments are positive. Response rates for the two web-based classes were 14% (3/21) and 10% (2/20); comments from students in the web-based classes refer to the clear organization of the classes and the sense of engagement students found. Comments from students in the face-to-face classes most frequently refer to [REDACTED] knowledge, her enthusiasm for teaching and the course, and her ability to engage students in learning.

Don Weasenforth – 12/11/13



Name: [Redacted]

**OVERALL EVALUATION:** Indicate below the overall appraisal rating which best describes a summary of the above ratings and comments.

*[Handwritten initials]*

MEETS STANDARDS OF EXCELLENCE  
 IMPROVEMENT NEEDED

Comments:

**RECOMMENDATION TO THE COUNCIL ON EXCELLENCE**

To be completed by the Division Dean when the faculty member has become eligible for award of a multi-year contract).

I \_\_\_\_\_ do \_\_\_\_\_ do not recommend this faculty member for a multi-year contract.

JUSTIFICATIONS/COMMENTS:

**Division Dean's Statement:**

I have reviewed and discussed this performance appraisal with the faculty member.

Division Dean's Signature

Date:

*Not signed by  
dated by lawyer.*

*[Handwritten signature]*  
*[Handwritten signature]*  
12/9/13

Name: [Redacted] Date: 12/1/13

My Division Dean has reviewed and discussed this performance appraisal with me. Please use the back of this form or an attachment if more room for comments is needed.

Comments:

Faculty Member's Signature: [Redacted]

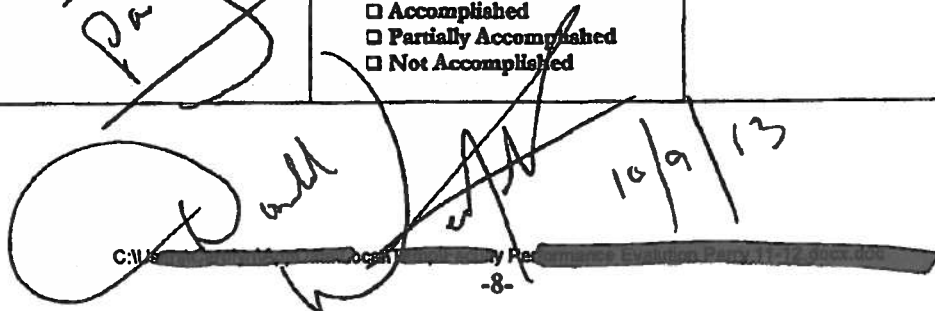
Date: 10-21-13

**Goal Review (Conduct annually.)**

The faculty member and division dean should review a copy of the goals set during last year's Faculty Performance Appraisal and, together, evaluate the degree to which this faculty member accomplished the goals. Indicate, in the boxes shown, which goals were accomplished, which were partially accomplished, and which were not accomplished. Provide explanations for goals that were partially accomplished or not accomplished

**Goals for Year 2011-2012      Goal Completion      Explanation**

Goals for Year 2011-2012	Goal Completion	Explanation
	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
See next page	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	


  
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**IX. ANNUAL GOALS/OBJECTIVES AND EVALUATION FORM**

**Goal Setting (Conduct annually.)**

Together, the faculty member and division dean should agree on a set of goals for the faculty member for the next fiscal year. After completion, the division dean should give the faculty member a copy of this sheet. The division dean should also retain a copy, and use it as a part of the next year's Faculty Performance Appraisal.

**Goal Review (Conduct annually.)**

The faculty member and division dean should review a copy of the goals set during last year's Faculty Performance Appraisal and, together, evaluate the degree to which this faculty member accomplished the goals. Indicate, in the boxes shown, which goals were accomplished, which were partially accomplished, and which were not accomplished. Provide explanations for goals that were partially accomplished or not accomplished

Goals for Year 2010-2011	Goal Completion	Explanation
Involve more community groups in Auteur Film Series	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	Worked with LULAC, Out @ Collin, Collin Film Society, Hispanic Heritage Month, African American History Month, Gender Studies Learning Community
Increase enrollment in Film History Classes	<input type="checkbox"/> Accomplished <input checked="" type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	20 in fall, 14 in spring
Extend knowledge of humanities scholarship at international level	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	Attended Eighth International Conference on New Directions in the Humanities
	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	

Division Dean's Signature

*Mayer*

Date: 8-18-2011

Faculty Member's Signature:

[Redacted Signature]

Date: 8-18-11

Goals for 2011-12:

1. Make Auteur Film Series serve all three main Collin College Campuses
2. Offer weekend honors course
3. Develop online humanities course

Accomplished 8/18/11  
 Accomplished 8/18/11  
 Accomplished 8/18/11

Name: [Redacted] Date: 12/1/13

**IX. ANNUAL GOALS/OBJECTIVES AND EVALUATION FORM**

**Goal Setting (Conduct annually.)**

Together, the faculty member and division dean should agree on a set of goals for the faculty member for the next fiscal year. After completion, the division dean should give the faculty member a copy of this sheet. The division dean should also retain a copy, and use it as a part of the next year's Faculty Performance Appraisal.

**Goal Review (Conduct annually.)**

The faculty member and division dean should review a copy of the goals set during last year's Faculty Performance Appraisal and, together, evaluate the degree to which this faculty member accomplished the goals. Indicate, in the boxes shown, which goals were accomplished, which were partially accomplished, and which were not accomplished. Provide explanations for goals that were partially accomplished or not accomplished

Goals for Year 2012-2013	Goal Completion	Explanation
Expand Collin College Anteur Film Series offerings to include a greater emphasis on learning about the music used in the films.	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
Decrease the professor's costs involved in the Honors Humanities field trips	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
Clarify and streamline my online HUMA 1301 preparation	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	

Division Dean's Signature

*draft not signed / dated by [Redacted] 10/21/13*

Faculty Member's Signature

[Redacted Signature]

Date: 10.21.13



FACULTY PERFORMANCE APPRAISAL

Faculty Member: [redacted]

Date: 6-27-13

[x] Annual Appraisal [ ] Probationary Appraisal [ ] Multi-year Contract Appraisal [ ] Other

Period Covered: AY 12-13

Dean: Donald Weascenforth

Division: Communication and Humanities

INSTRUCTIONS

The primary purpose of the assessment process at CCCC is to maintain high quality educational programs. The process focuses on the professional growth and development of each faculty member as an individual in relation to the position description, standards of excellence, divisional and institutional goals and priorities. The performance appraisal process is also used as a component in determining contractual status, including renewal, non-renewal, the awarding of multi-year contracts and termination.

The performance appraisal process is conducted in an atmosphere of open and honest communication between the employee and the supervisor. Each employee is responsible for providing the supervisor with evidence of professional accomplishments during the year that support the mission and goals of the division and the institution. Likewise, the supervisor is responsible for reviewing the employee's professional accomplishments to determine the degree to which the employee met the established objectives for the year. Conducted in an atmosphere of mutual trust and respect, the performance appraisal process provides a growth experience for all college faculty and staff. See Section 9 of the Faculty and Staff Handbook.

Criteria for excellence in the performance of faculty "Duties and Responsibilities" are listed by category on the following pages. Using the definitions and examples for these ratings, circle the appropriate rating that matches the individual's performance in each category.

- M Meets standards for excellence
I Improvement needed
N Not applicable

Definitions and Examples:

MEETS: One or more of the words usually, frequently, successfully, or effectively applies. This rating is appropriate for job performance that meets and may exceed required criteria for excellence in the category.

IMPROVEMENT NEEDED: One or more of the terms occasionally, marginally, inadequately, sometimes, or progressing applies. This rating describes performance in which many of the job duties and standards are met, but where improvement in one or more areas is required to meet the criteria for excellence. An action plan must be in place, or be established to accompany this appraisal to clearly identify specific skills or areas in need of continued growth, development and/or improvement.

NOT APPLICABLE: The activity is not part of the faculty member's job or position at the college.

PLEASE NOTE:

In the comment area provided following each section, you must justify ratings that indicate a need for improvement.



I. **TEACHING**

1. **M I N Facilitates learning.**
2. **M I N Provides students with the fundamental body of knowledge of his/her discipline.**
3. **M I N Teaches students to apply that knowledge.**
4. **M I N Responds to the differing educational requirements of students.**
5. **M I N Employs current materials in classroom presentations and learning experiences.**
6. **M I N Uses innovative teaching and learning methods.**
7. **M I N Employs effective evaluation techniques.**
8. **M I N Meets classes as scheduled.**

**COMMENTS:** My classroom humanities curriculum is designed to give generous value for the students' investment of time and effort. Of course, the course requires a thorough knowledge of the textbook. It also demands that students go beyond the textbook to deepen their knowledge. I lead my students through in-depth investigations of key moments in the history of the humanities, and their own research projects provide additional depth both for themselves and for their classmates through class presentations. Students not only learn the fundamentals of the humanities; they are also made aware of the slowly but steadily evolving nature of these fundamentals. Learning methods include presentations with strong audio/visual components, field trips, structured learning games, creative activities, and films.

I was very pleased to win the Outstanding Honors Professor Award this year.

II. **ASSISTING STUDENTS**

1. **M I N Understands current career and curriculum options, degree requirements and course transfer information within the discipline and provides timely and tailored advice to students.**
2. **M I N Helps students with education-based problems and/or directs students to appropriate college resources.**
3. **M I N Assists students in accessing appropriate college and community resources for non-educational problems.**
4. **M I N Is available to and approachable by students.**

**COMMENTS:** I give students prompt, personalized attention in office meetings and online communications. Using web links, announcements, and emails in Blackboard as well as verbal announcements and flyer postings in the classroom, I make clear the availability of the Writing Centers, Advising, Financial Aid, Honors Institute, Access, library support (including e-reserves), Counseling, community volunteer opportunities, THE ARTS Gallery, Collin Theater Center, National Poetry Month events, Collin College Undergraduate Interdisciplinary Student Research Conference, Honors Community and Collin College Film Society (student clubs), etc.

I was happy to write letter of recommendation for Donna Smith to enter the very competitive Surgical Technology Program, and happier still that she got in.

### III. COLLEGE SERVICE

1. M I N Participates in divisional and departmental meetings.
2. M I N Works individually and/or collaboratively with college employees to accomplish discipline, divisional and college missions, goals and objectives, by serving on college-wide task forces, search committees, faculty senate committees, advisory groups, student groups as a faculty adviser, professionally related community activities on behalf of the college, etc.

#### COMMENTS:

- Wrote Core Curriculum Review for DRAM 2366 and DRAM 2367 (Introduction to Film Making I and Introduction to Film Making II)
- Ordered 75 new DVDs for the SCC library's collection
- Designed the college's film series for 2012-13: *Night and Day: Dark Times, Luminous Films & The Great Depression*; introduced each film and moderated panel discussions for the 8 films in the series
- Presented for Film History at New & Returning Theater Student Gathering
- Served as Faculty Sponsor for Collin College Film Society
- Hosted Honors Table at New Student Orientation Resource Fair
- Served on Faculty Roundtable at New Student Orientation for Recent High School Graduates
- Served on New Student Orientation for International Students
- Served on Faculty Panel for New Student Orientation for Parents
- Served as New Faculty Sponsor for Jean-Marie Dauplaise
- Served on Honors Council

### IV. PROFESSIONAL DEVELOPMENT

1. M I N Remains current and competent in the appropriate academic discipline.
2. M I N Participates in an on-going program of professional self-development.
3. M I N Contributes to and participates in college staff development programs, such as annual associate faculty meetings, all-staff activities and workshops, teleconferences, staff development classes, etc.

#### COMMENTS:

- As Professor of Film History, Director of the Collin College Auteur Film Series, and Professor of Humanities, I am committed to increasing my knowledge of film and expanding the library's film collection. To that end, I researched 148 films this academic year: *The '48 Games, The Amazing Spider-Man, Appaloosa, The Avengers, The Battle Over Citizen Kane, Battleship, The Best Exotic Marigold Hotel, The Big Year, Bo Burnham: Words, Words, Words; The Bourne Legacy, Brief Interviews With Hideous Men, The Burmese Harp, Caps, Damsels in Distress, The Dark Knight Rises, D.E.B.S., Demetri Martin, Person; Die Grobe Stille (Into Great Silence)The Docks of New York, Empire of the Air, L'Inigma, Extremely Loud and Incredibly Close, Father Goose, Frankenstein (1931), Friday Night Lights, Going for Gold: The Golem, Gone Baby Gone, The Grapes of Wrath (documentary), The Grapes of Wrath (1940 feature film), Great Expectations, The Hobbit: An Unexpected Journey, Inglorious Basterds, Ivan the Terrible Part II, Janeane Garofalo: If You Will, Jeff Who Lives at Home, Jin ling shi san chui (The Flowers of War), Joyful Noise, Kathleen Madigan: Gone Madigan, Keeper of the Flame, King George VI: The Man Behind The King's Speech, La mala education (Bad Education), Le Corbeau, The Mighty Macs, The Man Who Could Work Miracles, Men of Honor, Monkey Business (1952), My Dog Tulip, My Week With Marilyn, New Year's Eve, Oliver Twist (1948), Page Eight, Peace Love & Misunderstanding, Public Speaking, Puss in Boots, The Question of God, RKO 281, Skyfall, Sita Sings the Blues, The Smiling Lieutenant, Snow White and the Huntsman, Steamboat Bill Jr, The Talk of the Town, This Means War, Vinker, Tailor, Soldier, Spy; Today's Special, Todd Barry: Super Crazy, Tracy Ullman: Live and Exposed, The Unchained Camera, Vision: From the Life of Hildegard von Bingen, War Horse, We Bought a Zoo, When in Rome, Wilde, Woman of the Year, X-Men: First Class, 3 Idiots, 2012, A Dangerous Method, Almost Famous, Argo, An Awfully Big Adventure, Beasts of the Southern Wild, Brave, Bride of the Wind, The Bridge on the River Kwai, Charlie and the Chocolate Factory, Chicken Run, Dead Man, Don't Come Knockin', Equilibrium, For a*

*Good Time Call...*, *Going Postal*, *Groundhog Day*, *Gun Crazy*, *Jack Reacher*, *Hopes Springs*, *Hysteria*, *I Capture the Castle*, *In the Heat of the Night*, *Hello I Must Be Going*, *In Time*, *Invasion of the Body Snatchers*, *Jeu interdits (Forbidden Games)*, *Kamikaze Girls*, *La planète sauvage (Fantastic Planet)*, *Lawless*, *Les plages d'Agnès (The Beaches of Agnes)*, *Life of Pi*, *Lincoln*, *Looper*, *Making Waves*, *Man of Steel*, *Men in Black 3*, *Monsieur Lazhar*, *Moonrise Kingdom*, *Liberal Arts*, *My Louisiana Sky*, *Nannerl la soeur de Mozart*, *Nick and Norah's Infinite Playlist*, *Now You See Me*, *Oblivion*, *Okuribito (Departures)*, *Olympus Has Fallen*, *Paprika (Paprika)*, *People Like Us*, *Pitch Perfect*, *Premium Rush*, *Quartet*, *The Real Great Debaters of Wiley College*, *The River Wild*, *Robot and Frank*, *Rush Hour 2*, *Safety Not Guaranteed*, *Salmon Fishing in the Yemen*, *Samà uōzu (Summer Wars)*, *The Sand Pebbles*, *Seven Psychopaths*, *Silent Night*, *Star Trek: Into Darkness*, *Total Recall (2012)*, *Traffic*, *Tron Legacy*, *Trouble With the Curve*, *The Wind and the Lion*, *Umberto D.*, *The Undeclared*, *Why Stop Now*, *Without Love*, *You're in the Navy Now*

- As a scholar of the humanities and Professor of Honors Humanities classes with a special emphasis in community based learning, I have explored 22 exhibits during this academic year: *Terry Hay: Irreversible Change* exhibit at the New Works Space, McKinney Avenue Contemporary; *Core Fellowship Program* of The Museum of Fine Arts, Houston: *Of Other Spaces* exhibit in the Large Space at the McKinney Avenue Contemporary; *Robert Mateo Diago with Willie Baronet and Cristella Medrano: home/less/bound* exhibit in the Square Space at the McKinney Avenue Contemporary, *The Legacy of the Plumed Serpent in Ancient Mexico* exhibit at the Dallas Museum of Art, *THE ARTS Faculty* exhibit at THE ARTS gallery, Perot Museum of Nature and Science, *Cindy Sherman* exhibit at the Dallas Museum of Art, Pompidou Center, Espace Dali, Musée de l'Orangerie, Musée d'Orsay, Musée du Louvre, Musée Rodin, Musée du Cinema, Musée national du Moyen Age, Arc de Triomphe, Pantheon, Notre Dame, Sainte-Chapelle, Paris Opera House, Eiffel Tower, La Basilique du Sacré Coeur de Montmartre
- As a scholar of the humanities and Professor of Honors Humanities classes with a special emphasis in community-based learning, I have researched and attended 15 performances during this academic year: *Refuge* at Collin Theatre Center, *Ruth* at the Kitchen Dog Theater, *Peggy Brown - Strangler Figs* Book Reading, *Aida* at The Dallas Opera, *An Iliad* at the Undermain, *Freud's Last Session* at Theatre Three, *Children* by Wingspan Productions at Bath House Cultural Center, *Rust* at Collin Theater Center, Dallas Symphony Orchestra Performance of Beethoven's 5th/Leonore Overture/Korngold Violin Concerto with Hilary Hahn, *Burying Our Father* at the Undermain Theater, *Penelope* by Undermain Theater, Mahler's Symphony No. 6 and Vivaldi Concerti RV 443 and 444 at the Dallas Symphony Orchestra, *Cabaret* at CTC, Richard Rodriguez at the Latino Cultural Center, The Four Seasons of Vivaldi at La Madeleine
- Served at 2012 CCILA Southwest Regional Conference at the Special Events Committee
- Gave presentations on *The Playhouse* and *Sherlock Jr.* for the opening of the City of Allen Buster Keaton Festival

## V. PROFESSIONAL INTERACTION

1. **MIN** Interacts professionally and courteously with students, teaching faculty and staff, including advising and assisting associate faculty when required or appropriate.
2. **MIN** Recognizes, respects and encourages ideas of others.

COMMENTS:

## VI. POLICIES, PROCEDURES AND TIME LINES

1. **MIN** Performs duties and responsibilities in accordance with established policies and procedures.
2. **MIN** Meets time lines for assigned work.
3. **MIN** Provides timely notice for substitutes and class/schedule changes.

COMMENTS:



[REDACTED]

**VII. OPTIONAL ACTIVITIES PERFORMED**

**VIII. ACADEMIC CHAIR ACTIVITIES**

*To be completed only for faculty members with Academic Chair responsibilities.*

1. MIN Performs Academic Chair duties and responsibilities in accordance with established policies and procedures.
2. MIN Meets time lines for assigned Academic Chair work.
3. MIN Ensures associate faculty meet criteria required for accreditation.
4. MIN Follows hiring procedures and completes related documentation on a timely basis.
5. MIN Conducts classroom visits and evaluates each associate faculty member at least one time per year.
6. MIN Ensures teaching excellence among associate faculty.

**COMMENTS:**

**IX. DEAN'S ASSESSMENT OF STUDENT EVALUATIONS IN THIS EVALUATION PERIOD**

**Fall 2012**

Nearly all ratings for all classes are favorable ("Agree" or "Strongly Agree"), including those for the two web-based classes. Response rates for the web-based classes were 4% (1/22) and 8% (2/24). There were no critical comments; students' comments most frequently refer to [REDACTED] enthusiasm for teaching and the material, her knowledge, and her ability to engage students.

**Spring 2013**

Again, nearly all ratings are favorable for all classes, including the one web-based class. The response rate for the web-based class was 15% (7/46). Although there are few comments, nearly all of them are positive and refer to Professor [REDACTED] enthusiasm, her knowledge, and her ability to engage students. The following comment reflects the general nature of comments: "Made coming to class exciting."

Name: Perry, Carolyn Date: 6/27/13

**OVERALL EVALUATION:** Indicate below the overall appraisal rating which best describes a summary of the above ratings and comments.

- MEETS STANDARDS OF EXCELLENCE
- IMPROVEMENT NEEDED

Comments:

**RECOMMENDATION TO THE COUNCIL ON EXCELLENCE**

To be completed by the Division Dean when the faculty member has become eligible for award of a multi-year contract).

I \_\_\_\_\_ do \_\_\_\_\_ do not recommend this faculty member for a multi-year contract.

**JUSTIFICATIONS/COMMENTS:**

**Division Dean's Statement:**

I have reviewed and discussed this performance appraisal with the faculty member.

Division Dean's Signature:

*Donald L. Deane*

Date:

*3/17/14*

My Division Dean has reviewed and discussed this performance appraisal with me. Please use the back of this form or an attachment if more room for comments is needed.

Comments:

Faculty Member's Signature: \_\_\_\_\_

Date: 3-17-14

**Goal Review (Conduct annually.)**

The faculty member and division dean should review a copy of the goals set during last year's Faculty Performance Appraisal and, together, evaluate the degree to which this faculty member accomplished the goals. Indicate, in the boxes shown, which goals were accomplished, which were partially accomplished, and which were not accomplished. Provide explanations for goals that were partially accomplished or not accomplished

Goals for Year 2012-2013	Goal Completion	Explanation
Expand Collin College Auteur Film Series offerings to include a greater emphasis on learning about the music used in the films.	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	Ordered soundtracks for all films in the series; began each film introduction by playing a portion of the soundtrack and indicating what was noteworthy about it.
Decrease the professor's costs involved in the Honors Humanities field trips	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	Used DMA membership to minimize downtown parking costs; negotiated free tickets for professor from some box offices.
Clarify and streamline my online HUMA 1301 preparation	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	Using the combined sections option for my 2 online classes, I was able to make better use of group work and more reliably populated discussion fora.

[Redacted]

**IX. ANNUAL GOALS/OBJECTIVES AND EVALUATION FORM**

**Goal Setting** (Conduct annually.)

Together, the faculty member and division dean should agree on a set of goals for the faculty member for the next fiscal year. After completion, the division dean should give the faculty member a copy of this sheet. The division dean should also retain a copy, and use it as a part of the next year's Faculty Performance Appraisal.

Goals for Year 2013-2014	Notes
Develop two-track curriculum for regular humanities classes wherein historical, textbook-based knowledge functions independently from classroom presentations	
Increase involvement in promoting the Honors Institute	
Extend invitations to student clubs to increase involvement at Auteur Film Series events	

Division Dean's Signature: *Donald L. Vesce* Date: 3/17/14

Faculty Member's Signature: [Redacted] Date: 3-17-14

## EVALUATION FORM FOR CLASSROOM VISIT

Class/section: HUMA 1301-W9

Date of Visit: October 11, 2011

Faculty Name: [REDACTED]

Evaluator: Evaluate the instructor based on the four criteria listed below by describing your observations of their classroom presentation/activities conducted during your visit.

- Criterion 1. Preparation: the instructor provided examples to reinforce concepts, provided clear answers to students' questions, expanded upon the textbook;
- Criterion 2. Content: the instructor used appropriate materials, previewed upcoming course material, presented in a logical sequence;
- Criterion 3. Methodology: the instructor respected the students, presented enthusiastically, used variety of presentation methods, and moved from podium;
- Criterion 4. Student Involvement: the instructor solicited questions, comments and examples, provided opportunities for group or individual discussion on the material, and students participated in experiential activities.

1. The instructor was prepared for class.

[REDACTED] is very prepared. Her information covers any contingency that may arise. She provides examples within the course that students can understand. The course is built around the textbook.

Students were assigned Chapter 8 and were asked to complete Study Questions

2. The content of the class session was appropriate for achieving instructional goals.

The course materials are extremely interesting and relevant. Besides the chapter assignments, students participate in individual and group projects where they must apply the principles learned in the readings. Students do a "Time Frame Powerpoint" at first individually and then as a group. [REDACTED] has divided the time periods into time frames that students can easily understand and work with.

The content is presented logically and succinctly.

3. The instructor effectively presented the material.

The web course is very easy to travel and to understand. The pdf. Files are written in a way that students will have very few questions, as the directions are clearly stated. The assignments are written in a way that shows [REDACTED] anticipates questions that may arise and addresses them within the directions.

4. The students were appropriately involved in the learning process.

Students are very involved, as the course requires that students take the initiative to complete assignments with self-motivation. [REDACTED] clearly provides students opportunities to ask questions through both Blackboard e-mail and through CougarMail.

Evaluator's comments/recommendations: (Please use reverse side if additional space is needed)

The web course is well done and easy to navigate. On-line Humanities students are fortunate to be in Dr. [REDACTED] section. It would be wonderful to see some of [REDACTED]'s lectures available for her Humanities students, too!

Instructor's comments/response: (Please use reverse side if additional space is needed.)

*Thank you, Dean Leyer!*

SIGNATURES



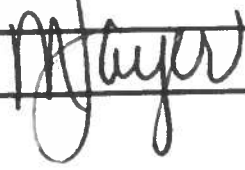
CWID: 

10-12-11

Instructor Signature:

Date

Evaluator:



10/13/11

Date

Academic Dean:

Date

## Online Instruction Evaluation

[REDACTED], HUMA1301.WS1, 6/18/14

This evaluation should take place jointly, with the dean and faculty member going over the course together (face-to-face) allowing for dialogue about the course set-up and questions/answers from both parties. Under geographic or other special constraints, alternative evaluation sessions may be arranged between the dean or chair and the faculty member.

**Criterion 1. Course Overview and Introduction:** Students are introduced to the course including an online or face-to-face orientation, and/or instructions for starting guidelines (and this is specified). Contact information and methods of contact including e-mail, phone and online office hours, and student expectations, as well as turnaround time on e-mail are stated.

- Professor [REDACTED] provides a clear, thorough introduction to HUMA1301 and related issues (policies, technical concerns, deadlines, etc.) in documents posted prominently in Blackboard. Contact information, student expectations and expected response times are clearly stated in these documents. Professor [REDACTED] also responds clearly to student inquiries about these essential issues.
- The orientation includes the following: How to Address your Professor, Syllabus and Orientation, technical requirements, identification of the paper textbook (Sayer) used but not online, general expectations for the course (including a note about complications for short sessions), types of assignments, and directions for discussions.
- The syllabus includes the following information: all generic syllabus components, contact information (office number, office hours, phone number, email address), netiquette guidelines, the grading system, more frequent and smaller assignments, the textbook title, study questions for quizzes, descriptions of the three projects (quotation, publicity team for a documentary film, time frame project), and standards for instructor responses (within 48 hours).
- Professor [REDACTED] set up the course so that mail messages are the first page seen; this was done to assure that students remain current with announcements/messages.

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**Criterion 2. Navigation of Web Page and Technology:** The web course is easy to navigate, course documents are in HTML or PDF formats, and the course is accessible through Blackboard. Links to course and college resources are provided and are current (Distance Learning, Collin home page, Writing Center, library resources, Blackboard 24/7 support, ACCESS, etc.). Technology requirements for course are stated and information on needed plug-ins is provided. Copyright and 3<sup>rd</sup>-party legal statements are included.

