

Performance: Annual FT Faculty Review

Complete Self Evaluation [Self Evaluation: 2022-2023 FT Faculty Template:](#)



Review Period 09/01/2022 - 08/31/2023

4 minute(s) ago - Due 01/20/2023; Effective 08/31/2023

The process for faculty performance reviews is streamlined as follows:

- **Faculty** provide input by way of self-assessments.
- **Associate deans/directors** provide feedback and overall ratings.
- **Signatures:** Faculty and associate deans/directors sign reviews electronically.

You are not required to complete this entire document in one sitting. Click **Save for Later** before exiting, and your edits will be saved.

Should you need assistance with the review or have questions, please contact Human Resources at 972.985.3783.

INSTRUCTIONS FOR FACULTY SELF-ASSESSMENT

The faculty annual self-assessment affords faculty an opportunity to provide their supervisor a comprehensive summary of accomplishments and contributions to the five areas evaluated in the annual performance appraisal. The self-assessment focuses on teaching, advising and supporting students, professional development, and college service. Faculty are responsible for completing a self-assessment that provides their supervisor with evidence of professional accomplishments that support the mission and goals of the division, academic department, and the institution.

INSTRUCTIONS FOR ASSOCIATE DEAN/DIRECTOR APPRAISAL

Faculty will be assessed on the criteria for excellence in the performance of faculty duties and responsibilities listed in the categories found in the assessment. After reviewing the faculty's self-assessment, the supervisor will choose from among the following ratings to assess the level of accomplishment for each of the performance categories as well as an overall appraisal rating.

[Performance Appraisal Ratings](#)

M: Meets the Expected Level of Performance

I: Improvement Needed - Does Not Meet the Expected Level of Performance

[Performance Appraisal Rating Definitions](#)

MEETS: Excellence in teaching, responsible participation in college service, and active professional growth are expected of faculty. One or more of the words usually, frequently, successfully, or effectively applies. Performance is fully satisfactory in all major respects.

IMPROVEMENT NEEDED: Performance is inconsistent or problematic in one or more areas of evaluation. One or more of the terms occasionally, marginally, or inadequately 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. Goals for improvement must accompany this appraisal to clearly identify specific skills or areas in need of improvement.

Get Started

Teaching

The Council on Excellence Criteria for Teaching

The primary areas of focus for an excellent faculty member include teaching (the first priority), supporting students, engaging in significant college service, and participating in substantive professional development opportunities.

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Teaching

A Collin College faculty member

- Facilitates learning
- Conveys the fundamental body of knowledge in the discipline and how to apply that knowledge
- Teaches students how to critique, analyze, and build upon that body of knowledge
- Shows students how to apply concepts and provide evidence to demonstrate that knowledge
- Employs current materials, applies contemporary research, and uses effective methods of instruction
- Provides meaningful feedback to students in an effective and timely evaluation process

ESSENTIAL PERFORMANCE FACTORS

Teaching is the central responsibility of faculty members and the most important area of faculty evaluation. While standards may vary somewhat by discipline, certain characteristics of teaching are valued across the College: well planned, carefully organized courses; effective delivery of material; clear student learning outcome expectations; innovation in subject matter and pedagogy; courses that meet program and Collin College objectives; sufficient opportunity for out-of-class contact between instructor and students; demonstrated effort to keep course content current; use of appropriate methods of feedback and student assessment.

Scholarly work and accomplishments in instructional activities may take on a variety of forms, including guiding independent learning activities and student creative performance, interdepartmental collaboration with colleagues, and development and improvement of curriculum.

In the space below, enter either a concise narrative statement or a bulleted list that provides your associate dean or director with adequate information to assist in assessing your accomplishments in teaching during the past year.