- All documents are in PDF format and are readily accessible in the Blackboard shell. Links are current and direct students directly to support and instructional sites. Links to college resources (online student support center, 24-hour support for Blackboard, libraries, Writing Centers, ACCESS) are built in as a links, all of which are current.
- The course is clearly organized and easy to navigate.
- Technical requirements are stated. No plug-ins are needed.
- Copyright and 3<sup>rd</sup> party legal statements are posted.

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**Criterion 3. Course Content and Learning Competencies:** The course content meets appropriate learning outcomes as well as academic standards. The syllabus meets CAB and department required standards. Course objectives (expected outcomes) and content are equivalent to face-to face or traditional classroom courses

- The course addresses appropriate learning outcomes and meets departmental and CAB standards.
  - Learning outcomes and content are equivalent to those of traditional classes. Furthermore, Professor [REDACTED] has effectively set up the course to approximate comparable communication opportunities, including interactive communication among students. She rightly noted that human contact is essential in learning environments, arguably more so in humanities courses. She has set up the class so that everyone is expected to participate in various communication modes. Professor [REDACTED] noted that it is more difficult to demonstrate the "instructor's passion," but strives to provide that form of inspiration to students.
  - Professor [REDACTED] establishes two deadlines for quizzes; students may retake the quizzes as many times as they like until the second deadline has passed. This provides some flexibility for students and promotes learning.
  - The curriculum is in part student determined, which also provides some autonomy/flexibility for students. For instance, students choose topics for their projects, and they critique each other's work.
  - The course is set up in two parallel strands: textbook (quizzes, tests) + exploration outside the textbook (projects). This structure underscores the importance of textbooks readings as well as the importance of exploring the vast amount of resources outside the textbook.
-

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**Criterion 4. Assessment and Measurement:** Assessments measure learning outcomes, and the grading policy is clear and defined. Comments are provided to students along with grade, turn-around time for assignments is specified, and assessments are appropriate for distance learning. Students are informed about criteria to evaluate participation in online activities such as discussion groups. Grading policies and turn-around time for assignments and tests are specified and followed.

- All assessments are effectively designed to measure the learning outcomes for HUMA1301 and are appropriate for an online class. This includes assessment criteria for group discussions/projects.
- As noted above, the grading policy is clearly stated and prominently posted. Expected deadlines for and instructor responses to assessments are clearly noted.

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**Criterion 5. Instructional Materials and Activities and Student Interaction:** The required textbook is integrated into course material, and lecture notes, assignments and/or instructional and supplemental materials are provided. Instructional materials are clear, easy to access, and use. Instructional activities support the needs for the course. Learners are encouraged to interact with others and with the course content when appropriate. The course provides ADA compliance and acknowledgement.

- The textbook (Sayer) is effectively integrated with other course materials and learning activities.
- All instructional materials observed are thoughtfully and clearly constructed. As noted above, they are easy to access and use, as well as support the learning objectives of HUMA1301.
- As noted above, students are expected to interact with the instructor and with other students.
- The course is ADA compliant, and an ADA acknowledgement is noted on the syllabus.

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**Criterion 6. Interaction between Students and Instructor:** The instructor responds to student e-mails within the time limits established in the syllabus; the instructor's tone in all correspondence with students is respectful and helpful. The instructor is available for face-to-face conferences during office hours or by appointment.

- Examples of email responses provided by Professor [redacted] indicate that she responds to students within the 24-hour limit stated in her syllabus. Student evaluations indicate that this occurs regularly. The tone of the observed email correspondence was appropriate, and the content was substantive.
- Professor [redacted] is available for face-to-face office hours and has occasionally met with students in person.

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**Evaluator's comments/recommendations: (Please use reverse side if additional space is needed.)**

[redacted signature]  
\_\_\_\_\_  
Faculty Member's Signature

7-9-14  
\_\_\_\_\_  
Date

Donald L. Wessert  
\_\_\_\_\_  
Evaluator's Signature

7/9/14  
\_\_\_\_\_  
Date

Donald L. Wessert  
\_\_\_\_\_  
Dean's Signature

7/9/14  
\_\_\_\_\_  
Date



## BOARD REPORT

### 3 Year Contract for **[REDACTED]** Professor of English

At COLLIN since 1985

#### • Education

Institution	Degree	Major
Texas A & M - Commerce	MA	English
Texas A & M - Commerce	BA	English

#### • Prior Work Experience

Job Title	Organization Name	Date of Employment
Instructor of English	Grayson College	1975 - 1985

#### • Professional Development and Activities

- Serve as researcher and contributor to Central Park Campus (CPC) English Department Teaching Resources website, 2011.
- Attended English Faculty Colloquium presentation by Wendy Commons, "Who We Are, What We Do: Approaches for Teaching English 1301 and 1302 at Collin College," 2011.
- Co-organized, co-conducted, and participated in LINK (Learn, Innovate, Network, Know) workshop, a collaborative endeavor between Collin County high school and college English teachers, sponsored by Collin College, 2009, 2010, and 2011.
- Attended "Viva Composition" Conference, Las Vegas, NV, 2010.
- Co-presented "The Use of Social Media in the Classroom: Panel Discussion with Industry Experts," 2010.
- Attended "American Working-Class Literature" by Dr. Lisa Kirby, "Rural Texas Women at Work" by Dr. Carole Lester, and "Pimp My Powerpoint" by Sue Anne Rische, Brown Bag Presentations, 2010.
- Attended The Teaching Professor Conference, Boston, MA, 2010.
- Attended Claris Workshop on Building Schedules, Steamboat Springs, CO, 2010.
- Attended round-table discussion "Academic Etiquette in 21st Century" led by Dr. Mike McConachie, 2010.
- Attended "Singing through the Pain: Melody, Modernism and 'The Motherland': Teaching Across the Disciplines in Order to Motivate and Retain Students," by Dr. Kimberly Harris, 2010.
- Co-presented two Writing Center workshops on CPC White Paper Project, 2009, 2010.
- Attended guest lecture by Fabian Cousteau in honor of the 40th Anniversary of Earth Day, 2010.
- Chaired CPC's English Department participation in McGraw-Hill national pilot of textbook, Concise Guide to Writing: Writing for College, Writing for Life, a year-long project that provided free textbooks to freshman composition students, 2009 - 2010.

CWID: **[REDACTED]**

Name: **[REDACTED]**

- Co-presented "Instructor's Toolbox: A Critical Thinking Rubric and Student Companion Pieces," 2009.
- Organized and facilitated two CPC English faculty training workshops for McGraw-Hill textbook pilot, 2009, 2010.
- Presented at New Faculty Orientation, 2009.
- Attended "Cowboy Poetry" by Gordon O'Neal, and "Silence, Cunning, and Exile: James Joyce's 'Three-Step Guide to Personal Happiness,'" by Clay Stevens, Brown Bag Presentations, 2009.
- Attended National Day of Writing celebration, 2009.
- Attended "Gender vs. Sex: Which is a Better Predictor of Internet Use" by Amy Trombley, 2009.

- **College Service / College Related Community Service**

- Serving on Council on Excellence (CoE), 2011.
- Serving on Academic Planning Team, 2011.
- Serving as English Discipline Lead, 2011.
- Attended Academic Advising Training, 2011.
- Served on Steering Committee for Faculty Staff Annual Campaign, 2011.
- Co-developed CoE Multi-year Contract Review Norming procedure, 2011.
- Attended Distance Learning Planning meeting, 2011.
- Served on District IT Strategic Planning Committee, 2011.
- Attended Tactical Team Meetings as part of IT Strategic Planning, 2011.
- Attended District English Department curriculum review sub-committee meetings, 2011.
- Organized Pearson Publisher's "Look and Learn Book Fair" for CPC English faculty, 2011.
- Attended Outstanding Professor reception, 2011.
- Serving on CPC Weekend College committee, 2010–present.
- Served as Ex-Officio Chair, Council on Excellence, 2010, 2011.
- Attended Phi Theta Kappa Induction Ceremonies, 2009, 2010, 2011.
- Assisted, COE Workshops on Multi-Year Contract Process, 2010, 2011.
- Attending Collin Board of Trustees meetings, 2009–present.
- Mentor, CPC New Hired Faculty Mentor Program, English faculty, 2009-present.
- Co-chaired, CPC White Paper Project, 2009, 2010, 2011.
- Attended, Student Leadership Academy Luncheon, 2010.
- Attended President Israel's talk to faculty (Faculty Council meeting), 2010.
- Attended, CPC new Faculty Mentor Luncheon, 2010.
- Served on CPC English Faculty Search Committee, 2010.
- Served on Music Faculty Search Committee, 2010.
- Served on Student Organization Awards committee, 2010.
- Attended Phi Theta Kappa Appreciation Tea, 2010.
- Attended Emerging Scholars Ceremony, 2010.
- Attended Martin Luther King Day breakfast, 2010.
- Served on Dean's Online Course Evaluation committee, 2010.
- Served on SACS committee for 3.4.11, 2010.
- Attended reception for U.S. Professor of the Year, Tracey McKenzie, 2009.
- Served as editor for Piper Nomination, 2009.

Approval Signatures:

Recommended [ ] Not Recommended Melinda C. Carter 10.20.2011  
Dean/Director/Supervisor Date

Recommended [ ] Not Recommended Wendy Purdum 12-19-11  
Chair, Council on Excellence Date

Recommended [ ] Not Recommended Sherry Schuman 1-17-12  
Vice President/Provost Date  
 CPC [ ] PRC [ ] SCC

Recommended [ ] Not Recommended Colleen Smith 1-27-12  
District Senior Vice President of Date  
Academic Affairs and Student Development

Recommended [ ] Not Recommended Cheryl [Signature] 2/23/12  
District President Date

Approved [ ] Not Approved by the Board of Trustees at its meeting on 3/27/12  
Date



FACULTY SELF-EVALUATION AND APPLICATION  
FOR MULTI-YEAR CONTRACT FORM

Name: [REDACTED] Division: ACADEMIC AFFAIRS - CPC

Candidate for a 3-year contract  
Beginning in August 2012 and ending May 2015

**Authorization:** I authorize the Council on Excellence to obtain the Student Survey of Instruction forms, class visit forms and the dean's annual faculty performance appraisals and multi-year contract recommendation, and the Board Report form, to be used in confidence by the Council, for the purpose of determining its recommendation for a multi-year contract.

Upon completion of this process, the annual faculty performance appraisal form(s) will be returned to my personnel file and all other records considered in the multi-year contract process will be archived by Human Resources, in compliance with the district's records retention plan.

[REDACTED]

Faculty Member's Signature

10-12-11

Date

**FACULTY SELF-EVALUATION AND APPLICATION**

**I. TEACHING**

**A.**

<b>Semester/Year</b>	<b>Courses Taught</b>	<b>Number of Sections</b>
<b>Fall 2009</b>	<b>ENGL 2328</b>	<b>1</b>
	<b>ENGL 2342</b>	<b>1</b>
<b>Spring 2010</b>	<b>ENGL 2328</b>	<b>1</b>
	<b>ENGL 2342</b>	<b>1</b>
<b>Summer 2010</b>	<b>ENGL 2328</b>	<b>2</b>
<b>Fall 2010</b>	<b>ENGL 2328</b>	<b>1</b>
	<b>ENGL 2332</b>	<b>1</b>
	<b>ENGL 2342</b>	<b>1</b>
<b>Spring 2011</b>	<b>ENGL 1302</b>	<b>1</b>
	<b>ENGL 2328</b>	<b>1</b>
	<b>ENGL 2342</b>	<b>1</b>

**B.**

<b>Current Semester</b>	<b>Courses Taught</b>	<b>Number of Sections</b>
<b>Fall 2011</b>	<b>ENGL 2328</b>	<b>1</b>
	<b>ENGL 2332</b>	<b>1</b>
	<b>ENGL 2342</b>	<b>1</b>

**C. List projects or innovations related to teaching you have created, developed and implemented including any courses or programs developed.**

- Developed Collin's first online honors course (ENGL 2342) to be offered Spring 2012

- Created more multi-modal as well as interactive opportunities for students in my online courses (adding more audio and video files and increasing opportunities for students to interact with each other through discussion forums and face-to-face exam reviews).

## II. STUDENTS

### A. Describe your advising activities.

- As department chair, meet often with students, especially English majors seeking information about transfer institutions, graduate school areas of emphasis, and career opportunities in the field.
- Volunteered in the Advising department (Fall 2009) and worked at an Advising Table (Spring 2011).
- Served as faculty mentor for student in Student Leadership Academy, Fall 2009.
- Attended Academic Advising Training workshop, Summer 2011.

### B. List any student-related activities demonstrating support of students outside of the classroom in which you have been involved. Examples include participation in student organizations, student-related events, or attending student performances / receptions.

- Attended PTK Induction ceremony every semester, 2009 – 2011
- Served as volunteer during Welcome Week activities, 2009 – present
- Served as greeter every semester – 1<sup>st</sup> Week of Classes, 2009 - present
- Attended Student Leadership Academy Luncheon, 2009, 2010
- Attended "Living Art" exhibit staged by Sue Anne Rische's Art Appreciation classes, 2010
- Co-conducted two Writing Center workshops each spring semester for CPC White Paper Project, 2010, 2011
- Served on Student Organization Awards selection committee, 2010
- Attended Phi Theta Kappa Appreciation Tea, 2010
- Attended Emerging Scholars ceremony, 2010

- Co-organized, attended, and participated in White Paper luncheon for student finalists, 2009, 2010, 2011.

### **III. PROFESSIONAL DEVELOPMENT AND ACTIVITIES**

#### **A. List professional activities**

##### **1. Conferences/Workshops attended/conducted**

- Attended "Viva Composition" conference, Las Vegas, NV, Fall 2010
- Co-conducted, Learn, Innovate, Network, Know (LINK) workshop, a collaborative endeavor between Collin English faculty and area high school English teachers, 2009, 2010, and 2011
- Attended The Teaching Professor Conference, Boston, MA, Spring 2010
- Attended Claris Workshop on Building Schedules, Steamboat Springs, CO, Summer 2010
- Co-presented two Writing Center workshops on White Paper project, 2010
- Organized and facilitated two CPC English faculty training workshops for McGraw-Hill national textbook pilot, 2009, 2010
- Conducted Council on Excellence MYC workshop, 2009
- Arranged McGraw-Hill training workshop for faculty as part of a national pilot of English textbook (for which our students received free textbooks in both fall and spring semesters), 2009

##### **2. Professional presentations, papers presented/published/submitted for publication**

- Co-presented "The Use of Social Media in the Classroom: Panel Discussion with Industry Experts," CPC Brown Bag Lecture Series, 2010
- Co-presented "Instructor's Toolbox: A Critical Thinking Rubric and Student Companion Pieces," Faculty Development Day, 2009

3. Involvement in professional organizations

- Member, National Council of Teachers of English, 2009 - present
- Member, Conference of College Composition and Communication, 2009 - present

4. Coursework recently completed or in progress

5. List any other ways in which you remain current in your discipline not reflected in the categories above.

- Serve as researcher and contributor to CPC English Department's Teaching Resources website, a site where faculty post sample syllabi, share assignments, contribute to a blog, and share links to innovative pedagogical approaches.
- Facilitate and attend workshops and in-services with associate faculty to share best practices in their discipline.
- Regularly read professional journals and participate in online professional organization discussions.

#### IV. COLLEGE SERVICE

**A. List college-related activities in which you have participated. Exclude activities expected of all faculty members such as attending All College Day, graduation or division meetings.**

1. College-Wide:

- Serve on Council on Excellence, 2011-2012
- Serve as Ex-Officio Chair of Council on Excellence, 2010 – present
- Serve on Academic Planning Team, 2011-2012
- Serve as English Discipline Lead, 2011
- Attended Distance Learning Planning meeting, 2011
- Served on District IT Strategic Planning Committee, 2011



- Attended Tactical Team Meeting (workshop) as part of IT Strategic Planning Committee, 2011
- Attended Outstanding Professor reception, 2011
- Attended Toni Jenkins farewell reception, Summer 2011
- Attended meeting with President Israel to discuss budget issues, 2011
- Attended Phi Theta Kappa Induction Ceremonies each semester, 2009 – 2011
- Serve on CPC Weekend College committee, 2010 – present
- Assisted, CoE Workshop on Multi-year Contract Process, 2010, 2011
- Regularly attend Collin Board of Trustees meetings, 2009 – present
- Co-chaired, CPC White Paper Project, 2009 – 2011
- Attended, President Israel's talk to faculty (Faculty Council meeting), 2010
- Attended, CPC New Faculty Mentor luncheon, 2010
- Served on Music Appreciation Search Committee, 2010
- Attended MLK breakfast, 2010
- Served on Student Organization Awards committee, 2010
- Served on Dean's Online Course Evaluation committee, 2010
- Served on SACS committee for 3.4.11, 2010
- Chaired, Council on Excellence, 2009 – 2010
- Presented at New Faculty Orientation on CoE responsibilities and processes, 2009
- Co-presented two Writing Center workshops on White Paper project, 2010
- Attended Lisa Kirby's lecture, "American Working-Class Literature," Brown Bag Lecture, 2010
- Attended Dr. Carole Lester's lecture, "Rural Texas Women at Work," Collin Speaker Series, 2010
- Attended guest lecture by Fabian Cousteau in honor of the 40th Anniversary of Earth Day, 2010
- Attended round-table discussion "Academic Etiquette in 21st Century" led by Dr. Mike McConachie, 2010

- Attended "Singing through the Pain: Melody, Modernism and 'The Motherland': Teaching Across the Disciplines in Order to Motivate and Retain Students" by Dr. Kimberly Harris, 2010
- Attended reception for U.S. Professor of the Year, Tracey McKenzie, 2009
- Served as editor for Piper Nomination, 2009
- Served on APT sub-committee to re-examine Faculty Performance Appraisal Form, 2009-2010
- Worked with Kim Russell to write Contract Extension procedures and to finalize MYC procedures in order to post on CoE website, 2009 – 2010
- Met with APT in September, October, and June regarding travel priorities and MYC issues, 2009 – 2010
- Attended Gordon O'Neal lecture, "Cowboy Poetry," Brown Bag Lecture Series, 2009
- Attended Sue Anne Rische's lecture, "The Art of Recycled Art," Brown Bag Lecture Series, 2009
- Attended Clay Steven's lecture, "Silence, Cunning, and Exile: James Joyce's 'Three-Step Guide to Personal Happiness,'" Brown Bag Lecture Series, 2009
- Attended National Day of Writing Celebration, 2009
- Attended Amy Trombley's lecture, "Gender vs. Sex: Which is a Better Predictor of Internet Use," Brown Bag Lecture Series, 2009

2. Division/Department:

- Serve as Department Chair at CPC over English, Foreign Languages, Humanities, Speech, Philosophy
- Serve as English Discipline Lead, 2011-2012
- Co-conducted and participated in LINK (Learn, Innovate, Network, Know) workshops – a collaborative endeavor with Collin English faculty and area high school English teachers, 2009 – 2011
- Attended District English Dept. meetings and sub-committee meetings to work on curriculum review, Spring 2011
- Served on CPC English Faculty Search Committee, 2010

- Chaired, McGraw-Hill 1301 textbook pilot (part of a national study), 2009-2010
- Mentored Ray Slavens (2009-2010), Leslie Richardson (2010-2011) and Wendy Commons (2010 – present)
- Set up Pearson “Look and Learn Book Fair” at CPC, Spring 2011
- Set up Norton Book Fair at CPC, Spring 2010

3. Any other contributions to the college community:

- Attended Cabaret, 2009, 2010
- Regularly attended Collin Theatre productions 2009 – 2011

**B. List professionally related community activities in which you have participated.**

- LINK workshops, 2009 - 2011
- Working directly with McKinney ISD Language Arts Curriculum Director on College Preparedness Initiatives, 2011

**V. OTHER**

**List other professional contributions or job-related items of importance not addressed in previous categories.**



9/2/10 → Geneva Kemp HR  
COPY

FACULTY PERFORMANCE APPRAISAL  
2009-2010

Faculty Member: [REDACTED]

Date: 8/30/10

Annual Appraisal     Probationary Appraisal     Multi-year Contract Appraisal     Other

Period Covered: 2009-2010

Dean: Brenda Carter

Division: Academic Affairs--CPC

INSTRUCTIONS

The primary purpose of the assessment process at CCC is to maintain high quality educational programs. The process focuses on the professional growth and development of each faculty member as an individual in relation to the position description, standards of excellence, divisional and institutional goals and priorities. The performance appraisal process is also used as a component in determining contractual status, including renewal, non-renewal, the awarding of multi-year contracts and termination.

The performance appraisal process is conducted in an atmosphere of open and honest communication between the employee and the supervisor. Each employee is responsible for providing the supervisor with evidence of professional accomplishments during the year that support the mission and goals of the division and the institution. Likewise, the supervisor is responsible for reviewing the employee's professional accomplishments to determine the degree to which the employee met the established objectives for the year. Conducted in an atmosphere of mutual trust and respect, the performance appraisal process provides a growth experience for all college faculty and staff. See Section 9 of the *Faculty and Staff Handbook*.

Criteria for excellence in the performance of faculty "Duties and Responsibilities" are listed by category on the following pages. Using the definitions and examples for these ratings, circle the appropriate rating that matches the individual's performance in each category.

- M Meets standards for excellence
- I Improvement needed
- N Not applicable

Definitions and Examples:

**MEETS:** One or more of the words usually, frequently, successfully, or effectively applies. This rating is appropriate for job performance that meets and may exceed required criteria for excellence in the category.

**IMPROVEMENT NEEDED:** One or more of the terms occasionally, marginally, inadequately, sometimes, or progressing applies. This rating describes performance in which many of the job duties and standards are met, but where improvement in one or more areas is required to meet the criteria for excellence. An action plan must be in place, or be established to accompany this appraisal to clearly identify specific skills or areas in need of continued growth, development and/or improvement.

**NOT APPLICABLE:** The activity is not part of the faculty member's job or position at the college.

**PLEASE NOTE:**

*In the comment area provided following each section, you must justify ratings that indicate a need for improvement.*

## I. TEACHING

1. M I N Facilitates learning.
2. M I N Provides students with the fundamental body of knowledge of his/her discipline.
3. M I N Teaches students to apply that knowledge.
4. M I N Responds to the differing educational requirements of students.
5. M I N Employs current materials in classroom presentations and learning experiences.
6. M I N Uses innovative teaching and learning methods.
7. M I N Employs effective evaluation techniques.
8. M I N Meets classes as scheduled.

### COMMENTS:

██████ served as department chair as well as chair of Council on Excellence this past year; therefore, all of her courses were taught online. This gave her the opportunity to re-examine the structure of her online courses and to reorganize them in ways that benefited both the students and the instructor. She focused largely on creating even more multi-modal opportunities for the students: adding more audio and video files, creating quizzes so that students could gauge their understanding of the texts they read, and including face-to-face exam reviews for students that needed more than the interactive exam reviews already in place in Blackboard.

## II. ASSISTING STUDENTS

1. M I N Understands current career and curriculum options, degree requirements and course transfer information within the discipline and provides timely and tailored advice to students.
2. M I N Helps students with education-based problems and/or directs students to appropriate college resources.
3. M I N Assists students in accessing appropriate college and community resources for non-educational problems.
4. M I N Is available to and approachable by students.

**COMMENTS:**

As department chair, [REDACTED] has many opportunities to advise students. She volunteered in the Advising department last fall during early registration, but students continually seek her out to learn more about the courses within her purview (English, humanities, Spanish, philosophy, and speech). She writes many recommendation letters for students and volunteers every semester during Welcome Week. In addition, she regularly attends the PTK induction ceremonies and mentors students in the Student Leadership Academy. [REDACTED] served as a respondent for the Student Research Conference last spring semester and also co-conducted two Writing Center Workshops to assist students on the CPC White Paper project. Furthermore, she attended the "Living Art" exhibit staged by Sue Anne Riche's Art Appreciation classes at CPC in March, 2010.

**III. COLLEGE SERVICE**

1. MIN Participates in divisional and departmental meetings.
2. MIN Works individually and/or collaboratively with college employees to accomplish discipline, divisional and college missions, goals and objectives, by serving on college-wide task forces, search committees, faculty senate committees, advisory groups, student groups as a faculty adviser, professionally related community activities on behalf of the college, etc.

**COMMENTS:**

Chaired, Council on Excellence, 2009-2010

Presented at New Faculty Orientation, PRC, Aug. 2009

Attended, Student Leadership Academy Luncheon, Aug. 2009

Met with Served on Music Appreciation Faculty Search Committee, Spring 2010

Co-chaired, CPC White Paper Project (held meetings, reviewed papers to select finalists, planned luncheon, filled out paperwork to arrange scholarships), Spring 2010

Wrote blurbs for All College Day announcement of finalists for Outstanding Professor, Aug. 2009

Assisted in Outstanding Professor selection process. Fall 2009

Served as editor for Deborah Cardenas' Piper Nomination, Fall 2009

Mentored, Ray Slavens (new full-time faculty), 2009-2010

Chaired, McGraw-Hill 1301 textbook pilot, 2009-2010

Regularly attended Board of Trustees meetings. 2009-2010

Served on LINK committee; planned next LINK conference, Fall 2009

Served on committee led by Dr. Merry McBryde-Foster to re-examine Faculty Performance Appraisal Form, 2009-2010

Attended and presented (as CoE chair) every Faculty Council meeting, 2009-2010

Worked with Kim Russell to finalize Contract Extension and MYC procedures to post on CoE website, 2009-2010

Maintained and updated CoE website, 2009-2010

Served on Dean's Online Course Evaluation committee, Spring 2010

Served on SACS committee for 3.4.11, Spring 2010

Attended MLK breakfast, Feb. 2010

Co-presented two Writing Center Workshops for White Paper Project, Spring 2010

Worked with selection committee to revise Outstanding Professor Faculty nomination form & posted online, Spring 2010  
Served on CPC Weekend College committee, Spring 2010  
Met with APT in September, October and June re: travel priorities and MYC issues

#### IV. PROFESSIONAL DEVELOPMENT

1. MIN Remains current and competent in the appropriate academic discipline.
2. MIN Participates in an on-going program of professional self-development.
3. MIN Contributes to and participates in college staff development programs, such as annual associate faculty meetings, all-staff activities and workshops, teleconferences, staff development classes, etc.

#### COMMENTS:

Presented, CoE Workshop on Multi-Year Contract process, Aug. 2009  
Co-Presented, "Instructor's Toolbox: A Critical Thinking Rubric and Student Companion Pieces," Faculty Development Day, Aug., 2009  
Organized and set up CPC McGraw-Hill workshop on English textbook pilot, Aug., 2009  
Attended Gordon O'Neal lecture, "Cowboy Poetry," Brown Bag Lecture Series, Sept., 2009  
Attended Sue Anne Riche's lecture, "The Art of Recycled Art," Brown Bag Lecture Series, Sept., 2009  
Attended Clay Stevens' lecture, "Silence, Cunning, and Exile: James Joyce's 'Three-Step Guide to Personal Happiness,'" Brown Bag Lecture Series, Oct., 2009  
Attended National Day of Writing celebration, Oct. 2009  
Attended Amy Trombley's lecture, "Gender vs. Sex: Which is a Better Predictor of Internet Use," Brown Bag Lecture Series, Oct. 2009  
Co-presented two Writing Center workshops on CPC White Paper project, Feb. 2010  
Attended Lisa Kirby's lecture, "American Working-Class Literature," Brown Bag Lecture Series, Feb. 2010  
Attended "Living Art" exhibits staged by Sue Anne Riche's Art Appreciation classes, March 2010  
Attended Dr. Carole Lester's lecture, "Rural Texas Women at Work," Collin Speaker Series, April 2010  
Attended The Teaching Professor Conference in Boston, May 2010  
Attended Claris workshop on Building Schedules in Steamboat Springs, CO., June 2010

#### V. PROFESSIONAL INTERACTION

1. MIN Interacts professionally and courteously with students, teaching faculty and staff, including advising and assisting associate faculty when required or appropriate.
2. MIN Recognizes, respects and encourages ideas of others.



**COMMENTS:**

Martha treats all students, faculty, staff, and administrators with the upmost respect. She prides herself on her patience in dealing with difficult students (and/or colleagues) and works hard to be helpful to everyone. Although she serves officially in the role of mentor to at least one faculty member each year, she is recognized as the unofficial mentor to many new full-time and associate faculty, and not all of these are in even in her own division.

**VI. POLICIES, PROCEDURES AND TIME LINES**

1. **MIN** Performs duties and responsibilities in accordance with established policies and procedures.
2. **MIN** Meets time lines for assigned work.
3. **MIN** Provides timely notice for substitutes and class/schedule changes.

**COMMENTS:**

follows the guidelines of the college and at all times behaves in a professional manner.

**VII. OPTIONAL ACTIVITIES PERFORMED**

**VIII. ACADEMIC CHAIR ACTIVITIES**

*To be completed only for faculty members with Academic Chair responsibilities.*

1. **MIN** Performs Academic Chair duties and responsibilities in accordance with established policies and procedures.
2. **MIN** Meets time lines for assigned Academic Chair work.
3. **MIN** Ensures associate faculty meet criteria required for accreditation.
4. **MIN** Follows hiring procedures and completes related documentation on a timely basis.
5. **MIN** Conducts classroom visits and evaluates each associate faculty member at least one time per year.
6. **MIN** Ensures teaching excellence among associate faculty.

**COMMENTS:**

works hard to hire the best people in the disciplines assigned to her and to communicate with them regularly. She plans opportunities for them to talk to other colleagues in their disciplines and share teaching strategies. She conducts classroom visits on schedule and meets in person with each faculty member she evaluates to go over her evaluation. Along with Mike McConachie, conducted a workshop this summer to help associate faculty better understand the new HB2504 rules and how to write syllabi that

would conform to the new rules. [REDACTED] works closely and collaboratively with the other chairs in our division as well as the chairs at PRC and SCC.

## **IX. DEAN'S ASSESSMENT OF STUDENT EVALUATIONS IN THIS EVALUATION PERIOD**

The Dean has reviewed Professor [REDACTED] student evaluations. Due to her teaching extensively on-line in Spring 2010, there are no student evaluations available. Therefore, the Dean reviewed the evaluations for Fall 2009 only. However, the response rate was small (6 students). The student comments were limited. The comments were contradictory however, there were more positive ratings than negative ratings.

Examples of student comments included:

Offered challenging questions, encouraged us to think about things in a different light

I like that Professor [REDACTED] is so open and available at all times to help her students.

OVERALL EVALUATION: Indicate below the overall appraisal rating which best describes a summary of the above ratings and comments.

MEETS STANDARDS OF EXCELLENCE  
 IMPROVEMENT NEEDED

Comments:

Professor Martha Tolleson has remained a great professor even though her work as COE Chair consumed a lot of her time.

**RECOMMENDATION TO THE COUNCIL ON EXCELLENCE**

To be completed by the Division Dean when the faculty member has become eligible for award of a multi-year contract).

I \_\_\_\_\_ do \_\_\_\_\_ do not recommend this faculty member for a multi-year contract.

JUSTIFICATIONS/COMMENTS:

Division Dean's Statement:

I have reviewed and discussed this performance appraisal with the faculty member.

Division Dean's Signature:

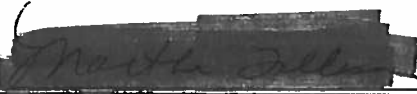
Shenda Carter

Date: 08.31.2010

My Division Dean has reviewed and discussed this performance appraisal with me.  
Please use the back of this form or an attachment if more room for comments is needed.

Comments:

*Thank you for your unstinting support!*

Faculty Member's Signature: 

Date: 8-31-10

**IX. ANNUAL GOALS/OBJECTIVES AND EVALUATION FORM**

**Goal Setting** (Conduct annually.)

Together, the faculty member and division dean should agree on a set of goals for the faculty member for the next fiscal year. After completion, the division dean should give the faculty member a copy of this sheet. The division dean should also retain a copy, and use it as a part of the next year's Faculty Performance Appraisal.

**Goal Review** (Conduct annually.)

The faculty member and division dean should review a copy of the goals set during last year's Faculty Performance Appraisal and, together, evaluate the degree to which this faculty member accomplished the goals. Indicate, in the boxes shown, which goals were accomplished, which were partially accomplished, and which were not accomplished. Provide explanations for goals that were partially accomplished or not accomplished

Goals for Year 2009-2010	Goal Completion	Explanation
Direct English 1301 textbook pilot (part of national study) for both fall and spring semesters (SG 1)	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	The textbook pilot was successfully implemented.
Conduct analysis of dual-credit courses at McKinney North HA and McKinney Christian Academy (SG 3)	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	The analysis was conducted.
Work with Academic Affairs-CPC Dean to create a CPC faculty orientation program.	<input type="checkbox"/> Accomplished <input checked="" type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	[Redacted] created a manual presented at orientation but is still working on other ideas.
	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	

Goals Setting	Goals Review
<i>Drenda Carter</i> 08.31.2010 Division Dean's Signature    Date:	<i>Drenda Carter</i> 08.31.2010 Division Dean's Signature    Date:
[Redacted] Faculty Member's Signature Date: 8-31-10	[Redacted] Faculty Member's Signature Date: 8-31-10

**IX. ANNUAL GOALS/OBJECTIVES AND EVALUATION FORM**

**Goal Setting** (Conduct annually.)

Together, the faculty member and division dean should agree on a set of goals for the faculty member for the next fiscal year. After completion, the division dean should give the faculty member a copy of this sheet. The division dean should also retain a copy, and use it as a part of the next year's Faculty Performance Appraisal.

**Goal Review** (Conduct annually.)

The faculty member and division dean should review a copy of the goals set during last year's Faculty Performance Appraisal and, together, evaluate the degree to which this faculty member accomplished the goals. Indicate, in the boxes shown, which goals were accomplished, which were partially accomplished, and which were not accomplished. Provide explanations for goals that were partially accomplished or not accomplished

<b>Goals for Year 2010-2011</b>	<b>Goal Completion</b>	<b>Explanation</b>
Continue to update Associate Faculty Manual and distribute as faculty are hired	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
Update ENGL 2332 (World Literature) in Blackboard	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
Research CourseHero.com for presentation to faculty at faculty development day.	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
<b>Goals Setting</b>	<b>Goals Review</b>	

<i>Drenda Carter 08.31.2010</i> Division Dean's Signature    Date:	_____ Division Dean's Signature    Date:
_____ Faculty Member's Signature    Date:	_____ Faculty Member's Signature    Date:





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on 9/12/2011 by BAS

COPY

### FACULTY PERFORMANCE APPRAISAL 2010-2011

Faculty Member: [REDACTED]

Date: August 30, 2011

Annual Appraisal     Probationary Appraisal     Multi-year Contract Appraisal     Other

Period Covered: 2010-2011

Dean: \_\_\_\_\_ Division: \_\_\_\_\_

#### INSTRUCTIONS

The primary purpose of the assessment process at CCCC is to maintain high quality educational programs. The process focuses on the professional growth and development of each faculty member as an individual in relation to the position description, standards of excellence, divisional and institutional goals and priorities. The performance appraisal process is also used as a component in determining contractual status, including renewal, non-renewal, the awarding of multi-year contracts and termination.

The performance appraisal process is conducted in an atmosphere of open and honest communication between the employee and the supervisor. Each employee is responsible for providing the supervisor with evidence of professional accomplishments during the year that support the mission and goals of the division and the institution. Likewise, the supervisor is responsible for reviewing the employee's professional accomplishments to determine the degree to which the employee met the established objectives for the year. Conducted in an atmosphere of mutual trust and respect, the performance appraisal process provides a growth experience for all college faculty and staff. See Section 9 of the *Faculty and Staff Handbook*.

Criteria for excellence in the performance of faculty "Duties and Responsibilities" are listed by category on the following pages. Using the definitions and examples for these ratings, circle the appropriate rating that matches the individual's performance in each category.

- M Meets standards for excellence
- I Improvement needed
- N Not applicable

#### Definitions and Examples:

**MEETS:** One or more of the words usually, frequently, successfully, or effectively applies. This rating is appropriate for job performance that meets and may exceed required criteria for excellence in the category.

**IMPROVEMENT NEEDED:** One or more of the terms occasionally, marginally, inadequately, sometimes, or progressing applies. This rating describes performance in which many of the job duties and standards are met, but where improvement in one or more areas is required to meet the criteria for excellence. An action plan must be in place, or be established to accompany this appraisal to clearly identify specific skills or areas in need of continued growth, development and/or improvement.

**NOT APPLICABLE:** The activity is not part of the faculty member's job or position at the college.

PLEASE NOTE:

*In the comment area provided following each section, you must justify ratings that indicate a need for improvement.*

I. TEACHING

1. MIN Facilitates learning.
2. MIN Provides students with the fundamental body of knowledge of his/her discipline.
3. MIN Teaches students to apply that knowledge.
4. MIN Responds to the differing educational requirements of students.
5. MIN Employs current materials in classroom presentations and learning experiences.
6. MIN Uses innovative teaching and learning methods.
7. MIN Employs effective evaluation techniques.
8. MIN Meets classes as scheduled.

COMMENTS:

Because [REDACTED] serves as department chair two of her three courses were taught online each semester in order to give her more time to conduct class visits.

In this academic year, she continued to create more multi-modal opportunities for the students: adding more audio and video files, creating quizzes so that students could gauge their understanding of the texts they read, and including face-to-face exam reviews for students that needed more than the interactive exam reviews already in place in Blackboard. She especially concentrated on improving her interaction with her online students (for example, continued fast responses to e-mails, frequent postings on the announcement board, more personal participation in discussion forums, regular e-mails with updates and reminders) that resulted in a significant increase in the number of student evaluations completed by her online students. In her face-to-face classes, she experimented with assignments that required students to research and create visual arguments as well as written arguments.

[REDACTED] constantly seeks ways to update her teaching approaches and improve student learning. She meets her classes as scheduled.

II. ASSISTING STUDENTS

1. MIN Understands current career and curriculum options, degree requirements and course transfer information within the discipline and provides timely and tailored advice to students.
2. MIN Helps students with education-based problems and/or directs students to appropriate college resources.
3. MIN Assists students in accessing appropriate college and community resources for non-educational problems.
4. MIN Is available to and approachable by students.

COMMENTS:

In addition to participating in a group Advising session (Spring 2011), [REDACTED] has frequent opportunities to advise students in her position as chair of the C & H department. Students seek her out to learn more about the courses within her purview (English, humanities, Spanish, philosophy, and speech). In Spring 2011, she attended a meeting conducted by Dr. Barbara Money to talk with faculty at CPC about academic advising

She writes many recommendation letters for students and volunteers every semester during Welcome Week and serves as a greeter to direct students during the first two days of classes. In addition, she regularly attends the PTK induction ceremonies (Fall and Spring) and the Student Leadership Academy luncheon in the Fall. [REDACTED] co-conducted two Writing Center Workshops to assist students on the CPC White Paper project in the spring.

### III. COLLEGE SERVICE

1. **MIN** Participates in divisional and departmental meetings.
2. **MIN** Works individually and/or collaboratively with college employees to accomplish discipline, divisional and college missions, goals and objectives, by serving on college-wide task forces, search committees, faculty senate committees, advisory groups, student groups as a faculty adviser, professionally related community activities on behalf of the college, etc.

#### COMMENTS:

[REDACTED] is very active in college service initiatives.

Examples of her college service activities include:

Ex-Officio Chair, Council on Excellence, 2010-2011  
Helped supervise CoE MYC review, Fall 2011  
Assisted at New Faculty Orientation, Aug. 2010  
Attended, Student Leadership Academy Luncheon, Aug. 2010  
Attended, President Israel's talk to faculty, Fall 2010  
Attended, New Faculty Mentor Luncheon, Fall 2010  
Served on English Faculty Search Committee, Fall 2010  
Co-chaired, CPC White Paper Project (held meetings, reviewed papers to select finalists, planned luncheon, filled out paperwork to arrange scholarships), Spring 2011  
Mentored Leslie Richardson, 2010-2011  
Mentored, Wendy Commons (new full-time faculty), Spring 2011  
Regularly attended Board of Trustees meetings. 2010-2011  
Served on LINK committee; helped planned and conduct LINK conference, Spring 2011  
Co-presented two Writing Center Workshops for White Paper Project, Spring 2011  
Served on CPC Weekend College committee, 2010-2011  
Attended Distance Learning Planning meeting, Spring 2011  
Served on District IT Strategic Planning Committee, Spring 2011  
Attended Tactical Team Meetings as part of IT Strategic Planning, Spring 2011  
Attended District English Dept. meetings and sub-committee meetings to work on curriculum review, Spring 2011  
Elected Discipline Lead for English Dept, Spring 2011  
Elected to CoE, term to begin Fall 2011  
Set up Pearson "Look and Learn Book Fair" at CPC, Spring 2011  
Attended Outstanding Professor reception, Spring 2011  
Attended meeting with President Israel to discuss budget issues, Spring 2011  
Attended Toni Jenkins farewell reception, Summer 2011

IV. PROFESSIONAL DEVELOPMENT

1. MIN Remains current and competent in the appropriate academic discipline.
2. MIN Participates in an on-going program of professional self-development.
3. MIN Contributes to and participates in college staff development programs, such as annual associate faculty meetings, all-staff activities and workshops, teleconferences, staff development classes, etc.

COMMENTS:

[REDACTED] maintains current in her discipline and actively participates in professional development activities.

Examples of her professional development include:

Assisted, CoE Workshop on Multi-Year Contract process, Aug. 2010  
Attended, Mike McConachie's roundtable discussion, "Academic Etiquette in 21<sup>st</sup> Century," Fall 2010  
Attended, Kimberly Harris's "Singing through the Pain: Melody, Modernism and 'The Motherland': A Lecture Example of Teaching across the Disciplines in Order to Motivate and Retain Students," Fall 2010  
Attended Sue Anne Riche's lecture, "Pimp My PowerPoint," Brown Bag Lecture Series, Fall 2010  
Co-presented with Beth Morley and Amy Trombley, "The Use of Social Media in the Classroom: Panel Discussion with Industry Experts," Brown Bag Lecture Series, Fall 2010  
Co-presented two Writing Center workshops on CPC White Paper project, Spring 2010  
Attended "Viva Composition" Conference, Las Vegas, Fall 2010  
Co-conducted and participated, LINK workshop, Spring 2011

V. PROFESSIONAL INTERACTION

1. MIN Interacts professionally and courteously with students, teaching faculty and staff, including advising and assisting associate faculty when required or appropriate.
2. MIN Recognizes, respects and encourages ideas of others.

COMMENTS:

[REDACTED] treats students, faculty, staff, and administrators with the utmost respect. She prides herself on her patience in dealing with difficult students (and/or colleagues) and works hard to be helpful to everyone. Although she serves officially in the role of mentor to at least one faculty member each year, she is recognized as the unofficial mentor to many new full-time and associate faculty, not all of whom are even in her own division.

She has agreed to lead the district English faculty as they re-examine their curriculum and work to re-vamp their courses, a difficult task that requires diplomacy and tact, but to which she is suited.

VI. POLICIES, PROCEDURES AND TIME LINES

1. MIN Performs duties and responsibilities in accordance with established policies and procedures.
2. MIN Meets time lines for assigned work.
3. MIN Provides timely notice for substitutes and class/schedule changes.

[REDACTED]

COMMENTS:

[REDACTED] follows the guidelines of the college and at all times behaves in a professional manner.

VII. OPTIONAL ACTIVITIES PERFORMED

VIII. ACADEMIC CHAIR ACTIVITIES

*To be completed only for faculty members with Academic Chair responsibilities.*

1. MIN Performs Academic Chair duties and responsibilities in accordance with established policies and procedures.
2. MIN Meets time lines for assigned Academic Chair work.
3. MIN Ensures associate faculty meet criteria required for accreditation.
4. MIN Follows hiring procedures and completes related documentation on a timely basis.
5. MIN Conducts classroom visits and evaluates each associate faculty member at least one time per year.
6. MIN Ensures teaching excellence among associate faculty.

COMMENTS:

[REDACTED] works hard to hire the best people in the disciplines assigned to her and to communicate with them regularly. She attended two workshops for chairs in order to learn the new CougarHR system. [REDACTED] stays informed as to any issues that affect the disciplines in her area and plans opportunities for her associate faculty to talk to other colleagues in their disciplines and share teaching strategies. She conducts classroom visits on schedule and meets in person with each faculty member she evaluates to go over her evaluation. She works diligently to review all syllabi to assure they meet HB2504 guidelines.

Finally, [REDACTED] works closely and collaboratively with the other chairs in our division as well as the chairs at PRC and SCC.

IX. DEAN'S ASSESSMENT OF STUDENT EVALUATIONS IN THIS EVALUATION PERIOD .

Professor [REDACTED] taught two classes online and one onsite for the academic year 2010 – 2011. The responses from the online courses were very small. The majority of the ratings were in the Strongly Agree and Agree categories with some ratings in the Disagree category. The Dean and Professor discussed some of the student comments. After discussion, the Dean was satisfied with [REDACTED] explanations.

Examples of student comments included:

Professor [REDACTED] is very responsive and organized. The expectations are very clear and although there is a lot of work, it has been very enjoyable.

The teacher was very enthusiastic about the material and was very organized. The teacher also explained everything thoroughly and went into great detail. I was never confused on any material.

Professor [REDACTED] was absolutely fantastic! She is a great teacher. The best online class I have had so far. She is well organized, prompt with responses, and has a genuine interest in her students. The stories and poems she chose for the assignments were interesting and thought provoking.

The professor has been one of my favorite professors I have ever had! She is very helpful!!! She will hold special exam review sessions, if requested. Also, she answers emails quickly!! When I did well in a discussion, she gave me positive feedback through email which really motivated me to keep up the hard work. When she did hold a review, she really was interested in getting to know her students. After the review, she and I talked about school and my goals for my education. Her content was organized very well, and I loved that she gave a study guide for exams. I have had many online instructors who do not post study guides for our online exams. In addition, we had two options for tests. We could either take it online where it was timed, or we could request to take it at the testing center with no time limit. She tried to meet the diverse needs of students and help us to be successful. Finally, she is very enthusiastic about literature and has chosen really awesome literary works!

Great professor. She's intelligent, cares about her subject, and understands that courses like this are most enriching when there is a variety of content. Some literature courses offer no chance for students to discuss their interpretation of the reading assignments, and the priority seems to be to assigning the greatest number of pages to read rather than focusing on works of the greatest value. This course gave plenty of opportunity for discussion, and showcased works that were unique and memorable without requiring me to read eight novels a week. I learned about several new favorite authors through this course and felt encouraged to explore them on my own time. And finally, the instructors feedback on assignments was so positive and made me feel like I was really hitting the objectives of this course.

[REDACTED]

Name: [REDACTED] Date: 08.30.2011

**OVERALL EVALUATION:** Indicate below the overall appraisal rating which best describes a summary of the above ratings and comments.

- MEETS STANDARDS OF EXCELLENCE
- IMPROVEMENT NEEDED

**Comments:**

Professor [REDACTED] exemplifies all of Collin's core values. She is dedicated to her students and her profession. Her warm personality makes her a joy to work with.

**RECOMMENDATION TO THE COUNCIL ON EXCELLENCE**

To be completed by the Division Dean when the faculty member has become eligible for award of a multi-year contract).

I  do \_\_\_\_\_ do not recommend this faculty member for a multi-year contract.

**JUSTIFICATIONS/COMMENTS:**

Professor [REDACTED] more than exceeds the qualifications set forth for a multi-year contract.

**Division Dean's Statement:**

I have reviewed and discussed this performance appraisal with the faculty member.

Division Dean's Signature: Brenda Carter Date: 09.07.2011

[REDACTED]

Name: [REDACTED] Date: 08.30.2011

My Division Dean has reviewed and discussed this performance appraisal with me. Please use the back of this form or an attachment if more room for comments is needed.

Comments:

Faculty Member's Signature: [REDACTED]

Date: 9-8-11

[REDACTED]



**IX. ANNUAL GOALS/OBJECTIVES AND EVALUATION FORM**

**Goal Setting (Conduct annually.)**

Together, the faculty member and division dean should agree on a set of goals for the faculty member for the next fiscal year. After completion, the division dean should give the faculty member a copy of this sheet. The division dean should also retain a copy, and use it as a part of the next year's Faculty Performance Appraisal.

**Goal Review (Conduct annually.)**

The faculty member and division dean should review a copy of the goals set during last year's Faculty Performance Appraisal and, together, evaluate the degree to which this faculty member accomplished the goals. Indicate, in the boxes shown, which goals were accomplished, which were partially accomplished, and which were not accomplished. Provide explanations for goals that were partially accomplished or not accomplished

Goals for Year 2010-2011	Goal Completion	Explanation
Continue to update the Associate faculty manual and distribute as faculty are hired.	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	[REDACTED] re-worked the syllabus template for courses to list expectations of faculty clearly. She also contributed to Lisa Kirby's project for English associate faculty's online resources.
Update ENGL 2332 (World Lit) in Blackboard.	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	[REDACTED] set up links to free text sources online and added course materials to supplement classroom lectures.
Research CourseHero.com for presentation to faculty at faculty development day.	<input type="checkbox"/> Accomplished <input checked="" type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	[REDACTED] researched the site and gathered the data; however, there was not a Faculty Development Day for Fall 2010 that allowed for individual presentations.
	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	

Division Dean's Signature: Brenda Carter Date: 09.07.2011

Faculty Member's Signature: [REDACTED] Date: 9-8-2011

**IX. ANNUAL GOALS/OBJECTIVES AND EVALUATION FORM**

**Goal Setting (Conduct annually.)**

Together, the faculty member and division dean should agree on a set of goals for the faculty member for the next fiscal year. After completion, the division dean should give the faculty member a copy of this sheet. The division dean should also retain a copy, and use it as a part of the next year's Faculty Performance Appraisal.

**Goal Review (Conduct annually.)**

The faculty member and division dean should review a copy of the goals set during last year's Faculty Performance Appraisal and, together, evaluate the degree to which this faculty member accomplished the goals. Indicate, in the boxes shown, which goals were accomplished, which were partially accomplished, and which were not accomplished. Provide explanations for goals that were partially accomplished or not accomplished

**Goals for Year 2011-2012      Goal Completion      Explanation**

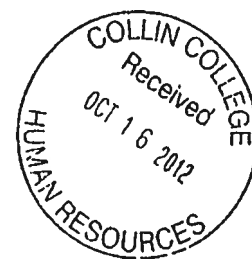
Revise the ENGL 2342 curriculum i.e. textbook, assignments, lecture notes online, etc. (SG 1)	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
To work with the Speech, Humanities, and Philosophy faculty on the revised Spring 2012 schedule (SG 1)	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
To mentor the two new Chairs of Government and History and Psychology and Sociology.	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	

Division Dean's Signature: *Srenda Carter* Date: 09.07.2011

Faculty Member's Signature: [REDACTED] Date: 9-8-2011



10551630



FACULTY PERFORMANCE APPRAISAL 2011-2012

Faculty Member: [Redacted]

Date: September 28, 2012

[X] Annual Appraisal [ ] Probationary Appraisal [ ] Multi-year Contract Appraisal [ ] Other

Period Covered: 2011-2012

Dean: Brenda Carter

Division: Academic Affairs – Central Park Campus

INSTRUCTIONS

The primary purpose of the assessment process at CCCC is to maintain high quality educational programs. The process focuses on the professional growth and development of each faculty member as an individual in relation to the position description, standards of excellence, divisional and institutional goals and priorities. The performance appraisal process is also used as a component in determining contractual status, including renewal, non-renewal, the awarding of multi-year contracts and termination.

The performance appraisal process is conducted in an atmosphere of open and honest communication between the employee and the supervisor. Each employee is responsible for providing the supervisor with evidence of professional accomplishments during the year that support the mission and goals of the division and the institution. Likewise, the supervisor is responsible for reviewing the employee's professional accomplishments to determine the degree to which the employee met the established objectives for the year. Conducted in an atmosphere of mutual trust and respect, the performance appraisal process provides a growth experience for all college faculty and staff. See Section 9 of the Faculty and Staff Handbook.

Criteria for excellence in the performance of faculty "Duties and Responsibilities" are listed by category on the following pages. Using the definitions and examples for these ratings, circle the appropriate rating that matches the individual's performance in each category.

- M Meets standards for excellence
I Improvement needed
N Not applicable

Definitions and Examples:

MEETS: One or more of the words usually, frequently, successfully, or effectively applies. This rating is appropriate for job performance that meets and may exceed required criteria for excellence in the category.

IMPROVEMENT NEEDED: One or more of the terms occasionally, marginally, inadequately, sometimes, or progressing applies. This rating describes performance in which many of the job duties and standards are met, but where improvement in one or more areas is required to meet the criteria for excellence. An action plan must be in place, or be established to accompany this appraisal to clearly identify specific skills or areas in need of continued growth, development and/or improvement.

NOT APPLICABLE: The activity is not part of the faculty member's job or position at the college.

PLEASE NOTE:

In the comment area provided following each section, you must justify ratings that indicate a need for improvement.

## I. TEACHING

1. M I N Facilitates learning.
2. M I N Provides students with the fundamental body of knowledge of his/her discipline.
3. M I N Teaches students to apply that knowledge.
4. M I N Responds to the differing educational requirements of students.
5. M I N Employs current materials in classroom presentations and learning experiences.
6. M I N Uses innovative teaching and learning methods.
7. M I N Employs effective evaluation techniques.
8. M I N Meets classes as scheduled.