7 items



Competency
Facilitates learning through effective preparation and organization of course information
Provides students with the fundamental body of knowledge of his/her discipline and remains current in effective methods of instruction
Teaches students to apply knowledge and demonstrate understanding
Provides clear student learning outcome expectations
Employs current materials in classroom presentations and learning experiences
Uses teaching and learning methods that are appropriate for the discipline
Employs effective evaluation techniques and provides meaningful feedback to students

Employee Summary

Comment * Normal **B** *I* U A ☰ 🔗

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Advising and Supporting Students

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Teaching

Advising and Supporting Students

The Council on Excellence Criteria for Faculty Engagement in Student Advising A Collin College faculty member

- Provides advice to students about career and curriculum options
- Directs students to competent help for academic and non-academic problems, i.e., Tutoring, Writing Center, ACCESS, Counseling Center, etc.
- Supports student organizations and events
- Is available to and approachable by students and may provide letters of recommendation in support of student success or education/career objectives

Please Note: Not every bulleted item above may apply for every faculty member. In some cases there may be different or additional items that are unique to the faculty member's discipline or academic department.

ESSENTIAL PERFORMANCE FACTORS

The most important responsibility of individual faculty is to enhance the student learning experience. Successful support of students encompasses approachability and availability to assist students inside and outside of the class; advertising and maintaining office hours; being informed about the degree, certificate, and transfer requirements of programs within the discipline; and being knowledgeable, able to explain, and willing to refer to academic and non-academic college resources.

In the space below, enter either a concise narrative statement or a bulleted list that provides your associate dean or director with adequate information to assist them in assessing your level of engagement in advising and supporting students during the past year. Be sure to include any student-related activities that demonstrate your support of students outside of the classroom. Examples include participation in student organizations as well as attending sports events, PTK induction, student performances, receptions, etc. Some items may be duplicated in the College Service category.

4 items



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

Employee Summary

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Professional Development

The Council on Excellence Criteria for Professional Development

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Teaching

Advising and Supporting Students

Professional Development

A Collin College faculty member

- Remains current and competent in the discipline, staying vigilant and continuously monitoring advances in related scholarship.
- Creates and sustains an on-going program of self-development and improved pedagogy
- Seeks opportunities for any of the following:
 - Professional growth formal research and publication, production in one's art, professional performance, etc.
 - Presentations before professional societies or other meetings
 - Workshop and conference participation
 - Active involvement in professional associations or community organizations
 - Academic career advancement through course work

ESSENTIAL PERFORMANCE FACTORS

Each faculty member is expected to be intellectually active. Professional development may take many forms (see below), including active engagement in intellectual activities within one's own discipline, demonstrating efforts to stay current in one's field.

The following are types of activities that should be included:

- Conferences/workshops attended/conducted
- Professional presentations, papers presented/published/submitted for publication
- Scholarly research or professional creativity
- Collaborating on research projects with students
- Interdisciplinary work with colleagues
- Development of research and collaboration with other professionals
- Active involvement in professional organizations
- Developing and conducting artistic performances
- Coursework recently completed or in progress
- Any other ways in which you remain current in your discipline

Enter either a concise narrative statement or a bulleted list that provides your associate dean or director with adequate information to assist them in assessing your level of engagement in professional development activities during the past year.

Please Note: For conferences or workshops, in addition to their title(s), please include a brief description of their benefit to your teaching or professional activities at Collin. You may also choose to attach a copy of any travel summaries submitted for COE in the Supporting Documents section.

4 items



Competency
Remains current and competent in the appropriate academic discipline
Regularly participates in external professional meetings, seminars, activities, or conferences that are related to one's discipline, and/or activities that help to support teaching and program development
Regularly participates in Faculty Development meetings, activities, or programs offered by the District
Engages in activities that help to enhance and promote excellence in teaching that could include any of the following: Instructional technology, pedagogy, presentation skills, classroom management, etc.

Employee Summary

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College Service

The Council on Excellence Criteria for College (Community) Service

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Teaching

Advising and Supporting Students

Professional Development

College Service

A Collin College faculty member

- Actively and productively participates in college-wide, division, and department councils, task forces, and committees
- Creates programs/activities for the district that benefit students
- Performs other service activities designed to further the accomplishment of the college's mission
- Represents the college in the community serviced by the college district
- Engages in professionally-related community service

ESSENTIAL PERFORMANCE FACTORS

Faculty members should be actively engaged in service at either the program, department, division, or college level, or a combination thereof. College service provides opportunities for faculty to exercise a leadership role and assist the College in attaining its institutional strategic goals and mission. Characteristics of excellent service include dependability, thoughtfulness, active participation and preparedness regarding committee assignments; acceptance of responsibility and leadership roles; helping professional organizations meet goals; helping student organizations meet goals; and providing opportunities for students to interact with communities beyond the College.