## COMMENTS:

Professor [REDACTED] continues to bring fresh ideas into her classroom (both face-to-face and online) pedagogy. She trained last year on Camtasia and is now working to produce videos for all classroom formats. Last spring, she developed and taught the first online honors literature course to be offered at Collin, and it was such a success (problems with the newly implemented Blackboard 9 notwithstanding) that she is teaching it again in Fall 2012. In the summer of 2012, she prepped the first blended dual-credit American Lit 11 course to be offered Fall 2012 at Blue Ridge High School. [REDACTED] works diligently to meet the needs of her students and willingly meets with online students for reviews. Out of respect for the diversity in students' test-taking skills, students in her online courses now have the option of taking untimed versions of every exam in Blackboard in the Testing Center. Increasingly, more students are choosing that option, and the success rates in her online courses have improved accordingly.

## II. ASSISTING STUDENTS

1. M I N Understands current career and curriculum options, degree requirements and course transfer information within the discipline and provides timely and tailored advice to students.
2. M I N Helps students with education-based problems and/or directs students to appropriate college resources.
3. M I N Assists students in accessing appropriate college and community resources for non-educational problems.
4. M I N Is available to and approachable by students.

## COMMENTS:

In her role as department chair, [REDACTED] frequently advises students about curriculum choices that will set them up properly for their transfer institution. She preaches the importance of the college core curriculum and the advantages of obtaining an Associate's degree. She regularly attends PTK Induction ceremonies and conducts Writing Center workshops for the CPC White Paper project.

### III. COLLEGE SERVICE

1. M I N Participates in divisional and departmental meetings.
2. M I N Works individually and/or collaboratively with college employees to accomplish discipline, divisional and college missions, goals and objectives, by serving on college-wide task forces, search committees, faculty senate committees, advisory groups, student groups as a faculty adviser, professionally related community activities on behalf of the college, etc.

#### COMMENTS:

[REDACTED] is extremely active in college service at Collin.

#### Examples include:

Serve, District English Dept. Discipline Lead, 2011- present  
Serve, English District Dept. Curriculum Review Committee, 2011-present  
Serve, English District Dept. Assessment Committee, 2012  
Served, Outstanding Professor Selection Committee, 2012  
CoE, Ex-Officio chair and elected member, 2011-2012  
Served, Academic Planning Team, 2011-2012  
Organized and led LINK workshop for McKinney ISD English teachers, Dec. 2011  
Assisted, Multi-Year Contract Workshop, Fall 2011  
Conducted two Writing Center Workshops on CPC's White Paper project  
Organized and led CPC's White Paper project  
Served on Steering Committee for Faculty/Staff Annual Campaign, 2011  
Assisted, English Temp-Fulltime Faculty Selection, 2012  
Trained/Mentored, new SCC English Dept. chairs, Summer 2012  
Attended all Faculty Council Meetings, 2011-2012  
Participated, "Completion and Core Values: Where Do We Go From Here?" Spring 2012  
Assisted in supervising CoE MYC Review, Fall 2011

### IV. PROFESSIONAL DEVELOPMENT

1. M I N Remains current and competent in the appropriate academic discipline.
2. M I N Participates in an on-going program of professional self-development.
3. M I N Contributes to and participates in college staff development programs, such as annual associate faculty meetings, all-staff activities and workshops, teleconferences, staff development classes, etc.

#### COMMENTS:

[REDACTED] remains current in her discipline. She regularly participates in professional development activities.

#### Examples include:

Attended, English Colloquium led by Wendy Commons: "Who We Are, What We Do: Approaches for Teaching English 1301 & 1302 at Collin College," Sept. 2011  
Participated, English Dept. Colloquium: "Tech Talk: Strategies for Using Technology in the Classroom," Nov. 2011

Participated: English Dept. Colloquium: "Best Practices: Conversations about Effective Classroom Management and Engagement," Jan. 2012  
Attended, English Dept Colloquium conducted by Leslie Richardson on de Botton's *Status Anxiety*, Feb. 2012  
Attended/Participated, "College Success Summit," (THECB), Austin, TX, Summer 2012  
Attended, "Investing for Income," lecture by Mike Cohick, January 2012  
Attended, "How to Develop a Fitness and Nutrition Program," lecture by Susan Evans and Tony Airhart, Jan. 2012

V. PROFESSIONAL INTERACTION

1. M I N Interacts professionally and courteously with students, teaching faculty and staff, including advising and assisting associate faculty when required or appropriate.
2. M I N Recognizes, respects and encourages ideas of others.

COMMENTS:

[REDACTED] shows patience, kindness, and respect towards everyone: colleagues, administrators, staff, and students. She mentors all her associate faculty and makes herself available to them at all hours of the day, night, and weekends in order to help them be successful in their classes. She continues as English Discipline lead, setting up a system that will allow for all English faculty to have input into the direction of their program. She works hard to lead by example and to help new faculty feel comfortable in their new roll at the college.

VI. POLICIES, PROCEDURES AND TIME LINES

1. M I N Performs duties and responsibilities in accordance with established policies and procedures.
2. M I N Meets time lines for assigned work.
3. M I N Provides timely notice for substitutes and class/schedule changes.

COMMENTS:

[REDACTED] follows all college policies and always performs in a professional manner.

VII. OPTIONAL ACTIVITIES PERFORMED

VIII. ACADEMIC CHAIR ACTIVITIES

*To be completed only for faculty members with Academic Chair responsibilities.*

1. M I N Performs Academic Chair duties and responsibilities in accordance with established policies and procedures.
2. M I N Meets time lines for assigned Academic Chair work.
3. M I N Ensures associate faculty meet criteria required for accreditation.
4. M I N Follows hiring procedures and completes related documentation on a timely basis.

5. **MIN** Conducts classroom visits and evaluates each associate faculty member at least one time per year.
6. **MIN** Ensures teaching excellence among associate faculty.

**COMMENTS:**

[REDACTED] works each year to hire the best people in the disciplines assigned to her and to communicate with them regularly. She plans opportunities for associate faculty to meet with other colleagues in their disciplines in order to share teaching strategies. She conducts classroom visits on schedule and meets in person with each faculty member she evaluates to go over her evaluation of their performance. She works diligently to review all syllabi to ensure they meet HB2504 guidelines and, especially this year, to verify that they all reflected new state-mandated SLOs. In addition, [REDACTED] works closely with the other department chairs, not just at CPC but also at PRC and SCC, to assure quality hires and to maintain consistency in the district.

IX. DEAN'S ASSESSMENT OF STUDENT EVALUATIONS IN THIS EVALUATION PERIOD

The Dean reviewed the student evaluations for Professor [REDACTED] for academic year 2011 – 2012. Due to [REDACTED] involvement at Collin, [REDACTED] courses were predominately online. The online responses were very small which skewed the results. The Dean discussed with Professor [REDACTED] some comments. The Dean was satisfied with Professor [REDACTED] explanation as to the possible source of the comments (Black Board issues). The majority of the ratings were in the strongly agree and agree categories.

Examples of student comments:

I like how the class has structure laid out from the beginning and has everything prepared so here are no crazy surprises. The teacher was also very easy to approach with any question and very helpful in answering. The material is hard but the teach was wonderful and helpful so it was easy to understand and provided comments to improve.

The online course was organized very well and the study notes provided were a great contribution in understanding the literature were were reading.

She provided ample information about the course, the assignments and what was required to make good grades and learn the material. This is by far the most engaged in an English class I have been. I have enjoyed it.

Professor [REDACTED] is incredibly engaging during her lectures. She sees the importance of classical works as they relate to current day. She does her best to not only prepare students for exams but encourages a deep understanding of literature in general.

Professor [REDACTED] is very knowledgeable and enthusiastic which plants the seed for her students to be positive and in a great learning environment.



OVERALL EVALUATION: Indicate below the overall appraisal rating which best describes a summary of the above ratings and comments.

- MEETS STANDARDS OF EXCELLENCE
- IMPROVEMENT NEEDED

Comments:

**RECOMMENDATION TO THE COUNCIL ON EXCELLENCE**

To be completed by the Division Dean when the faculty member has become eligible for award of a multi-year contract).

I \_\_\_\_\_ do \_\_\_\_\_ do not recommend this faculty member for a multi-year contract.

JUSTIFICATIONS/COMMENTS:

Division Dean's Statement:

I have reviewed and discussed this performance appraisal with the faculty member.

Division Dean's Signature: Shonda Carter Date: 10.02.2012

Name: [REDACTED] Date: 09.28.2012

My Division Dean has reviewed and discussed this performance appraisal with me. Please use the back of this form or an attachment if more room for comments is needed.

Comments:

Faculty Member's Signature

[REDACTED]

Date:

10-2-12

**IX. ANNUAL GOALS/OBJECTIVES AND EVALUATION FORM**

**Goal Setting (Conduct annually.)**

Together, the faculty member and division dean should agree on a set of goals for the faculty member for the next fiscal year. After completion, the division dean should give the faculty member a copy of this sheet. The division dean should also retain a copy, and use it as a part of the next year's Faculty Performance Appraisal.

**Goal Review (Conduct annually.)**

The faculty member and division dean should review a copy of the goals set during last year's Faculty Performance Appraisal and, together, evaluate the degree to which this faculty member accomplished the goals. Indicate, in the boxes shown, which goals were accomplished, which were partially accomplished, and which were not accomplished. Provide explanations for goals that were partially accomplished or not accomplished

Goals for Year 2011-2012	Goal Completion	Explanation
Revise the ENGL 2342 curriculum i.e. textbook, assignments, lecture notes, online, etc. (SG 1)	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	[REDACTED] totally revamped the course to fit better with Blackboard.
To work with the Speech, Humanities, Philosophy faculty on the revised Spring 2012 schedule (SG 1)	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	[REDACTED] met with faculty in the respective disciplines. She then met with the Dean to discuss possible changes in the schedule.
To mentor the two new Chairs of Government and History and Psychology and Sociology.	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	[REDACTED] provided and still continues to provide mentorship to the new chairs.
	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	

Faculty Member's Signature: [REDACTED] Date: 10-5-12

Division Dean's Signature: *Shunda Carter* Date: 10.05.2012

**IX. ANNUAL GOALS/OBJECTIVES AND EVALUATION FORM**

**Goal Setting** (Conduct annually.)

Together, the faculty member and division dean should agree on a set of goals for the faculty member for the next fiscal year. After completion, the division dean should give the faculty member a copy of this sheet. The division dean should also retain a copy, and use it as a part of the next year's Faculty Performance Appraisal.

**Goal Review** (Conduct annually.)

The faculty member and division dean should review a copy of the goals set during last year's Faculty Performance Appraisal and, together, evaluate the degree to which this faculty member accomplished the goals. Indicate, in the boxes shown, which goals were accomplished, which were partially accomplished, and which were not accomplished. Provide explanations for goals that were partially accomplished or not accomplished

Goals for Year 2012-2013	Goal Completion	Explanation
Improve skills in using Camtasia and produce more videos for online courses.	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
Begin in spring 2013 to train new chair.	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
Examine feasibility of offering blended classes at more remote dual credit sites and work with associate faculty and fulltime faculty to develop online component.	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
Work with English assessment sub-committee on improving English dept. assessment for CIP.	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	

Faculty Member's Signature: [Redacted] Date: Oct. 2, 2012

Division Dean's Signature: Brinda Carter Date: 10.02.2012



FACULTY PERFORMANCE APPRAISAL
2012 - 2013

Faculty Member: [Redacted]

Date: September 26, 2013

[X] Annual Appraisal

Period Covered: 2012 - 2013

Dean: Brenda Carter

Division: Academic Affairs - Central Park Campus

INSTRUCTIONS

The primary purpose of the assessment process at Collin is to maintain high quality educational programs. The process focuses on the professional growth and development of each faculty member as an individual in relation to the position description, standards of excellence, divisional and institutional goals and priorities. The performance appraisal process is also used as a component in determining contractual status, including renewal, non-renewal, the awarding of multi-year contracts and termination.

The performance appraisal process is conducted in an atmosphere of open and honest communication between the employee and the supervisor. Each employee is responsible for providing the supervisor with evidence of professional accomplishments during the year that support the mission and goals of the division and the institution. Likewise, the supervisor is responsible for reviewing the employee's professional accomplishments to determine the degree to which the employee met the established objectives for the year. Conducted in an atmosphere of mutual trust and respect, the performance appraisal process provides a growth experience for all college faculty and staff. See Section 9 of the Faculty and Staff Handbook.

Criteria for excellence in the performance of faculty "Duties and Responsibilities" are listed by category on the following pages. Using the definitions and examples for these ratings, circle the appropriate rating that matches the individual's performance in each category.

- M Meets standards for excellence
I Improvement needed
N Not applicable

Definitions and Examples:

MEETS: One or more of the words usually, frequently, successfully, or effectively applies. This rating is appropriate for job performance that meets and may exceed required criteria for excellence in the category.

IMPROVEMENT NEEDED: One or more of the terms occasionally, marginally, inadequately, sometimes, or progressing applies. This rating describes performance in which many of the job duties and standards are met, but where improvement in one or more areas is required to meet the criteria for excellence. An action plan must be in place, or be established to accompany this appraisal to clearly identify specific skills or areas in need of continued growth, development and/or improvement.

NOT APPLICABLE: The activity is not part of the faculty member's job or position at the college.

PLEASE NOTE:

In the comment area provided following each section, you must justify ratings that indicate a need for improvement.

I. TEACHING

1. MIN Facilitates learning.
2. MIN Provides students with the fundamental body of knowledge of his/her discipline.
3. MIN Teaches students to apply that knowledge.
4. MIN Responds to the differing educational requirements of students.
5. MIN Employs current materials in classroom presentations and learning experiences.
6. MIN Uses innovative teaching and learning methods.
7. MIN Employs effective evaluation techniques.
8. MIN Meets classes as scheduled.

COMMENTS:

Professor [REDACTED] devotes great time and energy towards providing her students with the critical thinking, analytical, and composition skills they will need for the future. She constantly searches for new ways to present material to avoid getting stale in her approach.

She is a leader in online teaching who gains high praise for the solid format, organization, and variety of modalities she incorporates into that learning environment. In the fall semester, she taught an online honors course for the second time, a course that was rigorous and challenging. Also, in both fall and spring semesters, [REDACTED] taught blended dual-credit courses at Blue Ridge High School, the first blended courses offered for dual credit students at Collin. She describes this format as the best of both worlds, one in which she was able to meet with students to give them the guidance they needed while still allowing them the independence and flexibility to become self-directed learners. [REDACTED] willingly meets her students at whatever campus is most convenient to them in order to make sure they understand the material and to help them develop strategies for improvement.

II. ASSISTING STUDENTS

1. MIN Understands current career and curriculum options, degree requirements and course transfer information within the discipline and provides timely and tailored advice to students.
2. MIN Helps students with education-based problems and/or directs students to appropriate college resources.
3. MIN Assists students in accessing appropriate college and community resources for non-educational problems.
4. MIN Is available to and approachable by students.

COMMENTS:

[REDACTED] frequently advises students about curriculum choices that will align them properly for transfer to four-year institutions. As chair of the department, she often meets with students (not just her own) and her main

emphasis with all of them is completion of the core curriculum and the advantages of obtaining an Associate's degree. She regularly attends PTK Induction ceremonies and Emerging Scholar ceremonies, and she volunteers for first week activities and Welcome Week activities.

### III. COLLEGE SERVICE

1. **MIN** Participates in divisional and departmental meetings.
2. **MIN** Works individually and/or collaboratively with college employees to accomplish discipline, divisional and college missions, goals and objectives, by serving on college-wide task forces, search committees, faculty senate committees, advisory groups, student groups as a faculty adviser, professionally related community activities on behalf of the college, etc.

#### COMMENTS:

[REDACTED] is extremely engaged in college service at Collin. She fits the definition of an "engaged faculty member."

#### Examples include:

Chaired, Council on Excellence, 2012-2013  
Serve, Communication Advisory Committee, 2012 – present  
Serve, English District Discipline Lead, 2011 – present  
Serve, English District Curriculum Review Committee, 2011 – present  
Serve, English District Assessment Committee, 2012 – present  
Serve, District Syllabus Template Development Committee, 2012 – present  
Served, English Dept Chair Committee to establish guidelines for faculty competencies, Fall 2012  
Compiled and completed, Core Review materials for ten (10) English courses in the core curriculum per CAB requirements, Fall 2012- Spring 2013  
Presented, Outstanding Professors presentation at Board of Trustees April 2013 meeting  
Served, Respiratory Search Committee, Spring 2013  
Served, CoE Multi-Year Contract Workshop, Summer 2013  
Served, Associate Vice-President for Outreach Programs Search, Spring 2013  
Co-Founder, Collin Composition Academy, Fall 2012  
Served, co-edited new Department Chair Procedures Manual, Spring/Summer 2013  
Co-Presented with Wendy Gunderson, "Getting Ready for the Multi-Year Contract Process: What You Need to Know," Fall Faculty Development Day, 2012  
Presented Council on Excellence information at New Faculty Orientation, Fall 2012

### IV. PROFESSIONAL DEVELOPMENT

1. **MIN** Remains current and competent in the appropriate academic discipline.
2. **MIN** Participates in an on-going program of professional self-development.
3. **MIN** Contributes to and participates in college staff development programs, such as annual associate faculty meetings, all-staff activities and workshops, teleconferences, staff development classes, etc.

#### COMMENTS:

Attended, College on Composition and Communication Conference, Las Vegas, NV, Spring 2013

Facilitated and presented with Lisa Kirby, Lisa Roy-Davis, Natasha Robinson, Scott Cheney, and Michael Schueth, "Teaching Freshman Composition, Review, Rethink, and Renew," for Associate Faculty Conference, Spring 2013.

Planned Collin Composition Academy presentations for Fall 2013: three presentations at Faculty Development Day (Aug. 2013), a half-day workshop for Faculty Development Week, and one full-day regional conference on Composition Trends to be held in October.

Researched Composition/Rhetoric graduate programs across the nation to develop a pedagogically sound and informed curriculum of professional development opportunities for Collin English faculty to successfully meet SACS expected competencies in the teaching of college composition.

Attended, Book-in-Common author presentation at CPC on *My Dyslexia*, Spring 2013

#### V. PROFESSIONAL INTERACTION

1. MIN Interacts professionally and courteously with students, teaching faculty and staff, including advising and assisting associate faculty when required or appropriate.
2. MIN Recognizes, respects and encourages ideas of others.

#### COMMENTS:

[REDACTED] serves as a role model to new faculty and mentors them regularly. She gladly shared her expertise with the two new in-coming chairs this summer to facilitate and smooth their transition into their new roles. [REDACTED] shows respect to and extends friendship towards all faculty and staff and is considered the "go-to" person whenever anyone needs information, help, or advice. She enthusiastically praises her colleagues (both full-time and part-time) and encourages them to try new things in the classroom and as a part of their college service. In her role as chair, she consistently soothed ruffled feathers on the part of both students and associate faculty, allowing all parties to come away with egos intact while still having learned something in the process.

#### VI. POLICIES, PROCEDURES AND TIME LINES

1. MIN Performs duties and responsibilities in accordance with established policies and procedures.
2. MIN Meets time lines for assigned work.
3. MIN Provides timely notice for substitutes and class/schedule changes.

#### COMMENTS:

[REDACTED] adheres to all college policies and performs in a professional manner at all times.

#### VII. OPTIONAL ACTIVITIES PERFORMED

#### VIII. ACADEMIC CHAIR ACTIVITIES

*To be completed only for faculty members with Academic Chair responsibilities.*

1. MIN Performs Academic Chair duties and responsibilities in accordance with established policies and procedures.
2. MIN Meets time lines for assigned Academic Chair work.



3. MIN Ensures associate faculty meet criteria required for accreditation.
4. MIN Follows hiring procedures and completes related documentation on a timely basis.
5. MIN Conducts classroom visits and evaluates each associate faculty member at least one time per year.
6. MIN Ensures teaching excellence among associate faculty.

**COMMENTS:**

[REDACTED] took great pride in hiring excellent, qualified faculty in all the disciplines she supervised and she communicated with them on a regular basis. She facilitated meetings between associate faculty and other colleagues in their disciplines so that they could share teaching strategies specific to their curriculum. She conducted classroom visits on schedule and met with each instructor afterward to go over her evaluation of their performance. [REDACTED] provided input on the new Chair manual put together by Cathy Donald-Whitney and has agreed to serve on a committee that has been charged with examining chair processes across the district (2013-2014). She is a supportive colleague to her fellow English chairs and meets regularly with them to provide consistency in hiring, textbook choices, and other chair duties at each campus. She has agreed to serve as mentor to the new chairs as they begin their roles at CPC this fall.

IX. DEAN'S ASSESSMENT OF STUDENT EVALUATIONS IN THIS EVALUATION PERIOD

The Dean reviewed the student evaluations for Professor [REDACTED] for academic year 2012-2013. Due to [REDACTED] responsibilities as Chair of Communication and Humanities and Chair of COE, she was not able to teach the standard of five classes per semester. The Dean did not have any concerns over any student comments.

Examples of student comments included:

Even though it is an on-line course, [REDACTED] expresses interest in meeting with her students face-to-face and discussing the subject we are currently working on. It's this type of extra step that places [REDACTED] a step above the rest.

I really enjoyed this class. Sometimes it hurts my head to think so hard in order to respond in a meaningful way to the discussions and write responses to the stories and novels. I see this as a good thing and appreciated being pushed to improve my critical thinking skills.

I really love how enthusiastic the instructor is about the curriculum. She seems to genuinely love what she does as well as being really positive towards her students. Her enthusiasm I feel truly rubs off on her students and when she provides constructive criticism she does it in such a way that makes the student feel better about what they did. It's as though she teaches and the interest she takes in the subject matter as well as her students encourages us to take pride in our work.

She is very knowledgeable about the material we have to read. She is always available to answer questions about our readings. She provides us with all the necessary materials we need in order to be successful in this class. She is very understanding. If there is a glitch or error performing anything online, she is very understanding and will do whatever she can to fix the problem in a timely manner.

Toward the end of the semester, I started to slack off and didn't turn in a few assignments. She contacted my school's counselor (I'm in high school taking dual credit) and got me back on track before my grade got so low that I couldn't bring it back up. For that, I thank her very much.

OVERALL EVALUATION: Indicate below the overall appraisal rating which best describes a summary of the above ratings and comments.

- MEETS STANDARDS OF EXCELLENCE
- IMPROVEMENT NEEDED

Comments:

Professor [REDACTED] meets and exceeds the standards of excellence as established by Collin College.

RECOMMENDATION TO THE COUNCIL ON EXCELLENCE

To be completed by the Division Dean when the faculty member has become eligible for award of a multi-year contract).

I \_\_\_\_\_ do \_\_\_\_\_ do not recommend this faculty member for a multi-year contract.

JUSTIFICATIONS/COMMENTS:

Division Dean's Statement:

I have reviewed and discussed this performance appraisal with the faculty member.

Division Dean's Signature: Debra Carter Date: September 30, 2013

Name: [REDACTED] Date: 09.26.2013

My Division Dean has reviewed and discussed this performance appraisal with me. Please use the back of this form or an attachment if more room for comments is needed.

Comments:

Faculty Member's Signature

[REDACTED SIGNATURE]

Date: 9-30-13

## IX. ANNUAL GOALS/OBJECTIVES AND EVALUATION FORM

**Goal Setting** (Conduct annually.)

Together, the faculty member and division dean should agree on a set of goals for the faculty member for the next fiscal year. After completion, the division dean should give the faculty member a copy of this sheet. The division dean should also retain a copy, and use it as a part of the next year's Faculty Performance Appraisal.

**Goal Review** (Conduct annually.)

The faculty member and division dean should review a copy of the goals set during last year's Faculty Performance Appraisal and, together, evaluate the degree to which this faculty member accomplished the goals. Indicate, in the boxes shown, which goals were accomplished, which were partially accomplished, and which were not accomplished. Provide explanations for goals that were partially accomplished or not accomplished

Goals for Year 2012-2013	Goal Completion	Explanation
Improve skills in using Camtasia and produce more videos for online courses.	<input type="checkbox"/> Accomplished <input checked="" type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	[REDACTED] is still working on producing more videos but has two that are nearing completion.
Begin in spring 2013 to train new chair.	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	Began working with the two new chairs this summer to help facilitate their transition into their new role.
Examine feasibility of offering blended classes at more remote dual credit sites and fulltime faculty to develop online component.	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	Offered an additional blended class at Community HS this year in addition to Blue Ridge HS. Added two full-time faculty to the online environment.
Work with English assessment sub-committee on improving English dept. assessment for CIP.	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	New assessment is being piloted this fall for implementation this spring.

Faculty Member's Signature: [REDACTED] Date: \_\_\_\_\_

Division Dean's Signature: Dee da Carter Date: September 30, 2013

**IX. ANNUAL GOALS/OBJECTIVES AND EVALUATION FORM**

**Goal Setting** (Conduct annually.)

Together, the faculty member and division dean should agree on a set of goals for the faculty member for the next fiscal year. After completion, the division dean should give the faculty member a copy of this sheet. The division dean should also retain a copy, and use it as a part of the next year's Faculty Performance Appraisal.

**Goal Review** (Conduct annually.)

The faculty member and division dean should review a copy of the goals set during last year's Faculty Performance Appraisal and, together, evaluate the degree to which this faculty member accomplished the goals. Indicate, in the boxes shown, which goals were accomplished, which were partially accomplished, and which were not accomplished. Provide explanations for goals that were partially accomplished or not accomplished

Goals for Year 2013-2014	Goal Completion	Explanation
Mentor new chairs in their first year as chairs.	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
Organize, facilitate, and host all-day regional composition pedagogy conference in October as part of SACS competency strategy.	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
Participate in pilot of new ENGL1301 assessment of critical thinking and oversee implementation of the full assessment in Spring 2014.	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
Work on online template for ENGL 2342.	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	

Faculty Member's Signature: [REDACTED] Date: 9/30/13

Division Dean's Signature: *Shunda Carter* Date: September 30, 2013

COLLIN COUNTY COMMUNITY COLLEGE

Online Instruction Evaluation

Class/section: ENGL 2328 WC1

Date of Visit: May 9, 2011

Faculty Name: [REDACTED]

This evaluation should take place jointly, with the dean and faculty member going over the course together (face-to-face) allowing for dialogue about the course set-up and questions/answers from both parties. Under geographic or other special constraints, alternative evaluation sessions may be arranged between the dean or chair and the faculty member.

**Criterion 1. Course Overview and Introduction:** Students are introduced to the course including an online or face-to-face orientation, and/or instructions for starting guidelines (and this is specified). Contact information and methods of contact including e-mail, phone and online office hours, and student expectations, as well as turnaround time on e-mail are stated.

Professor [REDACTED] online course has a "Start Here" tab. This tab provides an overview of the course, instructions, guidance in regards to finding information, and helpful hints among other items. Her contact information is on her main page. Included in the contact information is her e-mail address, telephone number, physical office number, and online office hours. Her turn-around time for responding to e-mails (within 48 hours) is clearly stated. Included in her syllabus are student expectations.

**Criterion 2. Navigation of Web Page and Technology:** The web course is easy to navigate, course documents are in HTML or PDF formats (when possible), and the course is accessible through Blackboard. Links to course and college resources are provided and are current (Distance Learning, Collin home page, Writing Center, library resources, Blackboard 24/7 support, ACCESS, etc.). Technology requirements for course are stated and information on needed plug-ins is provided. Copyright and 3<sup>rd</sup>-party legal statements are included.

[REDACTED] course is easy to read, follow, and navigate. Her course is accessible through Blackboard. She has links to the Collin home page, library, Turn-It-In, distance learning services, ACCESS, the Blackboard support page, in addition to supplemental material i.e. authors information, frequently asked questions, etc. The course materials are in HTML format. The technical requirements for the course are listed in the Orientation tab which is easy to link to. Copyright and 3<sup>rd</sup> party legal statements are included on her home page.

**Criterion 3. Course Content and Learning Competencies:** The course content meets appropriate learning outcomes as well as academic standards. The syllabus meets CAB and department required standards. Course objectives (expected outcomes) and content are equivalent to face-to face or traditional classroom courses

[REDACTED] syllabus meets both CAB and the Department of Academic Affairs standards. Her course content meets the English department student learning outcomes and are clearly linked to the outcomes. The online course objectives are equivalent to her face-to-face objectives.

**Criterion 4. Assessment and Measurement:** Assessments measure learning outcomes, and the grading policy is clear and defined. Comments are provided to students along with grade, turn-around time for assignments is specified, and assessments are appropriate for distance learning. Students are informed about criteria to evaluate participation in online activities such as discussion groups. Grading policies and turn-around time for assignments and tests are specified and followed.

[REDACTED] assessments are appropriate for her online class. Her grading policies are clearly listed in her syllabus. The grading policies are clearly specified for the respective assignment

i.e. discussion and response papers. [redacted] provides student comments via Turn-It-In. Her syllabus provides the criteria for the discussion boards/forums evaluations.

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**Criterion 5. Instructional Materials and Activities and Student Interaction:** The required textbook is integrated into course material, and lecture notes, assignments and/or instructional and supplemental materials are provided. Instructional materials are clear, easy to access, and use. Instructional activities support the needs for the course. Learners are encouraged to interact with others and with the course content when appropriate. The course provides ADA compliance and acknowledgement.

[redacted] lists the required textbook. Her calendar informs students of the due dates of the various assignments, including readings from the text with specific page numbers. Lecture notes, assignments, and instructional materials are provided. It is easy for students to access via one click. The instructional activities support the needs for the course. [redacted] provides incentives for students to participate in ongoing discussion forums. Her syllabus cites Collin's ADA compliance statement. In addition, she provides auditory notes for some of the readings. She places unlimited timed exams in the Testing Center for ACCESS students.

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**Criterion 6. Interaction between Students and Instructor.** The instructor responds to student e-mails within the time limits established in the syllabus; the instructor's tone in all correspondence with students is respectful and helpful. The instructor is available for face-to-face conferences during office hours or by appointment.

[redacted] reviews with her students the erroneous information missed on their essay questions. She provides opportunities for students to meet with her on campus. She responds to students within the prescribed time. Her e-mails contain the appropriate tone for correspondence.

---

Evaluator's comments/recommendations: (Please use reverse side if additional space is needed.)  
No recommendations given. [redacted] online course is easy to navigate and comprehend.

---

Instructor's comments/recommendations: (Please use reverse side if additional space is needed.)

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SIGNATURES

[redacted]	[redacted]	6-6-11
Instructor:	CWID	Date
<i>Brenda Carter</i>		06.06.11
Evaluator:		Date
<i>Brenda Carter</i>		06.06.11
Academic Dean:		Date

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EVALUATION FORM FOR CLASSROOM VISIT

Class/section: ENGL 2332 C01

Date of Visit: September 14, 2011

Faculty Name: [Redacted]

Evaluator: Evaluate the instructor based on the four criteria listed below by describing your observations of their classroom presentation/activities conducted during your visit.

- Criterion 1. Preparation: the instructor provided examples to reinforce concepts, provided clear answers to students' questions, expanded upon the textbook;
- Criterion 2. Content: the instructor used appropriate materials, previewed upcoming course material, presented in a logical sequence;
- Criterion 3. Methodology: the instructor respected the students, presented enthusiastically, used variety of presentation methods, and moved from podium;
- Criterion 4. Student Involvement: the instructor solicited questions, comments and examples, provided opportunities for group or individual discussion on the material, and students participated in experiential activities.

1. The instructor was prepared for class.

Professor [Redacted] was in class prior to the start time. She had a video clip set up for her class. Her examples provided to the class of the concepts covered were clear and understandable. When asked a question by a student, [Redacted] did not answer the question until after she allowed other students to come up with possible answers. She expanded upon the textbook by explaining the last part of the *Odyssey* which was not in the text. She also gave thorough descriptions of what was occurring in Greece during this time frame and of how many of our current words were derived from this time frame as well i.e. drama, thespian, and tantalize. [Redacted] would often state "As I said earlier" to link her current lecture to prior lectures.

2. The content of the class session was appropriate for achieving instructional goals.

The topic of this class was Homer's *Odyssey*. [Redacted] did a great job in summarizing this epic work. [Redacted] provided an example *Forrest Gump* which assisted students in coming up with solutions. She asked her class to discuss other epics in comparison to *Odyssey* and gave them adequate time to come up with solutions. She showed a video clip (in modern English) of the play which was also very helpful in illuminating many of the questions she posed to the class. [Redacted] would remind students of prior acts in *Odyssey* and of the Greek culture in explanation of the video clip. Before the class ended, she informed the students of the upcoming readings and an exam.

3. The instructor effectively presented the material.

[Redacted] displayed respect for her students. She had an engaging style of presentation. She asked a variety of questions, all designed to have her students display critical thinking skills. She utilized the white board, the text, pictures, and a video, as well as classroom discussion. These methods are directed to the various learning styles of students. [Redacted] lectured from different aspects of the front of the room, often moving from the podium.

4. The students were appropriately involved in the learning process.

[Redacted] asked for student input via questions and discussion. The students had ample opportunity to be engaged and many were very engaged in the discussion. Even students who did not verbally participate in the discussion were focused on the discussion and the questions.

Evaluator's comments/recommendations: (Please use reverse side if additional space is needed.)

This was a very enjoyable class. [Redacted] experience as a professor was established in the manner in which she instructed the class.

Instructor's comments/response: (Please use reverse side if additional space is needed.)

SIGNATURES

CWID: [Redacted]

Instructor Signature: [Redacted]

Date: 10-4-11

Evaluator: Brenda Carter

Date: 10.4.2011

Academic Dean: Brenda Carter

Date: 10.4.2011

## BOARD REPORT

### 3 Year Contract for [REDACTED] Professor of Music Appreciation At COLLIN since 2010

#### • Education

Institution	Degree	Major
University of North Texas	Ph.D.	Musicology
University of North Texas	M.M.	Jazz Studies
Florida International University	B.S.	Music Education
Florida International University	B.M.	Jazz Studies

#### • Prior Work Experience

Job Title	Organization Name	Date of Employment
Associate Professor	Collin College	2008-2009
Teaching Fellow	University of North Texas	2002-2008
Teaching Assistant	University of North Texas	1998-2001

#### • Professional Development and Activities

- Developed an approved proposal with Scarecrow publishing to complete a book on Sting and The Police in the next fourteen months, 2012
- Developed an approved presentation for the *International Association for the Study of Popular Music* conference in Gijón, Spain, 2012
- Presented at the *International Association for the Study of Popular Music* in Cincinnati, Ohio. The paper was entitled, "Shoot Kenny First to Make Sure: Smooth Jazz in The Standard Jazz Narrative," 2011
- Chaired a panel on "Canonization" at the annual conference of *The International Association for the Study of Popular Music* in Cincinnati, Ohio, 2011
- Participated in the American Musicological Society regional conference at Sam Houston State University, 2011
- Authored articles, "Kenny G," "Smooth Jazz," "Jeff Lorber, and "Dave Koz" in the *The Grove Dictionary of American Music*, 2010
- Co-Author of the article, "Ornette Coleman" in the *The Grove Dictionary of American Music*, 2010

#### • College Service / College-Related Community Service

- Chaired, Music Appreciation/Strings Professor Search Committee, Spring, 2012
- Served, Search Committee for Classical Guitar Professor, Spring 2012
- Served on Strategic Planning Goal Team Three, 2012
- Participated in Professional Search Committee Training, 2012
- Served on Weekend College committee, 2010
- Taught a series of classes on "The Music of the 1970's" for Seniors Active in Learning (SAIL), 2012

- Taught a series of classes on the "Origins of Rock and Roll" for Seniors Active in Learning (SAIL), 2012
- Serve, Online Advisory Board (OAB), 2011-present
- Served, Search Committee for Audio Engineering Professor, Spring 2011
- Taught a series of classes on "The History of Jazz" for Seniors Active in Learning (SAIL), 2011
- Taught a series of classes on "Miles Davis" for Seniors Active in Learning (SAIL), 2011
- Served on faculty panel during New Student Orientation, 2011
- Recruited and mentored new associate faculty, 2011-present
- Presented at Allen Public Library Music Buzz Series, "The Music Industry: Where are We Now and Where are We Going," 2010
- Co-developed an online template for music appreciation that is currently being used by associates district wide, 2010
- Participated in the "Veterans: From Soldier to Student" workshop which prepared me to manage the unique requirements of having a veteran in the classroom, 2010
- Provided music for the PRC Veteran's Day event, 2010
- Participated in "Rockin' the Ridge" at Preston Ridge Campus, 2010-2011

Approval Signatures:

Recommended [ ] Not Recommended

*[Signature]*  
Dean/Director/Supervisor 10/11/12  
Date

Recommended [ ] Not Recommended

*[Signature]*  
Chair, Council on Excellence 12-12-12  
Date

Recommended [ ] Not Recommended

*[Signature]*  
Vice President/Provost 1/15/13  
Date  
[ ] CPC [ ] PRC [ ] Sec

Recommended [ ] Not Recommended

*[Signature]*  
District Senior Vice President of  
Academic Affairs and Student Development 1-21-13  
Date

Recommended [ ] Not Recommended

*[Signature]*  
District President 1/26/13  
Date

Approved

[ ] Not Approved by the Board of Trustees at its meeting on

03/26/13  
Date



FACULTY SELF-EVALUATION AND APPLICATION  
FOR MULTI-YEAR CONTRACT FORM

Name: [Redacted] Division: Fine Arts

- Candidate for a 3-year contract**  
Beginning in August 2013 and ending May 2016

**Authorization:** I authorize the Council on Excellence to obtain the Student Survey of Instruction forms, class visit forms and the dean's annual faculty performance appraisals and multi-year contract recommendation, and the Board Report form, to be used in confidence by the Council, for the purpose of determining its recommendation for a multi-year contract.

Upon completion of this process, the annual faculty performance appraisal form(s) will be returned to my personnel file and all other records considered in the multi-year contract process will be archived by Human Resources, in compliance with the district's records retention plan.

[Redacted Signature]  
Faculty Member's Signature

8-24-12  
Date

## FACULTY SELF-EVALUATION AND APPLICATION

### I. TEACHING

A.

Semester/Year	Courses Taught	Number of Sections
Fall 2010	Music Appreciation	6
Fall 2010	Introduction to Music Literature	1
Spring 2011	Music Appreciation	7
Summer 2011	Music Appreciation	2
Fall 2011	Music Appreciation	7
Spring 2012	Music Appreciation	7
Summer 2012	Music Appreciation	2

B.

Current Semester	Courses Taught	Number of Sections
Fall 2012	Music Appreciation	7

**C. List projects or innovations related to teaching you have created, developed and implemented including any courses or programs developed.**

- Developed a new online music analysis project that requires evaluation of current music, 2012
- Developed a weekly online diary, so students can have more contact with the instructor within an online format, 2012
- Initiated a new process of incorporating popular music within nearly all of the periods of Western art music, 2012
- Co-developed an online template for music appreciation that is currently being used by associates district wide, 2010

## II. STUDENTS

### A. Describe your advising activities.

- As a member of a Strategic Planning Goal Team, I contributed ideas on how students can be better served by the advising, financial, and instructional areas, 2012
- Served on faculty panel during new student orientation, 2011

### B. List any student-related activities demonstrating support of students outside of the classroom in which you have been involved. Examples include participation in student organizations, student-related events, or attending student performances / receptions.

- Participated in student awards concert at the Spring Creek campus, 2012
- Participated in "Rockin' the Ridge" at Preston Ridge campus, 2011
- Participated in student awards concert at the Spring Creek campus, 2011
- Participated in "Rockin' the Ridge" at Preston Ridge campus, 2010
- Hosted a guitar concert featuring the Collin College guitar ensemble at PRC library, 2010



### III. PROFESSIONAL DEVELOPMENT AND ACTIVITIES

#### A. List professional activities

##### 1. Conferences/Workshops attended/conducted

- Participated in the American Musicological Society conference at Sam Houston State University, 2011
- Participated in Kimberly Harris' study grant proposal "Collaboration, Dissemination, and Emigration: How WWII Shaped Western Art Music," 2011
- Participated in the *International Association for the Study of Popular Music* in Cincinnati, Ohio, 2011

##### 2. Professional presentations, papers presented/published/submitted for publication

- Developed an approved proposal with Scarecrow publishing to complete a book on Sting and The Police in the next fourteen months, 2012
- Reviewed "Jazz Books in the 1990s" for *Fontes artis musicae*, published by the International Association of Music Libraries, 2012
- Developed an approved presentation for the *International Association for the Study of Popular Music* conference in Gijón, Spain, 2012
- Presented at the *International Association for the Study of Popular Music* in Cincinnati, Ohio. The paper is entitled, "Shoot Kenny First to Make Sure: Smooth Jazz in The Standard Jazz Narrative," 2011
- Author of the articles "Kenny G," "Smooth Jazz," "Jeff Lorber, and "Dave Koz" in the *The Grove Dictionary of American Music*, 2010
- Co-Author of the article "Ornette Coleman" in the *The Grove Dictionary of American Music*, 2010

3. Involvement in professional organizations

- Chaired a panel on "Canonization" at the annual conference of *The International Association for the Study of Popular Music* in Cincinnati, Ohio, 2011

4. Coursework recently completed or in progress

N/A

5. List any other ways in which you remain current in your discipline not reflected in the categories above.

- I engage in approximately fifty professional performances a year. Some of these performances are with Collin College students and faculty. Performance venues include: The Dallas Museum of Art, Nasher Sculpture Center, ATT Performing Arts Center, Fort Worth Toy Drive, and State Fair of Texas

#### IV. COLLEGE SERVICE

**A. List college-related activities in which you have participated. Exclude activities expected of all faculty members such as attending All College Day, graduation or division meetings.**

1. College-Wide:

- Served on Strategic Planning Goal Team Three, 2012
- Participated in Professional Hiring Committee Training, 2012
- Serving on the Online Advisory Board (OAB), 2011-present
- Served on Weekend College committee, 2010

2. Division/Department:

- Chair of hiring committee for a full-time position at the Spring Creek campus (music appreciation/string instructor), 2012
- Served on hiring committee for a full-time position at the Spring Creek campus (guitar instructor), 2012
- Participated in "Creativity in Music: A Presentation in the Round" featuring Robert Xavier at the Spring Creek conference center, 2012
- Data collection for Student Learning Outcomes for all music appreciation sections, 2011
- Served on hiring committee for a full-time position at the Spring Creek Campus (audio engineer), 2011
- Recruited and advised new associate faculty, 2010-present

3. Any other contributions to the college community:

- Participated in Faculty Development Conference featuring Mark Popowski, "Conservative, Catholics, and the Cold War," 2012
- Participated in a faculty study grant presentation by Brett Adams "The Highland South and the Gilded Age," 2011
- Participated in the "Veterans: From Soldier to Student" workshop which prepared me to manage the unique requirements of having a veteran in the classroom, 2010
- Presented at Allen Public Library Music Buzz Series, "The Music Industry: Where are We Now and Where are We Going," 2010
- Participant at the PRC Veteran's Day event. I provided the music, 2010

**B. List professionally related community activities in which you have participated.**

- Developed a series of classes on "The Music of the 1970's" for Seniors Active in Learning (SAIL), 2012
- Taught a series of classes on the "Origins of Rock and Roll" for Seniors Active in Learning, 2012
- Taught a series of classes on "The History of Jazz" for Seniors Active in Learning, 2011
- Taught a series of classes on "Miles Davis" for Seniors Active in Learning, 2011

**V. OTHER**

**List other professional contributions or job-related items of importance not addressed in previous categories.**

N/A



## FACULTY PERFORMANCE APPRAISAL 2010-2011

Faculty Member: [REDACTED]

Date: May 11, 2011

Annual Appraisal     Probationary Appraisal     Multi-year Contract Appraisal     Other

Period Covered: 2010-2011

Dean: Gaye Cooksey

Division: Fine Arts

### INSTRUCTIONS

The primary purpose of the assessment process at CCCC is to maintain high quality educational programs. The process focuses on the professional growth and development of each faculty member as an individual in relation to the position description, standards of excellence, divisional and institutional goals and priorities. The performance appraisal process is also used as a component in determining contractual status, including renewal, non-renewal, the awarding of multi-year contracts and termination.

The performance appraisal process is conducted in an atmosphere of open and honest communication between the employee and the supervisor. Each employee is responsible for providing the supervisor with evidence of professional accomplishments during the year that support the mission and goals of the division and the institution. Likewise, the supervisor is responsible for reviewing the employee's professional accomplishments to determine the degree to which the employee met the established objectives for the year. Conducted in an atmosphere of mutual trust and respect, the performance appraisal process provides a growth experience for all college faculty and staff. See Section 9 of the *Faculty and Staff Handbook*.

Criteria for excellence in the performance of faculty "Duties and Responsibilities" are listed by category on the following pages. Using the definitions and examples for these ratings, circle the appropriate rating that matches the individual's performance in each category.

- M Meets standards for excellence
- I Improvement needed
- N Not applicable

### Definitions and Examples:

**MEETS:** One or more of the words usually, frequently, successfully, or effectively applies. This rating is appropriate for job performance that meets and may exceed required criteria for excellence in the category.

**IMPROVEMENT NEEDED:** One or more of the terms occasionally, marginally, inadequately, sometimes, or progressing applies. This rating describes performance in which many of the job duties and standards are met, but where improvement in one or more areas is required to meet the criteria for excellence. An action plan must be in place, or be established to accompany this appraisal to clearly identify specific skills or areas in need of continued growth, development and/or improvement.

**NOT APPLICABLE:** The activity is not part of the faculty member's job or position at the college.

**PLEASE NOTE:**

*In the comment area provided following each section, you must justify ratings that indicate a need for improvement.*

**I. TEACHING**

1. (M) I N Facilitates learning.
2. (M) I N Provides students with the fundamental body of knowledge of his/her discipline.
3. (M) I N Teaches students to apply that knowledge.
4. (M) I N Responds to the differing educational requirements of students.
5. (M) I N Employs current materials in classroom presentations and learning experiences.
6. (M) I N Uses innovative teaching and learning methods.
7. (M) I N Employs effective evaluation techniques.
8. (M) I N Meets classes as scheduled.

**COMMENTS:**

Professor [REDACTED] meets classes as scheduled and facilitates learning by providing students a strong sense of how to understand and listen to music. He employs current music materials in his classroom presentation to help students understand the history of music.

**II. ASSISTING STUDENTS**

1. (M) I N Understands current career and curriculum options, degree requirements and course transfer information within the discipline and provides timely and tailored advice to students.
2. (M) I N Helps students with education-based problems and/or directs students to appropriate college resources.
3. (M) I N Assists students in accessing appropriate college and community resources for non-educational problems.
4. (M) I N Is available to and approachable by students.

**COMMENTS:**

Professor [REDACTED] understands the current career and curriculum and options, and degree requirements. He is working diligently with the music department chair to establish a better assent tool for the music program. Professor [REDACTED] has always and continues to make himself available to his attending students and incoming students.

**III. COLLEGE SERVICE**

1. (M) I N Participates in divisional and departmental meetings.
2. (M) I N Works individually and/or collaboratively with college employees to accomplish discipline, divisional and college missions, goals and objectives, by serving on college-wide task forces, search committees, faculty senate committees, advisory groups, student groups as a faculty adviser, professionally related community activities on behalf of the college, etc.

**COMMENTS:**

Professor [REDACTED] participates in divisional and departmental meetings. Professor [REDACTED] is a member of OAB this year. He has served on search committees and continues to work collaboratively within the department and the college.

- Participant in Weekend College Committee
- Participant in hiring committee for new audio engineer

**IV. PROFESSIONAL DEVELOPMENT**

1. (M) I N Remains current and competent in the appropriate academic discipline.
2. (M) I N Participates in an on-going program of professional self-development.
3. (M) I N Contributes to and participates in college staff development programs, such as annual associate faculty meetings, all-staff activities and workshops, teleconferences, staff development classes, etc.

**COMMENTS:**

Professor [REDACTED] remains current and competent in her field of study by constantly studying field of music. He continues to participate in professional development by attending conferences presenting papers. [REDACTED] is becoming a major support system for the associate faculty in the music department. He provides guidance and support when needed.

- Attended the "Veterans: From Soldier to Student" workshop
- Attended Kimberly Harris' study grant proposal "Collaboration, Dissemination, and Emigration: How WWII Shaped Western Art Music"
- Participant at the International Association of Popular Music in Cincinnati, OH. I presented a paper "Shoot Kenny First to Make Sure: Smooth Jazz in The Standard Jazz Narrative"
- Chaired a panel on "Canonization" at IASPM

**V. PROFESSIONAL INTERACTION**

1. (M) I N Interacts professionally and courteously with students, teaching faculty and staff, including advising and assisting associate faculty when required or appropriate.
2. (M) I N Recognizes, respects and encourages ideas of others.

**COMMENTS:**

[REDACTED] has shown to be a very supportive colleague. He respects his peers and their ideas. Professor [REDACTED] is very courteous to students, staff, and colleagues.

C:\Documents and Settings\Administrator\Desktop\Annual Evaluation 2011\Annual Evaluation 2011\Final Annual Evaluation-[REDACTED]

[REDACTED] Done 2011

## VI. POLICIES, PROCEDURES AND TIME LINES

1. (M) I N Performs duties and responsibilities in accordance with established policies and procedures.
2. (M) I N Meets time lines for assigned work.
3. (M) I N Provides timely notice for substitutes and class/schedule changes.

### COMMENTS:

Professor [REDACTED] performs all of the duties and responsibilities in accordance with the policies and procedures of the college. He is always on top of his paperwork i.e. travel

## VII. OPTIONAL ACTIVITIES PERFORMED

Author of the article "Kenny G" in the *New Grove Dictionary of Music and Musicians*

Author of the article "Smooth Jazz" in the *New Grove Dictionary of Music and Musicians*

Author of the article "Jeff Lorber" in the *New Grove Dictionary of Music and Musicians*

Author of the article "Dave Koz" in the *New Grove Dictionary of Music and Musicians*

Co-Author of the article "Ornette Coleman" in the *New Grove Dictionary of Music and Musicians*

- Volunteer for PRC "Rockin' the Ridge"
- Presenter at Allen Public Library Music Buzz Series, "The Music Industry: Where are We Now and Where are We Going"
- Participant at the PRC Veteran's Day event. I provided the music
- Hosted a guitar concert featuring the Collin College guitar ensemble at PRC library

## VIII. ACADEMIC CHAIR ACTIVITIES

*To be completed only for faculty members with Academic Chair responsibilities.*

1. M I N Performs Academic Chair duties and responsibilities in accordance with established policies and procedures.
2. M I N Meets time lines for assigned Academic Chair work.
3. M I N Ensures associate faculty meet criteria required for accreditation.
4. M I N Follows hiring procedures and completes related documentation on a timely basis.
5. M I N Conducts classroom visits and evaluates each associate faculty member at least one time per year.
6. M I N Ensures teaching excellence among associate faculty.

### COMMENTS:

(NOT APPLICABLE)



**IX. DEAN'S ASSESSMENT OF STUDENT EVALUATIONS IN THIS EVALUATION PERIOD**

Working with Professor [REDACTED] has been a pleasure since the first day he started. He contributes to his program, division and most importantly to his students as indicated below. These are just a few statements that speak to his commitment and talent in front of the class.

In summary some of her student comments are:

His love and interest in his work was enthusiastic about his work in every class

Professor [REDACTED] made the class very interesting and the material taught was easy to follow

This was a class that I enjoyed coming to everyday. I not only learned some history I actually learned about music.

Great attitude, fun teacher. Knows about what he teaches and teaches it well

Very great teacher. Would take this class again, even though not needed

[REDACTED] has a fantastic way of making the students engaged in the class. The atmosphere in the classroom is enjoyable and its evident that he loves what he teaches which makes it much more enjoyable for me.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**OVERALL EVALUATION:** Indicate below the overall appraisal rating which best describes a summary of the above ratings and comments.

MEETS STANDARDS OF EXCELLENCE  
 IMPROVEMENT NEEDED

Comments:

Professor [redacted] meets standards of Excellence as a colleague and instructor.

**RECOMMENDATION TO THE COUNCIL ON EXCELLENCE**

To be completed by the Division Dean when the faculty member has become eligible for award of a multi-year contract).

I \_\_\_\_\_ do \_\_\_\_\_ do not recommend this faculty member for a multi-year contract.

**JUSTIFICATIONS/COMMENTS:**

**Division Dean's Statement:**

I have reviewed and discussed this performance appraisal with the faculty member.

Division Dean's Signature



Date:

10/24/11

Name: \_\_\_\_\_ Date: \_\_\_\_\_

My Division Dean has reviewed and discussed this performance appraisal with me. Please use the back of this form or an attachment if more room for comments is needed.

Comments:

Faculty Member's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

10-28-11

<b>IX. ANNUAL GOALS/OBJECTIVES AND EVALUATION FORM</b>
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**Goal Setting** (Conduct annually.)

Together, the faculty member and division dean should agree on a set of goals for the faculty member for the next fiscal year. After completion, the division dean should give the faculty member a copy of this sheet. The division dean should also retain a copy, and use it as a part of the next year's Faculty Performance Appraisal.

**Goal Review** (Conduct annually.)

The faculty member and division dean should review a copy of the goals set during last year's Faculty Performance Appraisal and, together, evaluate the degree to which this faculty member accomplished the goals. Indicate, in the boxes shown, which goals were accomplished, which were partially accomplished, and which were not accomplished. Provide explanations for goals that were partially accomplished or not accomplished

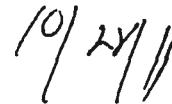
**Goals for Year 2010-2011****Goal Completion Explanation**

I would like to participate on more committees.	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
Write more articles for <i>New Grove</i> .	<input type="checkbox"/> Accomplished <input checked="" type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
Attend more regional meetings of the American Musicological Society.	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	

Division Dean's Signature



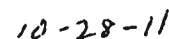
Date:



Faculty Member's Signature:



Date:





FACULTY PERFORMANCE APPRAISAL
2011-2012

Faculty Member: [Redacted]

Date: August 13, 2012

[ ] Annual Appraisal [ ] Probationary Appraisal [X] Multi-year Contract Appraisal [ ] Other

Period Covered: 2011-2012

Dean: Gaye Cooksey

Division: Fine Arts

INSTRUCTIONS

The primary purpose of the assessment process at CCCC is to maintain high quality educational programs. The process focuses on the professional growth and development of each faculty member as an individual in relation to the position description, standards of excellence, divisional and institutional goals and priorities. The performance appraisal process is also used as a component in determining contractual status, including renewal, non-renewal, the awarding of multi-year contracts and termination.