Enter either a concise narrative statement or a bulleted list that provides your associate dean or director with adequate information to assist them in assessing your level of engagement in college service activities during the past year. Include detailed information about the type of service and your role, with title (if applicable) as well as listing achievements and contributions as a result of the service provided.

Please Note: When listing activities, do not include contract activities that are expected of all faculty members such as attending All College Day, graduation, or division meetings, etc.

1 item

Competency	Description
Works individually and/or collaboratively with college employees to accomplish discipline, divisional and college missions, goals and objectives, through service and participation in any of the following:	<ul style="list-style-type: none">• College-wide task forces• Faculty and staff search committees• Advisory groups• Student groups• Faculty advisor• Professionally related community activities on behalf of the college• Organizing, supporting, or helping to plan/execute special events or college outreach

Employee Summary

Comment *

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Professionalism

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- Teaching
- Advising and Supporting Students
- Professional Development
- College Service
- Professionalism**

This section is for managers ONLY. Faculty members SHOULD NOT provide comments here.

Criteria for excellence: Policies, procedures, timelines, and professional interaction

Competency
Interacts professionally and courteously with students, faculty and staff, including advising and assisting associate faculty when required or appropriate
Meets timelines for assigned work
Provides timely notice for substitutes and class/schedule changes
Meets classes as scheduled and holds regular office hours
Participates in divisional and departmental meetings
Performs duties and responsibilities in accordance with established policies, procedures and departmental expectations.

Employee Summary

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Faculty Review of Student Evaluations

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Teaching

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Professional Development

College Service

Professionalism

Faculty Review of Student Evaluations

This section is for faculty members ONLY.

Associate Deans and directors will make comments in a separate section as indicated in the manager's review.

Question After reviewing student's evaluations of your courses, please enter a response that will address or confirm the feedback in them.

Employee Summary

Comment *

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Evaluation of Goals

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Professionalism

Faculty Review of Student Evaluations

Evaluation of Goals

The faculty member will import their goals from the appraisal period and indicate the level of accomplishment. Provide explanations for goals that were partially accomplished or not accomplished.

Goal *

Goals will automatically import from the previous year's annual appraisal.

Description

Goal description here.

Due Date

Category

- Faculty - Professional Development
- Faculty - Service
- Faculty - Teaching

Employee

Rating *

Rating Description (empty)

Comment

Enter comments related to the goal completion and rating selected.

- select one
- select one
- Accomplished
- Partially Accomplished
- Not Accomplished

> History

Remove

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Goal Setting

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- Teaching
- Advising and Supporting Students
- Professional Development
- College Service
- Professionalism
- Faculty Review of Student Evaluations
- Evaluation of Goals
- Goal Setting

Together, the faculty member and associate dean/director should agree on a minimum of three goals for the next academic year. These goals will be reviewed as part of the following year's performance appraisal. Goals should be related to the major appraisal areas of Teaching, Service, and Professional Development.

To help guide your goal-setting, keep in mind the SMART approach. Effective goals are specific, measurable, achievable, relevant, and time-bound.

Before meeting to discuss with your associate dean or director, begin by listing at least three goals for the upcoming year.

Add

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Goal *

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Description

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Due Date

MM/DD/YYYY

Comment Count 0

Category

Remove

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Attach Teaching Load and Supporting Documents

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Goal Setting

Attach Teaching Load and Supporting ...

INSTRUCTIONS FOR FACULTY

Step 1: Please use the Teaching Load template available on the [HR Performance Management page](#).

Step 2: Save the completed template to your local drive.

Step 3: Attach the completed Teaching Load document to this review.

Step 4: Attach any additional documents to the review, if needed.

INSTRUCTIONS FOR ASSOCIATE DEANS/DIRECTORS

Step 1: Click on the Teaching Load and other documents to view.

Step 2: Attach any additional documents, if needed.

Employee

Drop files here

or

Select files

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Verify Attachment of Teaching Load

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Attach Teaching Load and Supporting ...

Verify Attachment of Teaching Load

Question Have you attached the completed Teaching Schedule document?

Employee

Rating * select one

Rating Description (empty)

Answer

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