The performance appraisal process is conducted in an atmosphere of open and honest communication between the employee and the supervisor. Each employee is responsible for providing the supervisor with evidence of professional accomplishments during the year that support the mission and goals of the division and the institution. Likewise, the supervisor is responsible for reviewing the employee's professional accomplishments to determine the degree to which the employee met the established objectives for the year. Conducted in an atmosphere of mutual trust and respect, the performance appraisal process provides a growth experience for all college faculty and staff. See Section 9 of the Faculty and Staff Handbook.

Criteria for excellence in the performance of faculty "Duties and Responsibilities" are listed by category on the following pages. Using the definitions and examples for these ratings, circle the appropriate rating that matches the individual's performance in each category.

- M Meets standards for excellence
I Improvement needed
N Not applicable

Definitions and Examples:

MEETS: One or more of the words usually, frequently, successfully, or effectively applies. This rating is appropriate for job performance that meets and may exceed required criteria for excellence in the category.

IMPROVEMENT NEEDED: One or more of the terms occasionally, marginally, inadequately, sometimes, or progressing applies. This rating describes performance in which many of the job duties and standards are met, but where improvement in one or more areas is required to meet the criteria for excellence. An action plan must be in place, or be established to accompany this appraisal to clearly identify specific skills or areas in need of continued growth, development and/or improvement.

NOT APPLICABLE: The activity is not part of the faculty member's job or position at the college.

PLEASE NOTE:

In the comment area provided following each section, you must justify ratings that indicate a need for improvement.

**I. TEACHING**

1. (M) I N Facilitates learning.
2. (M) I N Provides students with the fundamental body of knowledge of his/her discipline.
3. (M) I N Teaches students to apply that knowledge.
4. (M) I N Responds to the differing educational requirements of students.
5. (M) I N Employs current materials in classroom presentations and learning experiences.
6. (M) I N Uses innovative teaching and learning methods.
7. (M) I N Employs effective evaluation techniques.
8. (M) I N Meets classes as scheduled.

**COMMENTS:**

Professor [redacted] meets classes as scheduled and facilitates learning by providing students a strong sense of how to understand and listen to music. The students enjoy the fact that Professor [redacted] connects 20<sup>th</sup> century music with the 18<sup>th</sup> century subject matter. His method of building this communication bridge allows the students in his classes to better understand and discuss the subject matter of Bach or Beethoven.

Began a new online music analysis project that required evaluation of current music

Created a weekly online diary, so students can have more contact with the instructor within an online format

Initiated a new process of incorporating popular music within nearly all of the periods of Western art music

**II. ASSISTING STUDENTS**

1. (M) I N Understands current career and curriculum options, degree requirements and course transfer information within the discipline and provides timely and tailored advice to students.
2. (M) I N Helps students with education-based problems and/or directs students to appropriate college resources.
3. (M) I N Assists students in accessing appropriate college and community resources for non-educational problems.
4. (M) I N Is available to and approachable by students.

**COMMENTS:**

Professor [redacted] understands the current career and curriculum and options, and degree requirements. He is working diligently with the music department chair to establish a better assent tool for the music program. [redacted] has and continues to make himself available to students.

Served on faculty panel during new student orientation

Attended student awards concert

As a member of a Strategic Planning Goal Team, I contributed ideas on how the students can be better served by the advising, financial, and instructional area

### III. COLLEGE SERVICE

1. (M) I N Participates in divisional and departmental meetings.
2. (M) I N Works individually and/or collaboratively with college employees to accomplish discipline, divisional and college missions, goals and objectives, by serving on college-wide task forces, search committees, faculty senate committees, advisory groups, student groups as a faculty adviser, professionally related community activities on behalf of the college, etc.

#### COMMENTS:

Professor [REDACTED] participates in divisional and departmental meetings. Professor [REDACTED] is a member of OAB this year. He has served on search committees and continues to work collaboratively within the department and the college.

Chair of hiring committee for a full-time position at the Spring Creek campus (music appreciation/string instructor)

Member of hiring committee for a full-time position at the Spring Creek campus (guitar instructor)

Member of Strategic Planning Goal Team Three

Member of Online Advisory Board (OAB)

Assisted with "Rockin' the Ridge" at Preston Ridge campus

Attended faculty study grant presentation by Brett Adams "The Highland South and the Gilded Age."

Attended Faculty Development Conference featuring Mark Popowski, "Conservative, Catholics, and the Cold War."

Data collection for Student Learning Outcomes for all music appreciation sections  
Observed and reported associate faculty

Recruited and advised new associate faculty

### IV. PROFESSIONAL DEVELOPMENT

1. (M) I N Remains current and competent in the appropriate academic discipline.
2. (M) I N Participates in an on-going program of professional self-development.
3. (M) I N Contributes to and participates in college staff development programs, such as annual associate faculty meetings, all-staff activities and workshops, teleconferences, staff development classes, etc.

**COMMENTS:**

Professor [REDACTED] continues to participate in professional development by attending conferences presenting papers. [REDACTED], continues to be a major support system for the associate faculty in the music department. He provides guidance and support when needed.

Reviewed "Jazz Books in the 1990s" for *Fontes artis musicae*, published by the International Association of Music Libraries

Under contract with Scarecrow publishing to complete a book on Sting and The Police in the next fourteen months

Attended Professional Hiring Committee Training

Attended American Musicological Society conference at Sam Houston State

Attended "Creativity in Music: A Presentation in the Round" featuring Robert Xavier at the SCC conference center

**V. PROFESSIONAL INTERACTION**

1. (M) | N Interacts professionally and courteously with students, teaching faculty and staff, including advising and assisting associate faculty when required or appropriate.
2. (M) | N Recognizes, respects and encourages ideas of others.

**COMMENTS:**

[REDACTED] has shown to be a very supportive colleague. He respects his peers and their ideas. Professor [REDACTED] is very courteous to students, staff, and colleagues. Professor [REDACTED] professionalism exists in every project and action he takes.



**VI. POLICIES, PROCEDURES AND TIME LINES**

1. (M) I N Performs duties and responsibilities in accordance with established policies and procedures.
2. (M) I N Meets time lines for assigned work.
3. (M) I N Provides timely notice for substitutes and class/schedule changes.

**COMMENTS:**

Professor [REDACTED] performs all of the duties and responsibilities in accordance with the policies and procedures of the college.

**VII. OPTIONAL ACTIVITIES PERFORMED**

Taught four classes on the "Origins of Rock and Roll" for SAIL (Seniors Active in Learning)

Taught four classes on "Music of the 1960s" for SAIL. It's the most popular SAIL class, with 125 students per class.

**VIII. ACADEMIC CHAIR ACTIVITIES**

*To be completed only for faculty members with Academic Chair responsibilities.*

1. M I N Performs Academic Chair duties and responsibilities in accordance with established policies and procedures.
2. M I N Meets time lines for assigned Academic Chair work.
3. M I N Ensures associate faculty meet criteria required for accreditation.
4. M I N Follows hiring procedures and completes related documentation on a timely basis.
5. M I N Conducts classroom visits and evaluates each associate faculty member at least one time per year.
6. M) I N Ensures teaching excellence among associate faculty.

**COMMENTS:**

(NOT APPLICABLE)

IX. DEAN'S ASSESSMENT OF STUDENT EVALUATIONS IN THIS EVALUATION PERIOD  
Professor [REDACTED] continues to be a pleasure to work with. His energy in the classroom and within the college community has not wavered. Below are just a few statements that speak to his commitment and talent in front of the class.

Great Lectures

Very organized

He was very enthusiastic about the material and a lot of fun. The class was never boring

He is an awesome instructor

He was very active, funny. His energy kept me awake

Awesome professor

Upbeat and positive – made this class very enjoyable, even at 8:30

Really enjoyed this course and I have a greater appreciation for Western music from all time periods

Incredibly enthusiastic and engaging

Enthusiastic about the class and very approachable

He taught the course in a clear and effective manner

I really enjoyed your class Professor [REDACTED] I hope you stay teaching at Collin, because you make it a better institution

He gives all of the information that is needed for a student to do well. Makes a class that is required for my degree fun and interesting

I had a great experience in this class and would recommend him

Positive attitude

Great instructor

He is an awesome teacher that knows what he is talking about

Professor [REDACTED] has an incredible ability to take a subject that many would consider to be uninteresting or dry and make it fun

I was not looking forward to taking this class originally and just wanted to get it over with, but I really enjoyed this class and I would even consider taking another class with him even though it isn't required of my major. (Thank you Professor [REDACTED] for becoming a teacher)

He is beyond passionate about Western Art Music and he passed that along to us

Thanks to Professor [REDACTED], I have an appreciation for Western Art Music and especially for music for the Baroque and Romantic periods

I had a great time and learned a lot, Thank you

I enjoyed how he explains what he expects and really shows you what he wants you to do. This class has been so fun I really enjoyed it. Professor [REDACTED] brings the content to life.

<b>IX. ANNUAL GOALS/OBJECTIVES AND EVALUATION FORM</b>
--

**Goal Setting** (Conduct annually.)

Together, the faculty member and division dean should agree on a set of goals for the faculty member for the next fiscal year. After completion, the division dean should give the faculty member a copy of this sheet. The division dean should also retain a copy, and use it as a part of the next year's Faculty Performance Appraisal.

**Goal Review** (Conduct annually.)

The faculty member and division dean should review a copy of the goals set during last year's Faculty Performance Appraisal and, together, evaluate the degree to which this faculty member accomplished the goals. Indicate, in the boxes shown, which goals were accomplished, which were partially accomplished, and which were not accomplished. Provide explanations for goals that were partially accomplished or not accomplished

<b>Goals for Year 2012-2013</b>	<b>Goal Completion Explanation</b>
I would like to participate on more committees.	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input checked="" type="checkbox"/> Not Accomplished
Finish a substantial part of a contracted book deal, "Sting and The Police."	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished
Write more articles for <i>New Grove</i> .	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input checked="" type="checkbox"/> Not Accomplished
Complete and present a paper on commercial forms of jazz at the International Association for the Study of Popular Music convention held in Gijon, Spain.	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished
Attend more regional meetings of the American Musicological Society.	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished
Create and institute a new concert critique for my music appreciation sections that incorporates more teamwork among the students.	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished
Help create a new core course titled "American Music." This course will be a new and exciting core course for the music department.	<input type="checkbox"/> Accomplished <input checked="" type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished
Promote more camaraderie among my colleagues by working with them on collaborative projects.	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished

Name: \_\_\_\_\_ Date:

Division Dean's Signature



Date:

8/27/12

Faculty Member's Signature:



Date:

8-23-2012

**OVERALL EVALUATION:** Indicate below the overall appraisal rating which best describes a summary of the above ratings and comments.

MEETS STANDARDS OF EXCELLENCE  
 IMPROVEMENT NEEDED

**Comments:**

Professor [redacted] meets standards of Excellence as a colleague and instructor.

**RECOMMENDATION TO THE COUNCIL ON EXCELLENCE**

To be completed by the Division Dean when the faculty member has become eligible for award of a multi-year contract).

I  do \_\_\_\_\_ do not recommend this faculty member for a multi-year contract.

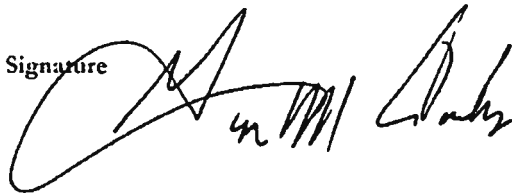
**JUSTIFICATIONS/COMMENTS:**

Professor [redacted] is passionate in all areas of what it means to be a college professor. He is passionate about developing student knowledge, he is passionate about the success of his student and himself, and he is passionate about collaborative participation internally and externally.

**Division Dean's Statement:**

I have reviewed and discussed this performance appraisal with the faculty member.

Division Dean's Signature



Date:

5/23/12

Name: \_\_\_\_\_ Date: \_\_\_\_\_

My Division Dean has reviewed and discussed this performance appraisal with me. Please use the back of this form or an attachment if more room for comments is needed.

Comments:

Faculty Member's Signature: 

Date:

8-23-12



## FACULTY PERFORMANCE APPRAISAL 2012-2013

Faculty Member: [REDACTED]

Date: July 11, 2013

Annual Appraisal     Probationary Appraisal     Multi-year Contract Appraisal     Other

Period Covered: 2012-2013

Dean: Gaye Cooksey

Division: Fine Arts

### INSTRUCTIONS

The primary purpose of the assessment process at CCCC is to maintain high quality educational programs. The process focuses on the professional growth and development of each faculty member as an individual in relation to the position description, standards of excellence, divisional and institutional goals and priorities. The performance appraisal process is also used as a component in determining contractual status, including renewal, non-renewal, the awarding of multi-year contracts and termination.

The performance appraisal process is conducted in an atmosphere of open and honest communication between the employee and the supervisor. Each employee is responsible for providing the supervisor with evidence of professional accomplishments during the year that support the mission and goals of the division and the institution. Likewise, the supervisor is responsible for reviewing the employee's professional accomplishments to determine the degree to which the employee met the established objectives for the year. Conducted in an atmosphere of mutual trust and respect, the performance appraisal process provides a growth experience for all college faculty and staff. See Section 9 of the *Faculty and Staff Handbook*.

Criteria for excellence in the performance of faculty "Duties and Responsibilities" are listed by category on the following pages. Using the definitions and examples for these ratings, circle the appropriate rating that matches the individual's performance in each category.

- M Meets standards for excellence
- I Improvement needed
- N Not applicable

### Definitions and Examples:

**MEETS:** One or more of the words usually, frequently, successfully, or effectively applies. This rating is appropriate for job performance that meets and may exceed required criteria for excellence in the category.

**IMPROVEMENT NEEDED:** One or more of the terms occasionally, marginally, inadequately, sometimes, or progressing applies. This rating describes performance in which many of the job duties and standards are met, but where improvement in one or more areas is required to meet the criteria for excellence. An action plan must be in place, or be established to accompany this appraisal to clearly identify specific skills or areas in need of continued growth, development and/or improvement.

**NOT APPLICABLE:** The activity is not part of the faculty member's job or position at the college.

**PLEASE NOTE:**

*In the comment area provided following each section, you must justify ratings that indicate a need for improvement.*

**I. TEACHING**

1. (M) I N Facilitates learning.
2. (M) I N Provides students with the fundamental body of knowledge of his/her discipline.
3. (M) I N Teaches students to apply that knowledge.
4. (M) I N Responds to the differing educational requirements of students.
5. (M) I N Employs current materials in classroom presentations and learning experiences.
6. (M) I N Uses innovative teaching and learning methods.
7. (M) I N Employs effective evaluation techniques.
8. (M) I N Meets classes as scheduled.

**COMMENTS:**

Professor [REDACTED] meets classes as scheduled and facilitates learning by providing students a strong sense of how to understand and listen to music. [REDACTED] facilitates learning by making his students responsible for engaging in class lectures.

- Participated in Faculty Development Conference: "Visual Impairment Accommodations," "How Do We Teach Communications Skills?," "Quick and Easy Audio and Video for Your Classroom"
- Developed a new Collin College core class focusing on American music
- Implemented a new testing strategy that tests students' listening skills by changing the testing method for every exam

**II. ASSISTING STUDENTS**

1. (M) I N Understands current career and curriculum options, degree requirements and course transfer information within the discipline and provides timely and tailored advice to students.
2. (M) I N Helps students with education-based problems and/or directs students to appropriate college resources.
3. (M) I N Assists students in accessing appropriate college and community resources for non-educational problems.
4. (M) I N Is available to and approachable by students.

**COMMENTS:**

Professor [REDACTED] has always and continues to make himself available to his attending students and incoming students. [REDACTED], not only demonstrates his dedication to helping students he is just a dedicated toward his students.



- Attended student awards concert
- Multiple reference letters written for students applying to four-year institutions
- Multiple reference letters written for associate faculty applying for full-time employment
- Participated in a class at Collin College certifying me in CPR
- Advised students on perspective jobs in music and music history
- **III. COLLEGE SERVICE**

1. (M) I N **Participates in divisional and departmental meetings.**
2. (M) I N **Works individually and/or collaboratively with college employees to accomplish discipline, divisional and college missions, goals and objectives, by serving on college-wide task forces, search committees, faculty senate committees, advisory groups, student groups as a faculty adviser, professionally related community activities on behalf of the college, etc.**

**COMMENTS:**

Professor [REDACTED] participates in divisional and departmental meetings. Professor [REDACTED] continues to work collaboratively within the department and the college.

- Member of Online Advisory Board (OAB)
- Assisted with "Rockin' the Ridge" at Preston Ridge campus
- Observed and reported associate faculty
- Recruited and advised new associate faculty

**IV. PROFESSIONAL DEVELOPMENT**

1. (M) I N **Remains current and competent in the appropriate academic discipline.**
2. (M) I N **Participates in an on-going program of professional self-development.**
3. (M) I N **Contributes to and participates in college staff development programs, such as annual associate faculty meetings, all-staff activities and workshops, teleconferences, staff development classes, etc.**

**COMMENTS:**

Professor [REDACTED] remains current and competent in his field of study by constantly studying field of music. He continues to participate in professional development by attending conferences presenting papers.

- Developed an approved presentation for the *International Association for the Study of Popular Music* conference in Gijón, Spain, 2012

Name: \_\_\_\_\_ Date: \_\_\_\_\_

- Participated in Faculty Development Conference: "Getting Ready for Multi-Year Contracts" and "College Bootcamp"
- Under contract with Scarecrow publishing to complete a book on Sting and The Police in the next fourteen months
- Attended the regional conference for the American Musicological Society at Sam Houston State, San Marcos, Texas
- Attended the national conference for the American Musicological Society in New Orleans, Louisiana
- Attended the national conference for the International Association for the Study of Popular Music in Austin, Texas

**V. PROFESSIONAL INTERACTION**

1. **(M) I N** Interacts professionally and courteously with students, teaching faculty and staff, including advising and assisting associate faculty when required or appropriate.
2. **(M) I N** Recognizes, respects and encourages ideas of others.

**COMMENTS:**

██████ has shown to be a very supportive colleague. He respects his peers and their ideas. Professor ██████ is very courteous to students, staff, and colleagues.

**VI. POLICIES, PROCEDURES AND TIME LINES**

1. (M) I N Performs duties and responsibilities in accordance with established policies and procedures.
2. (M) I N Meets time lines for assigned work.
3. (M) I N Provides timely notice for substitutes and class/schedule changes.

**COMMENTS:**

Professor [REDACTED] performs all of the duties and responsibilities in accordance with the policies and procedures of the college. He is always on top of his paperwork i.e. travel

**VII. OPTIONAL ACTIVITIES PERFORMED**

- Taught four classes on "Music of the 1970s" for SAIL. It's the most popular SAIL class, with 125 students per class.
- Performed with the Collin College Jazz Ensemble for the Plano ISD Foundation
- Multiple performances with the Collin College faculty jazz ensemble
- Participated with the Collin College Lab Band with special clinician Greg Ball

**VIII. ACADEMIC CHAIR ACTIVITIES**

*To be completed only for faculty members with Academic Chair responsibilities.*

1. M I N Performs Academic Chair duties and responsibilities in accordance with established policies and procedures.
2. M I N Meets time lines for assigned Academic Chair work.
3. M I N Ensures associate faculty meet criteria required for accreditation.
4. M I N Follows hiring procedures and completes related documentation on a timely basis.
5. M I N Conducts classroom visits and evaluates each associate faculty member at least one time per year.
6. M I N Ensures teaching excellence among associate faculty.

**COMMENTS:**

(NOT APPLICABLE)

**IX. DEAN'S ASSESSMENT OF STUDENT EVALUATIONS IN THIS EVALUATION PERIOD**

In summary [redacted] student evaluations reflect how much his students respect and appreciate the energy and time that he gives them. Please note just a few comments some of his students have made.

Professor [redacted] has a good attitude and knows the material

Great teacher and very excited about his topic. The way he teaches with enthusiasm makes want to come to class and pay attention

Awesome work, I loved his class

Mr. [redacted] was fun, exciting, and created a learning environment.

Had a great time in this class and I hope my new classes will be as fun!

He loved the subject and made it fun. He seemed more like a person than a professor, he actually wanted to help you.

Really nice professor! Class was very interesting explaining things thoroughly

Great instructor, really enjoyed the course

He knew the material well and was always very engaged. Great teacher!!!!

Wish he could teach more classes! I will miss his class

Love the class-perfect as it is

He followed the syllabus exactly.

He's enthusiastic about the subject

He truly teaches us ( his students) to appreciate music

At first, I felt intimidated by him but as the as the course progressed, this change and he was a wonderful professor.

Teaching style was awesome.

Best professor Ever!

Love this class

He has a passion for Music

Very good teacher and knows how to keep you interested in the class

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**OVERALL EVALUATION:** Indicate below the overall appraisal rating which best describes a summary of the above ratings and comments.

**MEETS STANDARDS OF EXCELLENCE**  
 **IMPROVEMENT NEEDED**

**Comments:**

Professor [redacted] continues to meet standards of Excellence.

**RECOMMENDATION TO THE COUNCIL ON EXCELLENCE**

To be completed by the Division Dean when the faculty member has become eligible for award of a multi-year contract).

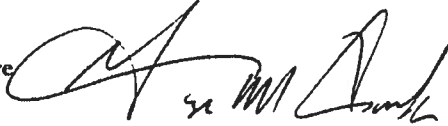
I do \_\_\_\_\_ do not recommend this faculty member for a multi-year contract.

**JUSTIFICATIONS/COMMENTS:**

**Division Dean's Statement:**

I have reviewed and discussed this performance appraisal with the faculty member.

Division Dean's Signature



Date:

8/9/13

Name: \_\_\_\_\_ Date: \_\_\_\_\_

My Division Dean has reviewed and discussed this performance appraisal with me. Please use the back of this form or an attachment if more room for comments is needed.

Comments:

Faculty Member's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

9-9-13

<b>IX. ANNUAL GOALS/OBJECTIVES AND EVALUATION FORM</b>
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**Goal Setting** (Conduct annually.)

Together, the faculty member and division dean should agree on a set of goals for the faculty member for the next fiscal year. After completion, the division dean should give the faculty member a copy of this sheet. The division dean should also retain a copy, and use it as a part of the next year's Faculty Performance Appraisal.

**Goal Review** (Conduct annually.)

The faculty member and division dean should review a copy of the goals set during last year's Faculty Performance Appraisal and, together, evaluate the degree to which this faculty member accomplished the goals. Indicate, in the boxes shown, which goals were accomplished, which were partially accomplished, and which were not accomplished. Provide explanations for goals that were partially accomplished or not accomplished

**Goals for Year 2012-2013****Goal Completion****Explanation**

I would like to participate on more committees.	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	Accomplished. I'm now a member of OAB
Finish a substantial part of a contracted book deal, "Sting and The Police."		Partially accomplished. Chapters one and two are finished.
Write more articles for <i>New Grove</i>	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	Partially accomplished. Current articles are being edited.
Complete and present a paper on commercial forms of jazz at the IASPM convention held in Gijon, Spain		Partially accomplished. The conference is set for June and I will present then.
Attend more regional meetings of the American Musicological Society.	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	Accomplished. Attended meeting at Sam Houston State.
Create and institute a new concert critique for my music appreciation sections that incorporates more teamwork among the students.		Accomplished. The current concert critique is now a teamwork assignment.
Help create a new core course titled "American Music." This course will be a new and exciting core course for the music department	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	Accomplished. The course is ready and will begin in Fall, 2013.

Name: \_\_\_\_\_ Date:

Division Dean's Signature



Date:

9/9/13

Faculty Member's Signature:



Date:

9-9-13



COLLIN COUNTY COMMUNITY COLLEGE

EVALUATION FORM FOR CLASSROOM VISIT

Class/section:

Date of Visit:

Faculty Name: [Redacted]

MUSI 1306.P01 9 am L135

3.28.11

Evaluator: Evaluate the instructor based on the four criteria listed below by describing your observations of their classroom presentation/activities conducted during your visit.

- Criterion 1. Preparation: the instructor provided examples to reinforce concepts, provided clear answers to students' questions, expanded upon the textbook;
- Criterion 2. Content: the instructor used appropriate materials, previewed upcoming course material, presented in a logical sequence;
- Criterion 3. Methodology: the instructor respected the students, presented enthusiastically, used variety of presentation methods, and moved from podium;
- Criterion 4. Student Involvement: the instructor solicited questions, comments and examples, provided opportunities for group or individual discussion on the material, and students participated in experiential activities.

1. The instructor was prepared for class.  
Professor [Redacted] was prepared for his class. He started out with a review from the last class period and then moved forward with his lecture on the string Quartet with an emphasis on the Rondo form. Professor [Redacted] expanded on the textbook by relating today's lecture to music that we listen to today in both the pop, jazz, and alternative music.

2. The content of the class session was appropriate for achieving instructional goals.  
The class started out with a recap of Beethoven who dies in 1857. Professor [Redacted] moved forward with a lecture on a particular form of sound known as the Rondo form. Rondo is a form of sound that features a tuneful main theme, which returns several times in alternations with other themes. Professor [Redacted] played a sample of different music so he could explain the sound of the timbre in the violin, and cello. Professor [Redacted] played a Sonata fast then a Quartet in C minor form ABACABA - the main theme mimicked a gypsy dance theme.

3. The instructor effectively presented the material.  
Professor [Redacted] is a very engaged lecturer, he presents his lecture as if he is having a one on one conversation with you at the it kitchen table. Professor [Redacted] has a gift for holding the students attention by relating Fifty cents and Lady GaGa with 18<sup>th</sup> century music. [Redacted] energy and excitement about music fills the room and captures everyone.

4. The students were appropriately involved in the learning process.  
The students were engaged with Professor [Redacted] the minute he walked into the classroom. [Redacted] is enthusiastic and excited about educating students, in return his students interact with him with just as much excitement and interest.

Evaluator's comments/recommendations: (Please use reverse side if additional space is needed.)

Professor [Redacted] continues to be an excellent educator.

Instructor's comments/response: (Please use reverse side if additional space is needed.)

SIGNATURES

Instructor:

Date

10-2-12

Evaluator:

Date

Division Dean:

Date

10/2/12

COLLIN COUNTY COMMUNITY COLLEGE

EVALUATION FORM FOR CLASSROOM VISIT

Class/section:

Date of Visit:

Faculty Name: [REDACTED]

MUSI 1306.P01 9 am L135

4.14.12

Evaluator: Evaluate the instructor based on the four criteria listed below by describing your observations of their classroom presentation/activities conducted during your visit.

- Criterion 1. Preparation: the instructor provided examples to reinforce concepts, provided clear answers to students' questions, expanded upon the textbook;
- Criterion 2. Content: the instructor used appropriate materials, previewed upcoming course material, presented in a logical sequence;
- Criterion 3. Methodology: the instructor respected the students, presented enthusiastically, used variety of presentation methods, and moved from podium;
- Criterion 4. Student Involvement: the instructor solicited questions, comments and examples, provided opportunities for group or individual discussion on the material, and students participated in experiential activities.

1. The instructor was prepared for class.  
Professor [REDACTED] was prepared for his class. He started out with a review from the last class period and then passed out the last test the class took and offered to meet with each student to go over their after class.

2. The content of the class session was appropriate for achieving instructional goals.

The content of the class session today had to do with the different series of philosophical, technological, and artistic theories that impact music drastically. The twentieth-century was defined by science, war, and technology. [REDACTED] discussed topics involving James Watson and Francis Crick (1953) DNA. Sigmund Freud 1856-1939 we are not "blank slates", Albert Einstein  $E=mc^2$  energy and mass are the same theory. Thomas Edison 1847-1931 - Invented the light bulb, phonograph, power stations, and the x-ray machine. Wars - World War I 1914-1918, and World War II 1939-1945. [REDACTED] discussed New Technologies, which included the Phonograph 1877, the telephone 1870's the Airplane 1903. The question being, if the nature of our reality is now in question, restriction on human abilities is lifted. So how does this affect the restrictions placed on art.

3. The instructor effectively presented the material.  
[REDACTED] lectures are detailed and yet exciting in how he presents the information. He has the ability to take down a path of knowledge without the struggle of understanding the information.

4. The students were appropriately involved in the learning process.  
The students were very responsive and interactive with [REDACTED]. He has established a very comfortable, relaxed learning space for his students

Evaluator's comments/recommendations: (Please use reverse side if additional space is needed.)

Professor [REDACTED] has an energy that pulls you to the edge of your seat in the classroom. He is truly one of those professors that becomes memorable for students.

Instructor's comments/response: (Please use reverse side if additional space is needed.)

SIGNATURES

[REDACTED]  
Instructor: \_\_\_\_\_ Date: 8-23-12  
Evaluator: *[Signature]* \_\_\_\_\_ Date: 8/23/12  
Division Dean: \_\_\_\_\_ Date: \_\_\_\_\_

COLLIN COUNTY COMMUNITY COLLEGE

EVALUATION FORM FOR CLASSROOM VISIT

Class/section:

Date of Visit:

Faculty Name: [REDACTED]

MUSI 1306.P01 10 am L135

4.14.13

Evaluator: Evaluate the instructor based on the four criteria listed below by describing your observations of their classroom presentation/activities conducted during your visit.

- Criterion 1. Preparation: the instructor provided examples to reinforce concepts, provided clear answers to students' questions, expanded upon the textbook;
- Criterion 2. Content: the instructor used appropriate materials, previewed upcoming course material, presented in a logical sequence;
- Criterion 3. Methodology: the instructor respected the students, presented enthusiastically, used variety of presentation methods, and moved from podium;
- Criterion 4. Student Involvement: the instructor solicited questions, comments and examples, provided opportunities for group or individual discussion on the material, and students participated in experiential activities.

1. The instructor was prepared for class.  
Professor [REDACTED] was prepared for his class. He started out with a review from the last class period and then passed out the last test the class took and offered to meet with them to go over it after class. [REDACTED] moved forward with his lecture on the Classical Era 1750 to 1820.
2. The content of the class session was appropriate for achieving instructional goals.  
The content of the class session today had to do with the age of enlightenment, 1720-1790. Then he went on to 1775-76-American Revolution and the Declaration of Independence. Professor [REDACTED] then moved forward with discussion of the French Revolution 1789. Professor [REDACTED] delivered his lecture with enthusiasm and an excitement that could almost place you at the scene. Professor [REDACTED] ended his lecture by discussing the leading composers-Haydn, Mozart, and Beethoven
3. The instructor effectively presented the material.  
[REDACTED] lectures are detailed and yet exciting in how he presents the information. He has an overwhelming passion for the subject as well as the need for his students to understand it.
4. The students were appropriately involved in the learning process.  
The students were very responsive and interactive with [REDACTED]. He has established a very comfortable, relaxed learning space for his students

Evaluator's comments/recommendations: (Please use reverse side if additional space is needed.)  
Professor [REDACTED] continues to be "that" Professor one looks back and remembers making learning exciting.

Instructor's comments/response: (Please use reverse side if additional space is needed.)

SIGNATURES

Instructor:	[REDACTED]	Date:	8-9-13
Evaluator:	[Signature]	Date:	9/9/17
Division Dean:	[Signature]	Date:	



# BOARD REPORT

## 3 Year Contract for [REDACTED] Professor of Cybersecurity At COLLIN since 2008

### • Education

Institution	Degree	Major
Tarleton State University	Master of Science	Information Systems
University of Texas at Arlington	Bachelor of Science	Mathematics

### • Prior Work Experience

Job Title	Organization Name	Date of Employment
Associate Faculty	Collin College	1996-2008
Senior Network Administrator	Texas A&M University	1995-2007
Operations Manager	Quest Diagnostics/Corning	1974-1995

### • Professional Development, Activities, and Awards

- Served, Panelist for "Cyber Education, Curriculum and Workforce Development" session at Cybersecurity Conference: Risks, Consequences, and Education hosted by Cybersecurity Research and Education Institute at the University of Texas at Dallas and the North Texas Crime Commission's Cyber Crime Task Force, Richardson, TX, Fall 2013.
- Requalified, Certified Information Systems Security Professional, 2013.
- Requalified, Certified Information Systems Manager, 2013.
- Attended, Student Services Training for Faculty Sponsors of Student Organizations, Summer 2013.
- Attended, North Texas Chapter Infraguard Meeting sponsored by the Federal Bureau of Investigation, Dallas, TX, Summer 2013.
- Attended, Wireshark Training, Summer Working Connections, Frisco, TX, 2013.
- Attended, Identity Management Web Conference sponsored by the Information Systems Security Association, Spring 2013.
- Qualified, Certified Risk and Information Systems Control, 2012.
- Developed, New Curriculum for ITSY 2342-Security Management Practices, Spring 2012.
- Selected, IT Security Trainer, U.S. Air force and U.S. Army, 2011-2012.
- Attended, Programming Mobile Devices Training, Summer Working Connections, Frisco, TX, 2011.

- **College Service / College-Related Community Service**

- Serve, Faculty sponsor of the Information Systems Security Association-North Texas Student Chapter at Collin College, Summer 2013-Present.
- Serve, Discipline Lead for Cybersecurity Program, 2011-Present.
- Serve, Ex-officio Member of the Collin College Cybersecurity Program Advisory Committee, 2011-Present.
- Serve, Ex-officio Member of the Collin College Computer Networking Program Advisory Committee, 2011-Present.
- Serve, Engineering and Technology Department Liaison for Cybersecurity to the Department of Labor National Information, Security, and Geospatial Technologies Consortium Grant, 2011-Present.
- Member, Private Cloud System Specification Committee for Advanced Cybersecurity Lab, Summer 2013.
- Developed, Capstone Project for ITSY 2300-Operating Systems Security as part of Continuous Improvement Plan for the Information Systems Cybersecurity Program, 2012-2013.



# RECOMMENDATION FOR FACULTY MULTI-YEAR CONTRACT

Faculty member's name: [REDACTED]

Date: 10/9/13

**Section A.**

I have reviewed the following Multi-year contract application packet for the above mentioned faculty member:

Based on the above, I X do recommend \_\_\_ do not recommend this faculty member for a multi-year contract. I have reviewed and discussed my recommendation with the faculty member. *Justifications/Comments:*

Academic Dean's Signature: *Jan A. Hardisty*

Date: 10/9/13

**Section B.**

The Council on Excellence has reviewed the Multi-Year Contract application packet for the above mentioned faculty member:

Based on the above, CoE X does recommend \_\_\_ does not recommend this faculty member for a multi-year contract. *Justifications/Comments:*

Council on Excellence Chair's Signature *Mindy Alley*

Date 11/20/2013

**Section C.**

I ✓ do or \_\_\_ do not recommend that the Board of Trustees consider the above-referenced faculty member for a Multi-Year Contract of three years.

Vice President/Provost Signature *Brenda Kil*

Date 12/17/2013

**Section D.**

I ✓ do or \_\_\_ do not recommend that the Board of Trustees consider the above-referenced faculty member for a Multi-Year Contract of three years.

SVP Academic Affairs and Student Development Signature *Colleen Smith*

Date 12-30-13

District President Approval *[Signature]*

Date 1/21/14

Approved by the Board of Trustees at its meeting on 03/25/14  
Date *[Signature]*



**FACULTY SELF-EVALUATION AND APPLICATION  
FOR MULTI-YEAR CONTRACT FORM**

Name: [REDACTED] Division: Science, Technology, Engineering and Mathematics

- Candidate for a 3-year contract**  
Beginning in August 2014 and ending May 2017

**Authorization:** I authorize the Council on Excellence to obtain the Student Survey of Instruction forms, class visit forms and the dean's annual faculty performance appraisals and multi-year contract recommendation, and the Board Report form, to be used in confidence by the Council, for the purpose of determining its recommendation for a multi-year contract.

**In signing below, I do attest that the information contained in this self-evaluation and board report is, to my knowledge, accurate and true.**

Upon completion of this process, the annual faculty performance appraisal form(s) will be returned to my personnel file, and all other records considered in the multi-year contract process will be archived by Human Resources, in compliance with the district's records retention plan.

[REDACTED SIGNATURE]

**Faculty Member's Signature**

9-5-13

**Date**

## I. TEACHING

### A.

<b>Summer 2011</b>	ITNW-1358.XS7	1
	ITNW-1358.XW1	1
<b>Fall 2011</b>	ITSY-2572.XS7	1
	ITSY-2300.XP7	1
	ITSY-1400.RAY	1
	ITNW-1358.XW1	1
<b>Spring 2012</b>	ITSY-2342.XP7	1
	ITSY-2300.XP7	1
	ITSY-1400.XP7	1
	ITSY-1400.XW1	1
	ITNW-1358.XW1	1
<b>Summer 2012</b>	ITSY-2572.XS7	1
	ITNW-1358.XS7	1
<b>Fall 2012</b>	ITSY-2300.XP7	1
	ITSY-1400.XP7	1
	ITNW-1358.XW1	2
<b>Spring 2013</b>	ITSY-2341.XP7	1
	ITSY-2300.XP7	1
	ITSY-1400.XW1	1
	ITSY-1400.DEL	1
	ITSY-1400.XP7	1
<b>Summer 2013</b>	ITSY-1400.XS7	1
	ITNW-1358.XS7	1

### B.

<b>Fall 2013</b>	ITNW-1358.XW1	1
	ITNW-1358.WP1	1



	<b>ITSY-2300.XP7</b>	<b>1</b>
	<b>ITSY-2300.XP8</b>	<b>1</b>

**C. List projects or innovations related to teaching you have created, developed and implemented including any courses or programs developed.**

- Fall 2013: Updated new lab instructional material for the following course:  
ITSY-2300 - Operating Systems Security
- Fall 2012: Updated instructional materials for new text editions for the following courses:  
ITNW 1358 - Network+ (Both online and face-to-face classes)  
ITSY 2572 - Certified Information Systems Security Professional (CISSP)  
Common Body of Knowledge Domain Instruction
- Fall - Spring 2013: Developed a semester project to serve as a Continuous Improvement Plan (CIP) "capstone" for ITSY-2300 - Operations Systems Security for the Information Security CyberSecurity program.
- Summer 2011-Fall 2013: In the past three years, we have met with industry leaders in the area such as Raytheon, Dell/Perot Systems, and Texas Instruments in order to gain insight as to what they would like to see in a Cyber Security program at Collin College. This has resulted in my teaching ITSY-1400 Fundamentals of Security (Security+) onsite at Raytheon Corp. at their Garland facility in the Spring of 2011 and at Dell Corporation at their Plano facility in the Spring of 2013. Currently (Fall 2013), we have several Hewlett-Packard employees taking a special 16 week online ITNW-1358 Fundamentals of Networking (Network+) course.
- Summer 2013: I participated in the development of a proposed CyberSecurity lab and a Networking lab to be paid for by funds from a Department of Labor (DoL) grant.
- Fall 2011 - Fall 2013: Mentored new adjunct faculty and helped them prepare for teaching both online and traditional classes.
- Spring 2012: Developed a new ITSY 2342 Security Management Practices class which has not been offered for several years.

- **II. STUDENTS**

- A. Describe your advising activities.**

- I meet with students weekly during office hours, by email or after class to both advise on current classes they are taking and also with students who are considering a career in Computer Networking and Cybersecurity. I have met with potential students at various corporations such as Raytheon, and Dell/Perot Systems to advise them of the new classes in CyberSecurity that Collin College now offers. Many of these prospective students have registered for classes. This has resulted in two of these classes, both of them ITSY-1400 Fundamentals of Security (Security+), being held away from the college on the business campus: at Raytheon in Spring 2011 and Dell in the Spring of 2013.
- I invite Ms. Virginia Topfer of Counseling Services to address my students on the opportunities for help that are available to them. I also invite representatives of the Department of Labor grant to address my students on the opportunities available to them through the work of the grant.
- Retention/Student Success: Emphasize importance of preparedness and text within an 8-week course. Standardized statement is placed in all course syllabi and discussed the first class day, 2011- 2013.
- Faculty Advisor, Cooperative Work Experience Program, 2011 – 2013.

- B. List any student-related activities demonstrating support of students outside of the classroom in which you have been involved. Examples include participation in student organizations, student-related events, or attending student performances / receptions.**

- Faculty Advisor of the Information Systems Security Association - North Texas Student Chapter (ISSA-NTX). This is the first ISSA student chapter in the country.
- Worked with student/employees on preparation of courses, initialization of a new student organization, and attended workshops on student retention/success. As I teach exclusively in the evenings and online, many student activities such as engineering "camps", recitals, and the like are held during my class hours.

### III. PROFESSIONAL DEVELOPMENT AND ACTIVITIES

#### A. List professional activities

##### 1. Conferences/Workshops attended/conducted

- Attended, Working Connections Faculty Development Institute - Summer 2013
- Attended, Federal Bureau of Investigation (FBI) Infraguard meeting - Summer 2013
- Attended, Identity Management Web Conference, ISSA - Spring 2013
- Attended, Department of Labor (DoL) Grant National Business & Industry Leadership Team (BILT) - CyberSecurity - Summer 2013
- Attended, Department of Labor (DoL) Grant National Business & Industry Leadership Team (BILT) - Networking - Summer 2013
- Attended, Working Connections Faculty Development Institute - Summer 2011
- Conducted, Certified Information Systems Security Professional (CISSP) training courses for various organizations such as the U.S. Army and the U.S. Air Force, NATO Governmental Organizations, corporations, etc.:

Spring 2013  
Fall 2012  
Summer 2012  
Spring 2012  
Fall 2011  
Summer 2011  
Spring 2011

##### 2. Professional presentations, papers presented/published/submitted for publication

##### 3. Involvement in professional organizations

- International Information Systems Security Certification Consortium (ISC)<sup>2</sup>, 2011 - 2013  
Certifications: CISSP
- Member, Information Systems Security Association (ISSA), 2011 - 2013
- Member, Information Systems Audit and Control Association (ISACA), 2011 - 2013  
Certifications: CISM, CRISC
- Member, US Secret Service North Texas Electronic Crimes Task Force, 2011 - 2013

4. Coursework recently completed or in progress

5. List any other ways in which you remain current in your discipline not reflected in the categories above.

- Completed the recertification process from the International Information Systems Security Certification Consortium (ISC)<sup>2</sup> for renewal (until 2016) of my Certified Information Systems Security Professional (CISSP) certification.
- Obtained through Information Systems Audit and Control Association (ISACA) the Certified in Risk and Information Systems Control (CRISC) certification
- Daily monitoring of Information Security websites such as the United States Computer Emergency Response Team US-CERT.
- Subscription to Information Security magazines, webzines, and blogs.
- Attending industry webinars on Information Security.

## IV. COLLEGE SERVICE

### A. List college-related activities in which you have participated. Exclude activities expected of all faculty members such as attending All College Day, graduation or division meetings.

#### 1. College-Wide:

Student recruiting – See Section II A

#### 2. Division/Department:

Engineering Technology Department Liaison to the Department of Labor (DoL) National Information, Security, and Geospatial Technologies Consortium (NISGTC), 2011 – Present.

Served as a member of the Private Cloud System Specification Committee for Proposed Advanced Cybersecurity Lab, Summer 2013.

Fall 2012 - Spring 2013: Developed a semester project to serve as a Continuous Improvement Plan (CIP) "capstone" for ITSY-2300 - Operations Systems Security for the Information Security CyberSecurity program.

Ex-officio Member, Collin College's CyberSecurity Advisory Committee, 2011 - 2013

Ex-officio Member, Collin College's Computer Networking Advisory Committee, 2011 - 2013

#### 3. Any other contributions to the college community:

Faculty Advisor of the Information Systems Security Association - North Texas Student Chapter (ISSA-NTX). This is the first ISSA student chapter in the country

### B. List professionally related community activities in which you have participated.

Maintained computer network and security of my church, 2011 - 2013

## V. OTHER

**List other professional contributions or job-related items of importance not addressed in previous categories.**

Attend monthly luncheons sponsored by the Information Systems Security Association to listen to presentations on current cyber security attacks and countermeasures.

**FACULTY PERFORMANCE APPRAISAL**Faculty Member: 

Date: 7/12/12

 Annual Appraisal

Period Covered: 2011-2012

Dean: Dr. Jon H. Hardesty

Division: STEM

**INSTRUCTIONS**

The primary purpose of the assessment process at Collin is to maintain high quality educational programs. The process focuses on the professional growth and development of each faculty member as an individual in relation to the position description, standards of excellence, divisional and institutional goals and priorities. The performance appraisal process is also used as a component in determining contractual status, including renewal, non-renewal, the awarding of multi-year contracts and termination.

The performance appraisal process is conducted in an atmosphere of open and honest communication between the employee and the supervisor. Each employee is responsible for providing the supervisor with evidence of professional accomplishments during the year that support the mission and goals of the division and the institution. Likewise, the supervisor is responsible for reviewing the employee's professional accomplishments to determine the degree to which the employee met the established objectives for the year. Conducted in an atmosphere of mutual trust and respect, the performance appraisal process provides a growth experience for all college faculty and staff. See Section 9 of the *Faculty and Staff Handbook*.

Criteria for excellence in the performance of faculty "Duties and Responsibilities" are listed by category on the following pages. Using the definitions and examples for these ratings, circle the appropriate rating that matches the individual's performance in each category.

- M Meets standards for excellence
- I Improvement needed
- N Not applicable

**Definitions and Examples:**

**MEETS:** One or more of the words usually, frequently, successfully, or effectively applies. This rating is appropriate for job performance that meets and may exceed required criteria for excellence in the category.

**IMPROVEMENT NEEDED:** One or more of the terms occasionally, marginally, inadequately, sometimes, or progressing applies. This rating describes performance in which many of the job duties and standards are met, but where improvement in one or more areas is required to meet the criteria for excellence. An action plan must be in place, or be established to accompany this appraisal to clearly identify specific skills or areas in need of continued growth, development and/or improvement.

**NOT APPLICABLE:** The activity is not part of the faculty member's job or position at the college.

**PLEASE NOTE:**

*In the comment area provided following each section, you must justify ratings that indicate a need for improvement.*

**I. TEACHING**

1. **MIN** Facilitates learning.
2. **MIN** Provides students with the fundamental body of knowledge of his/her discipline.
3. **MIN** Teaches students to apply that knowledge.
4. **MIN** Responds to the differing educational requirements of students.
5. **MIN** Employs current materials in classroom presentations and learning experiences.
6. **MIN** Uses innovative teaching and learning methods.
7. **MIN** Employs effective evaluation techniques.
8. **MIN** Meets classes as scheduled.

**COMMENTS:**

Prof. [REDACTED] is a highly respected member of the faculty, and a well-known expert in the field of cybersecurity. He facilitates learning in his courses using a variety of techniques that keep his students abreast of current trends in the industry in addition to preparing the students to take the certification exams in this discipline. Over the course of the last year he has asked invited speakers working in the cybersecurity field to make presentations to his classes in an effort to allow the students to understand the most recent trends in the community of practitioners. In addition, he takes advantage of his affiliations with professional societies and committees in the region (e.g. the Secret Service's North Texas Electronic Crimes [N-TEC] Committee) to develop class handouts that illustrate current thinking in the field. Prof. [REDACTED] continued the practice of embedding end-of-chapter online reviews into his courses that illustrate questions that might commonly be found on certification exams. (The use of a website to analyze the answers of entire classes provides an excellent feedback mechanism that the students can use to undertake a metacognitive approach toward understanding how to solve any particular question.)

**II. ASSISTING STUDENTS**

1. **MIN** Understands current career and curriculum options, degree requirements and course transfer information within the discipline and provides timely and tailored advice to students.
2. **MIN** Helps students with education-based problems and/or directs students to appropriate college resources.
3. **MIN** Assists students in accessing appropriate college and community resources for non-educational problems.
4. **MIN** Is available to and approachable by students.

**COMMENTS:**

Prof. [REDACTED] is dedicated to lead his students to a successful conclusion of their program. He works diligently to ensure that his students are capably supported throughout their time in his courses. At the beginning of each term he emails the students a week before class begins to urge them to acquire their textbook as soon as possible, to introduce himself and his contact information and to provide a link to the distance learning website (when appropriate). In addition, he encourages all of his students to (in the syllabus and during lecture) to meet with him if they are experiencing problems before they make a decision to withdraw. He continues to be deeply involved in the evolution of the Cybersecurity program at Collin, and he ensures that his students leave the program with an appreciation of the most



recent trends in the industry, rendering each completer ready to undertake a position with a business/corporation in the local area. Finally, he makes himself available and approachable to students in an effort to provide answers to questions that relate to anything from technical curricular issues to more industry and/or job specific issues. He is well known among the students as a resource draw upon for well-considered guidance and assistance.

### III. COLLEGE SERVICE

1. **MIN** Participates in divisional and departmental meetings.
2. **MIN** Works individually and/or collaboratively with college employees to accomplish discipline, divisional and college missions, goals and objectives, by serving on college-wide task forces, search committees, faculty senate committees, advisory groups, student groups as a faculty adviser, professionally related community activities on behalf of the college, etc.

#### COMMENTS:

Prof. [REDACTED] participated in all divisional and departmental meetings, and he continued to remain active in college service. Over the course of the last year, Prof. [REDACTED] has developed a new ITSY 2300-Operating System Security course, and he taught it for the first time during the fall 2011 term. He served as a mentor for a new associate faculty member including team teaching ITSY 2342 with this faculty member for a total immersion experience. In addition, he participated in a number of departmental outreach initiatives including manning a table at the annual Technology fair at SCC in March, participating on the Cybersecurity Symposium Planning Committee (ultimately due to scheduling difficulties this symposium was converted into an active speaker series that began this summer), and assisting the Director with marketing the Cybersecurity program to Raytheon Corp. Prof. [REDACTED] went further by offering to teach the inaugural offsite course (ITSY 1400) at Raytheon's facility in Garland, TX in the Fall. In addition, he serves as an *ex officio* member on a number of the Engineering department's advisor boards (Cybersecurity, Computer Networking, etc.), and he has been representing the Cybersecurity program for the department with the Department of Labor grant. In that role, he participated as a faculty observer at the National Business and Industry Leadership Team meeting in March at which a detailed skills analysis was constructed for two-year Cybersecurity programs across the country.

### IV. PROFESSIONAL DEVELOPMENT

1. **MIN** Remains current and competent in the appropriate academic discipline.
2. **MIN** Participates in an on-going program of professional self-development.
3. **MIN** Contributes to and participates in college staff development programs, such as annual associate faculty meetings, all-staff activities and workshops, teleconferences, staff development classes, etc.

#### COMMENTS:

Prof. [REDACTED] goes to great lengths to remain up-to-date in his area of expertise by continuously participating in a program of on-going, self-directed professional development. Last year he: completed the requirements to be Certified in Risk and Information Systems Control (CRISC), attended the UTD Executive Briefing on Cybersecurity Risks to Critical Infrastructure by the Department of Homeland Security in March, participated in Working Connections sponsored by the Convergence Technology Center, and he continued to serve as a supervising proctor for the CISSP (Certified Information Systems Security Professional) exam. He is a member of the U.S. Secret Service North Texas Electronics Crimes Task Force, the Information System Security Association (ISSA), the International Information Systems Security certification Consortium (ISC<sup>2</sup>) and the Information Systems Audit and Control Association (ISACA).

**V. PROFESSIONAL INTERACTION**

1. **MIN** Interacts professionally and courteously with students, teaching faculty and staff, including advising and assisting associate faculty when required or appropriate.
2. **MIN** Recognizes, respects and encourages ideas of others.

**COMMENTS:**

Prof. [REDACTED] interacts professionally and courteously with students, faculty and staff throughout the college, and he routinely recognizes, respects and encourages the ideas of others.

**VI. POLICIES, PROCEDURES AND TIME LINES**

1. **MIN** Performs duties and responsibilities in accordance with established policies and procedures.
2. **MIN** Meets time lines for assigned work.
3. **MIN** Provides timely notice for substitutes and class/schedule changes.

**COMMENTS:**

Prof. [REDACTED] performs his duties and responsibilities in accordance with established policies and procedures. He meets time lines for assigned work, and he provides timely notice for substitutes and class/schedule changes.

**VII. OPTIONAL ACTIVITIES PERFORMED**

Prof. [REDACTED] skills are valued in government and industry. He is an IT Security Training Consultant for the U.S. Air Force, the U.S. Army, Ericsson, Verizon, SWBell, State of California, Colorado Technical University, etc.

**VIII. ACADEMIC CHAIR ACTIVITIES**

*To be completed only for faculty members with Academic Chair responsibilities.*

1. **MIN** Performs Academic Chair duties and responsibilities in accordance with established policies and procedures.
2. **MIN** Meets time lines for assigned Academic Chair work.
3. **MIN** Ensures associate faculty meet criteria required for accreditation.
4. **MIN** Follows hiring procedures and completes related documentation on a timely basis.
5. **MIN** Conducts classroom visits and evaluates each associate faculty member at least one time per year.
6. **MIN** Ensures teaching excellence among associate faculty.

**COMMENTS:**

C:\Users\Administrator\Documents\CCCCD Admin\2011-2012 Faculty Performance Evaluations\First Drafts\ [REDACTED]  
FacultyPerformanceEvaluationForm.docx

Name: [REDACTED] Date: 7/12/12

#### IX. DEAN'S ASSESSMENT OF STUDENT EVALUATIONS IN THIS EVALUATION PERIOD

Prof. [REDACTED] student evaluations are overwhelmingly positive. The vast majority of his students noted that his extraordinary knowledge of the principles of network security and his rich trove of stories from his varied experiences in the workforce made the courses he taught enjoyable. Other students noted that he was easy going and enjoyable to listen to, rendering him remarkably approachable. And still others noted his joy and passion in teaching the material.

Representative comments:

"Professor [REDACTED] is an expert in the subject matter he teaches, and it is evident in every class period."

"I've had Prof. [REDACTED] for two of my classes. He teaches his courses with a lot of skill and knowledge-wonderful person."

"He used so many examples of his professional life. It is really on target."

"[REDACTED] presentation style encourages class participation and his knowledge of the subject enables him to present examples until the student(s) clearly understand the concept."

"Not rigid or difficult to talk to. Easy going. Fun to listen to and very knowledgeable."

"[REDACTED] really enjoys the subject material and makes what could be a rather boring topic exciting to learn."

"His experience with the subject material made him able to provide real world examples."

Name: [REDACTED] Date: 7/12/12

**OVERALL EVALUATION:** Indicate below the overall appraisal rating which best describes a summary of the above ratings and comments.

- MEETS STANDARDS OF EXCELLENCE
- IMPROVEMENT NEEDED

**Comments:**

Prof. [REDACTED] is an outstanding instructor, and his students find his wealth of practical experience very useful in learning the principles of Cybersecurity.

**RECOMMENDATION TO THE COUNCIL ON EXCELLENCE**

To be completed by the Division Dean when the faculty member has become eligible for award of a multi-year contract).

I \_\_\_\_\_ do \_\_\_\_\_ do not recommend this faculty member for a multi-year contract.

**JUSTIFICATIONS/COMMENTS:**

**Division Dean's Statement:**

I have reviewed and discussed this performance appraisal with the faculty member.

My Division Dean has reviewed and discussed this performance appraisal with me. Please use the back of this form or an attachment if more room for comments is needed.

**Comments:**

Faculty Member's Signature: [REDACTED]

Date: 8-9-12

Division Dean's Signature: [Signature]

Date: 8/9/12

**IX. ANNUAL GOALS/OBJECTIVES AND EVALUATION FORM**

**Goal Review (Conduct annually.)**

The faculty member and division dean should review a copy of the goals set during last year's Faculty Performance Appraisal and, together, evaluate the degree to which this faculty member accomplished the goals. Indicate, in the boxes shown, which goals were accomplished, which were partially accomplished, and which were not accomplished. Provide explanations for goals that were partially accomplished or not accomplished

<b>Goals for Year 2011-2012</b>	<b>Goal Completion</b>	<b>Explanation</b>
Update current text editions (lecture and lab) for the following courses by Fall 2012: ITSY 1400 - Fundamentals of Security (Security+) ITSY 2300 - Operating Systems Security ITSY 2300 - Operating Systems Security Lab Manual	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
Obtain the Information Systems Audit and Control Association (ISACA) - Certified in Risk and Information Systems Control (CRISC) certification	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
Continue to meet with area defense contractors and others to promote the Cyber Security program at Collin.	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
Continue my association with professional organizations	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
Continue to serve as a faculty coordinator for the Cooperative work Experience Program.	<input type="checkbox"/> Accomplished <input checked="" type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	[REDACTED] stood ready to serve as a faculty coordinator for cooperative work experience programs. No students requested a coop program in cybersecurity last year.

**Goal Setting (Conduct annually.)**

Together, the faculty member and division dean should agree on a set of goals for the faculty member for the next fiscal year. After completion, the division dean should give the faculty member a copy of this sheet. The division dean should also retain a copy, and use it as a part of the next year's Faculty Performance Appraisal.

**Goals for Year 2012-2013      Goal Completion      Explanation**

Update instructional materials for new text editions for the following courses by Fall 2012: ITNW 1358 - Network+ (Both online and face-to-face classes) ITSY 2572 - Certified Information Systems Security Professional (CISSP) Common Body of Knowledge Domain Instruction	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
Continue to earn Continuing Professional Education (CPE) credits to keep my CISSP, CISM, CRISC, and Security+ accreditations current.	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
Continue to meet with area defense contractors and others to promote the CyberSecurity program at Collin College.	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
Work with area professional associations such as the Chinese Institute of Engineers (CIE) to promote the engineering program at Collin College.	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
Continue my association with professional organizations such as the Information Systems Security Association (ISSA), the U.S. Secret Service North Texas Electronics Crimes Task Force, and the Information Systems Audit and Control Association (ISACA)	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
Continue to serve as a faculty coordinator for the Cooperative Work Experience Program.	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	

Division Dean's Signature

*Jon D. Clardy*

Date:

8/9/12

Faculty Member's Signature:

[REDACTED]

Date:

8-9-12

## FACULTY PERFORMANCE APPRAISAL

Faculty Member: [REDACTED]

Date: 7/9/13

 Annual Appraisal

Period Covered: 2012-2013

Dean: Dr. Jon H. Hardesty

Division: STEM-PRC

INSTRUCTIONS

The primary purpose of the assessment process at Collin is to maintain high quality educational programs. The process focuses on the professional growth and development of each faculty member as an individual in relation to the position description, standards of excellence, divisional and institutional goals and priorities. The performance appraisal process is also used as a component in determining contractual status, including renewal, non-renewal, the awarding of multi-year contracts and termination.

The performance appraisal process is conducted in an atmosphere of open and honest communication between the employee and the supervisor. Each employee is responsible for providing the supervisor with evidence of professional accomplishments during the year that support the mission and goals of the division and the institution. Likewise, the supervisor is responsible for reviewing the employee's professional accomplishments to determine the degree to which the employee met the established objectives for the year. Conducted in an atmosphere of mutual trust and respect, the performance appraisal process provides a growth experience for all college faculty and staff. See Section 9 of the *Faculty and Staff Handbook*.

Criteria for excellence in the performance of faculty "Duties and Responsibilities" are listed by category on the following pages. Using the definitions and examples for these ratings, circle the appropriate rating that matches the individual's performance in each category.

- M Meets standards for excellence
- I Improvement needed
- N Not applicable

Definitions and Examples:

**MEETS:** One or more of the words usually, frequently, successfully, or effectively applies. This rating is appropriate for job performance that meets and may exceed required criteria for excellence in the category.

**IMPROVEMENT NEEDED:** One or more of the terms occasionally, marginally, inadequately, sometimes, or progressing applies. This rating describes performance in which many of the job duties and standards are met, but where improvement in one or more areas is required to meet the criteria for excellence. An action plan must be in place, or be established to accompany this appraisal to clearly identify specific skills or areas in need of continued growth, development and/or improvement.

**NOT APPLICABLE:** The activity is not part of the faculty member's job or position at the college.

PLEASE NOTE:

*In the comment area provided following each section, you must justify ratings that indicate a need for improvement.*

**I. TEACHING**

1. **M I N Facilitates learning.**
2. **M I N Provides students with the fundamental body of knowledge of his/her discipline.**
3. **M I N Teaches students to apply that knowledge.**
4. **M I N Responds to the differing educational requirements of students.**
5. **M I N Employs current materials in classroom presentations and learning experiences.**
6. **M I N Uses innovative teaching and learning methods.**
7. **M I N Employs effective evaluation techniques.**
8. **M I N Meets classes as scheduled.**

**COMMENTS:**

Prof. [REDACTED] continued to facilitate learning in his courses throughout the academic year. Over the course of the last year, he developed a semester project (and corresponding rubric) as a "capstone-like" experience for ITSY 2300 as part of the continuous improvement plan for the Information Systems Cybersecurity program. The resulting project will be implemented in the fall of 2014. In addition he has instituted a number of new pedagogical techniques to encourage student learning. As one example of these initiatives, in the ITSY 2572-CISSP Common Body of Knowledge course, he began using end-of chapter online reviews (<http://www.fneppracticetests.org/quiz/quiz.php>) in which the entire class participates by verbally answering questions over the material just covered, and the majority's answers are electronically evaluated at the website. The questions are designed to mimic the type of test questions the student can expect to see on the certification exam. Prof. [REDACTED] continued to distribute handouts of material that he has access to as a member of various professional societies and committees such as the Secret Services' North Texas Electronic Crimes (N-TEC) Committee. This helps to keep his courses relevant and timely given the dynamic nature of the cybersecurity field.

**II. ASSISTING STUDENTS**

1. **M I N Understands current career and curriculum options, degree requirements and course transfer information within the discipline and provides timely and tailored advice to students.**
2. **M I N Helps students with education-based problems and/or directs students to appropriate college resources.**
3. **M I N Assists students in accessing appropriate college and community resources for non-educational problems.**
4. **M I N Is available to and approachable by students.**

**COMMENTS:**

Prof. [REDACTED] is deeply committed to assisting students in the networking and cybersecurity programs at Collin. He works closely with numerous students considering a career in cybersecurity by providing career information and highlighting the program at Collin. One week prior to the beginning of classes, Prof. [REDACTED] emails all registered students to begin urging them to acquire the text book, getting the students acquainted with his contact information, and making them aware of the distance learning website (if applicable). He has encouraged his students to take advantage of the services offered by the Dept. of Labor grant by offering some extra-credit. Finally he encourages all of his students (within the syllabus and throughout the term during lecture) to meet with him prior to making any decisions about dropping the course. This is done to open a channel of communication to the students before they reach a point of no return.



**III. COLLEGE SERVICE**

1. **MIN** Participates in divisional and departmental meetings.
2. **MIN** Works individually and/or collaboratively with college employees to accomplish discipline, divisional and college missions, goals and objectives, by serving on college-wide task forces, search committees, faculty senate committees, advisory groups, student groups as a faculty adviser, professionally related community activities on behalf of the college, etc.

**COMMENTS:**

Prof. [REDACTED] participated in all divisional and departmental meetings, and he continues to find ways of becoming more engaged in college service. This year he has participated in the Dept. of Labor grant meetings to support this key initiative at the college, and he has worked diligently to encourage students to agree to participate in the grant data collection activities. He has contributed to a number of curriculum development projects for the Information Systems Cybersecurity program at Collin, and toward the end of the spring semester he agreed to serve as a faculty advisor to the Collin College Student Chapter of the Information Systems Security Associations (ISSA) of North Texas. This is scheduled to be the first student chapter of ISSA in the U.S.

**IV. PROFESSIONAL DEVELOPMENT**

1. **MIN** Remains current and competent in the appropriate academic discipline.
2. **MIN** Participates in an on-going program of professional self-development.
3. **MIN** Contributes to and participates in college staff development programs, such as annual associate faculty meetings, all-staff activities and workshops, teleconferences, staff development classes, etc.

**COMMENTS:**

Prof. [REDACTED] remains current and competent in his academic discipline by participating in an ongoing program of professional self-development. This year he developed a new curriculum for ITSY 2341 Security Management Practices; this course had not been taught at Collin in several years. He routinely attends the monthly meetings of the Information System Security Association (ISSA) – North Texas Chapter, and he regularly attends the quarterly meetings (as a member) of the U.S. Secret Service North Texas Electronics Crimes Task Force. This serves as a valuable source of information regarding cybercrime and the methods used to successfully investigate and prosecute cybercrimes. Additionally, Prof. [REDACTED] is a member of the International Information Systems Security Certification Consortium (ISC<sup>2</sup>), and under the auspices of this organization he serves as a certifying proctor for the Certified Information Systems Security Professional certification exam. Finally, he is also a member of the Information Systems Audit and Control Association (ISACA). In all cases, Prof. [REDACTED] participation in these organizations contribute to the collection of Continuous Professional Education credits for his various certifications.

V. PROFESSIONAL INTERACTION

Name: [REDACTED] Date: 7/9/13

1. **MIN** Interacts professionally and courteously with students, teaching faculty and staff, including advising and assisting associate faculty when required or appropriate.
2. **MIN** Recognizes, respects and encourages ideas of others.

COMMENTS:

Prof. [REDACTED] interacts professionally and courteously with all students, teaching faculty, and staff members throughout the college.

VI. POLICIES, PROCEDURES AND TIME LINES

1. **MIN** Performs duties and responsibilities in accordance with established policies and procedures.
2. **MIN** Meets time lines for assigned work.
3. **MIN** Provides timely notice for substitutes and class/schedule changes.

COMMENTS:

VII. OPTIONAL ACTIVITIES PERFORMED

Prof. [REDACTED] is an IT Security Training Consultant with clients that include the U.S. Air Force, the U.S. Army, Ericsson, Verizon, SWBell, the State of California, Colorado Technical University, etc.

VIII. ACADEMIC CHAIR ACTIVITIES

*To be completed only for faculty members with Academic Chair responsibilities.*

1. **MIN** Performs Academic Chair duties and responsibilities in accordance with established policies and procedures.
2. **MIN** Meets time lines for assigned Academic Chair work.
3. **MIN** Ensures associate faculty meet criteria required for accreditation.
4. **MIN** Follows hiring procedures and completes related documentation on a timely basis.
5. **MIN** Conducts classroom visits and evaluates each associate faculty member at least one time per year.
6. **MIN** Ensures teaching excellence among associate faculty.

COMMENTS:

Name: [REDACTED] Date: 7/9/13

**IX. DEAN'S ASSESSMENT OF STUDENT EVALUATIONS IN THIS EVALUATION PERIOD**

Prof. [REDACTED] student evaluations are decidedly positive. The vast majority of students noted that he is extremely knowledgeable in the field of IT security, and a comparable number noted that his ability to relate stories/anecdotes from his prior work experiences really make the material come alive for the students. Many students admired the enthusiasm with which he taught.

Name: [REDACTED] Date: 7/9/13

**OVERALL EVALUATION:** Indicate below the overall appraisal rating which best describes a summary of the above ratings and comments.

**MEETS STANDARDS OF EXCELLENCE**  
 **IMPROVEMENT NEEDED**

**Comments:**

Prof. [REDACTED] continues to demonstrate why he is such a valuable member of the faculty in the STEM division. His students are fortunate to have such an experienced professional sharing his knowledge in the classroom, and the Collin cybersecurity program is stronger for his presence.

**RECOMMENDATION TO THE COUNCIL ON EXCELLENCE**

To be completed by the Division Dean when the faculty member has become eligible for award of a multi-year contract).

I  do \_\_\_\_\_ do not recommend this faculty member for a multi-year contract.

**JUSTIFICATIONS/COMMENTS:**

**Division Dean's Statement:**

I have reviewed and discussed this performance appraisal with the faculty member.

Division Dean's Signature

*Jon D. Hardisty*

Date:

*3/20/13*

My Division Dean has reviewed and discussed this performance appraisal with me. Please use the back of this form or an attachment if more room for comments is needed.

**Comments:**

Faculty Member's Signature

[REDACTED SIGNATURE]

*8-20-13*

**IX. ANNUAL GOALS/OBJECTIVES AND EVALUATION FORM**

**Goal Review (Conduct annually.)**

The faculty member and division dean should review a copy of the goals set during last year's Faculty Performance Appraisal and, together, evaluate the degree to which this faculty member accomplished the goals. Indicate, in the boxes shown, which goals were accomplished, which were partially accomplished, and which were not accomplished. Provide explanations for goals that were partially accomplished or not accomplished

Goals for Year 2012-2013	Goal Completion	Explanation
Update instructional materials for new text editions for the following courses by Fall 2012: ITNW 1358 - Network+ (Both online and face-to-face classes) ITSY 2572 - Certified Information Systems Security Professional (CISSP) Common Body of Knowledge Domain Instruction	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
Continue to earn Continuing Professional Education (CPE) credits to keep my CISSP, CISM, CRISC, and Security+ accreditations current.	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
Continue to meet with area defense contractors and others to promote the CyberSecurity program at Collin College.	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	Successfully taught ITSY 1400 onsite at Dell Solutions in Plano during the spring semester.
Work with area professional associations such as the Chinese Institute of Engineers (CIE) to promote the engineering program at Collin College	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
Continue my association with professional organizations such as the Information Systems Security Association (ISSA), the U.S. Secret Service North Texas Electronics Crimes Task Force, and the Information Systems Audit and Control Association (ISACA)	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
Continue to serve as a faculty coordinator for the Cooperative Work Experience Program.	<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	

**Goal Setting (Conduct annually.)**

Together, the faculty member and division dean should agree on a set of goals for the faculty member for the next fiscal year. After completion, the division dean should give the faculty member a copy of this sheet. The division dean should also retain a copy, and use it as a part of the next year's Faculty Performance Appraisal.

**Goals for Year 2013-2014      Goal Completion      Explanation**

Update instructional materials for new text editions for the following courses by Fall 2013: ITNW 2300 - Operating System Security - Update Labs ITSY 2572 - Certified Information Systems Security Professional (CISSP)	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
Serve as a Faculty Advisor to the new Student Chapter of the North Texas - Information Systems Security Association (ISSA).	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
Continue to earn Continuing Professional Education (CPE) credits to keep my CISSP, CISM, CRISC, and Security+ accreditations current.	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
Continue to meet with area defense contractors and others to promote the CyberSecurity program at Collin College.	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
Continue my association with professional organizations such as the Information Systems Security Association (ISSA), the U.S. Secret Service North Texas Electronics Crimes Task Force, and the Information Systems Audit and Control Association (ISACA)	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	
Continue to serve as a faculty coordinator for the Cooperative Work Experience Program.	<input type="checkbox"/> Accomplished <input type="checkbox"/> Partially Accomplished <input type="checkbox"/> Not Accomplished	

Division Dean's Signature

*Jon D. Hardisty*

Date:

8/20/13

Faculty Member's Signature:

[Redacted Signature]

Date:

8-20-13

**EVALUATION FORM FOR CLASSROOM VISIT**Class/section: **ITSY 2300-XP7**Date of Visit: **2/15/12**Faculty Name: **[REDACTED]**

Evaluator: Evaluate the instructor based on the four criteria listed below by describing your observations of their classroom presentation/activities conducted during your visit.

- Criterion 1. **Preparation:** the instructor provided examples to reinforce concepts, provided clear answers to students' questions, expanded upon the textbook;
- Criterion 2. **Content:** the instructor used appropriate materials, previewed upcoming course material, presented in a logical sequence;
- Criterion 3. **Methodology:** the instructor respected the students, presented enthusiastically, used variety of presentation methods, and moved from podium;
- Criterion 4. **Student Involvement:** the instructor solicited questions, comments and examples, provided opportunities for group or individual discussion on the material, and students participated in experiential activities.

**1. The instructor was prepared for class.**

Prof. [REDACTED] came to class prepared with a Powerpoint presentation on Physical Security covering chapter 9 of the course textbook. He began class by reminding the students of an upcoming quiz to be given during the next class session, and he asked students to remember to sign in and to turn in their homework assignment prior to the beginning of the lecture.

Throughout the lecture, Prof. [REDACTED] used examples taken from his prior career to illustrate the advantages and disadvantages of a variety of physical security measures that were discussed, providing the students with valuable insight about how physical security considerations arise in the workplace. He also illustrated his preparation for teaching this course by thoroughly explaining the scientific bases upon which a number of security devices operate in order to achieve their intended purposes (e.g. the fundamental operation of intrusion detection systems, smoke alarms, fire suppression systems, etc.).

**2. The content of the class session was appropriate for achieving instructional goals.**

The content of the session was appropriate for achieving the instructional goals of the class meeting. Prof. [REDACTED] started by providing a broad overview of the physical security considerations required to maintain a consistently reliable IT infrastructure. Following a review of logical access control (identification, authentication, authorization, and auditing/accounting) from a prior lecture, Prof. [REDACTED] began his discussion of Physical Access Control by defining seven major forms of physical loss, and then he moved into a description of methods/approaches designed to ameliorate the chance of each form of physical loss from occurring. His overall approach was very practical, highlighting the pros and cons of the features/characteristics of various devices/methods in each category. The total list of particular devices/methods covered was thorough and the considerations of the various benefits and drawbacks served to illustrate for students the extraordinary value of implementing a variety of approaches in order to maintain a secure infrastructure. Overall, the students were provided a powerful set of tools to initiate the assessment of risk associated with each form of physical loss, and they were provided with a solid knowledge of the systems traditionally used to reduce those risks.

**3. The instructor effectively presented the material.**

Prof. [REDACTED] presented the material in a very effective manner. His lecture style is extraordinarily encouraging and inclusive. His strategic use of questions to drive students to draw upon their prior class preparation served to keep the students highly engaged, and it encouraged students to dig deeper in order to draw conclusions. This created an immersive learning environment in the classroom that the students responded to quite well. His use of the whiteboard to illustrate concepts requiring sketches/diagrams was clear and easy to follow, allowing students to understand the points Prof. [REDACTED] wanted to make while giving them an appropriate visual cue to link with the concepts. His board organization was easy to follow and take notes from. I was particularly struck by the quality of the critical thinking that he was able to extract from the students in this class with his questions, and his implementation may be one of the finest examples that I have observed of this technique.

---

4. **The students were appropriately involved in the learning process.**

The students were appropriately involved in the learning process. Prof. [REDACTED] questions were well received and students felt very comfortable offering responses. Prof. [REDACTED] knows his students by name, and he readily used this knowledge to establish a friendly but appropriately respectful environment in the classroom. The resulting level of student engagement was very strong, allowing for an intellectually stimulating discussion to develop at many points within the lecture.

---

**Evaluator's comments/recommendations: (Please use reverse side if additional space is needed.)**

Overall I felt that this was a very well-constructed lecture delivered in a masterful fashion. I found myself thoroughly interested in the various topics covered, and I considered it quite a pleasure to observe Prof. [REDACTED] in action on this evening.

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**Instructor's comments/response: (Please use reverse side if additional space is needed.)**

---

SIGNATURES

Instructor:

[REDACTED SIGNATURE]

Date

2/20/12

Evaluator:

[REDACTED SIGNATURE]

Date

Academic Dean:

Jon H. [REDACTED SIGNATURE]

Date

2/20/12



**EVALUATION FORM FOR CLASSROOM VISIT**Class/section: **ITSY 2300-XP7**Date of Visit: **2/13/13**Faculty Name: **[REDACTED]**

Evaluator: Evaluate the instructor based on the four criteria listed below by describing your observations of their classroom presentation/activities conducted during your visit.

- Criterion 1. **Preparation:** the instructor provided examples to reinforce concepts, provided clear answers to students' questions, expanded upon the textbook;
- Criterion 2. **Content:** the instructor used appropriate materials, previewed upcoming course material, presented in a logical sequence;
- Criterion 3. **Methodology:** the instructor respected the students, presented enthusiastically, used variety of presentation methods, and moved from podium;
- Criterion 4. **Student Involvement:** the instructor solicited questions, comments and examples, provided opportunities for group or individual discussion on the material, and students participated in experiential activities.

**1. The instructor was prepared for class.**

Prof. [REDACTED] came to class prepared with a lecture and associated powerpoint presentation introducing students to the field of cryptography. The lecture gave students a broad understanding of the basic ideas behind cryptography as well as a thorough understanding of the history and usefulness of cryptographic techniques.

**2. The content of the class session was appropriate for achieving instructional goals.**

The content of the class session was appropriate for achieving the instructional goals of the class. Prof. [REDACTED] began by introducing the terms Cryptography, meaning hidden writing, and Cryptanalysis, meaning the conversion of cryptographic messages back into English. He then moved into a brief review of the history of cryptography going back to the use of written language in the ancient world when very few possessed the ability to read. He continued with examples that included the Spartan Scytale, a wooden staff of known diameter and fixed taper upon which a linen strip was wrapped diagonally. Once the message was written on the linen strip the strip was unwound to provide a collection of letters that appeared to be nonsensical until it was wound back around a similar wooden staff with the same diameter and taper. Prof. [REDACTED] then discussed the Caesar Cipher, and in the process introduced his students to the concept of a substitution cipher in which each letter in the alphabet is substituted with a different letter according to a fixed pattern, typically an offset of the alphabet. Later he indicated that this method evolved into more complicated polyalphabetic substitution ciphers in which a different alphabet offset is used for each letter. (The Viginere Square was provided as an example of a polyalphabetic cipher that utilized a series of Caesar Ciphers.) This technology reached its evolutionary apex with the electromechanical Enigma Machine used by the German Army in WWII.

Prof. [REDACTED] continued by describing some interesting principles associated with the development of cryptographic systems. The tradeoff between "Security through obscurity" in which the algorithm for a cryptosystem is kept secret as opposed to Kerckhoff's Principle in which it is argued that the algorithm will be publically known, but the key must be kept secret to maintain the secrecy of cryptographic message. He then discussed the security services that cryptosystems enforce (confidentiality, integrity, authentication, authorization, and nonrepudiation) along with the entities typically concerned with maximizing each particular service given the kind of information being protected. Prof. [REDACTED] this concluded this portion of the lecture by discussing the concept of one-time pads and the method of "XORing" to embed messages within digital signals.

Overall the lecture was well constructed with a logic flow that was easy for students to follow. The historical approach to introducing these concepts provided a solid explanation for their existence and the important roles that they have played for various entities throughout time. In addition, this approach gave Prof. [REDACTED] ample opportunity to delineate the development of increasingly complicated cryptosystems over time. He did a nice job of getting students to recall information from earlier parts of the course (or from courses taken prior to this course).

**3. The instructor effectively presented the material.**

Prof. [REDACTED] effectively presented the material. He lectured enthusiastically providing students with a variety of examples of cryptographic systems used over time. His presentation slides were very well developed and he did an excellent job of integrating them into his lecture. He made effective use of the whiteboard to emphasize important terms, concepts, etc., and he routinely asked students questions to keep them engaged in the lecture by recalling information from earlier lectures in the course or their preparatory reading for class. Prof. [REDACTED] responded to student questions in a very respectful manner.

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**4. The students were appropriately involved in the learning process.**

The students were appropriately involved in the learning process. It was clear that they felt comfortable answering Prof. [REDACTED] questions and sharing their thoughts on the material covered in their preparatory reading, and when students felt they needed clarification on particular elements of the lecture, they did not hesitate to respectfully ask Prof. [REDACTED] to help provide the necessary information. Overall, it was clear the this class and Prof. [REDACTED] have developed a strong rapport with one another at this midpoint of the term.

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**Evaluator's comments/recommendations: (Please use reverse side if additional space is needed.)**

This was a very interesting lecture to observe on a particularly interesting topic. Prof. [REDACTED] organizational approach to this material made it easy to follow, and his delivery of the carefully developed logic made it a genuine joy to participate in. Well Done!

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**Instructor's comments/response: (Please use reverse side if additional space is needed.)**

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**SIGNATURES**

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<b>Instructor:</b> [REDACTED]	<b>Date</b> 5-9-13
<b>Evaluator:</b> [REDACTED]	<b>Date</b>
<b>Academic Dean:</b> [Signature]	<b>Date</b> 5/13/13

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