Performance: Annual FT Faculty Review

Complete Self Evaluation Self Evaluation: 2022-2023 FT Faculty Template: A 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.



A Collin College faculty member

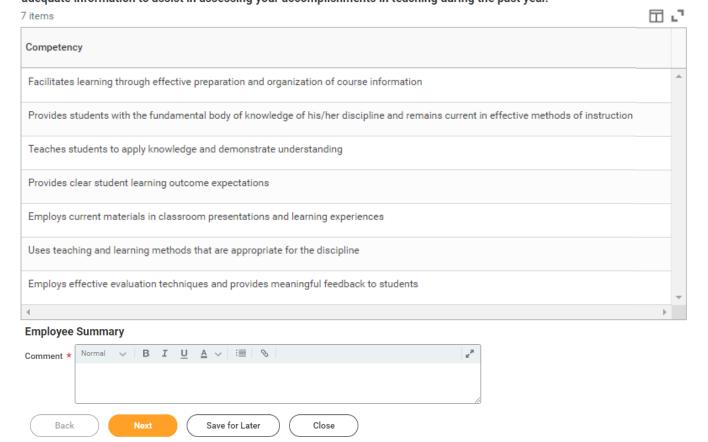
- · Facilitates learning
- · Conveys the fundamental body of knowledge in the discipline and how to apply that knowledge
- · Teaches students how to critique, analyze, and build upon that body of knowledge
- · Shows students how to apply concepts and provide evidence to demonstrate that knowledge
- · 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.



Advising and Supporting Students



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

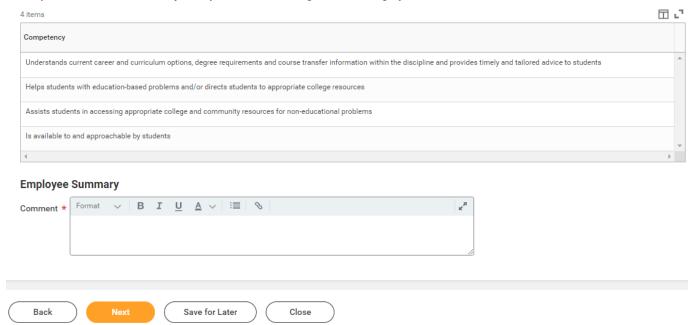
- · Provides advice to students about career and curriculum options
- Directs students to competent help for academic and non-academic problems, i.e., Tutoring, Writing Center, ACCESS, Counseling Center, etc.
- · Supports student organizations and events
- Is available to and approachable by students 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.



Professional Development

The Council on Excellence Criteria for 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

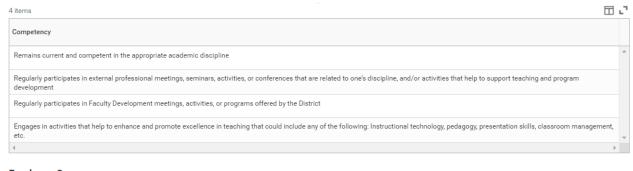
Each faculty member is expected to be intellectually active. Professional development may take many forms (see below), including active engagement in intellectual activities within one's own discipline, demonstrating efforts to stay current in one's field.

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.



Employee Summary



College Service

The Council on Excellence Criteria for College (Community) Service



A Collin College faculty member

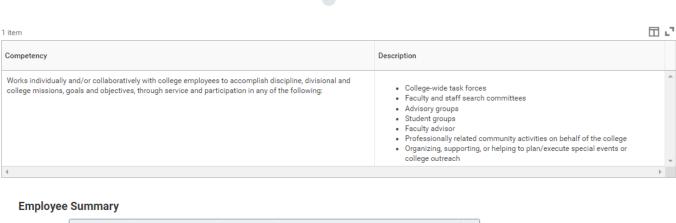
- · Actively and productively participates in college-wide, division, and department councils, task forces, and committees
- Creates programs/activities for the district that benefit students
- Performs other service activities designed to further the accomplishment of the college's mission
- · Represents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

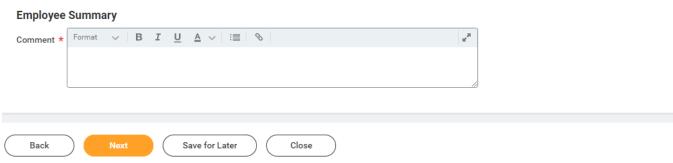
ESSENTIAL PERFORMANCE FACTORS

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.



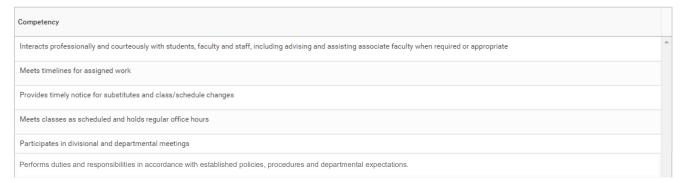


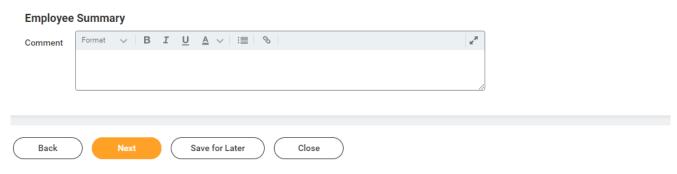
Professionalism



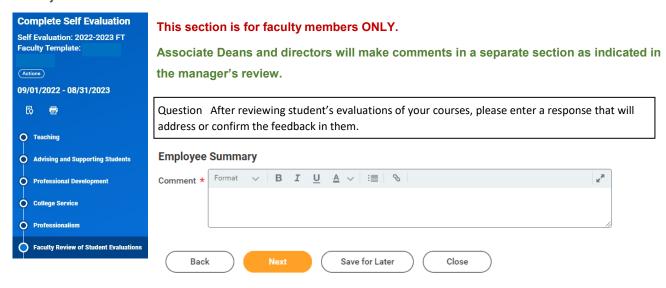
This section is for managers ONLY. Faculty members SHOULD NOT provide comments here.

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

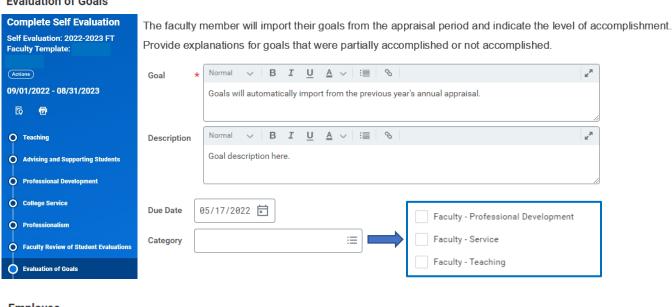




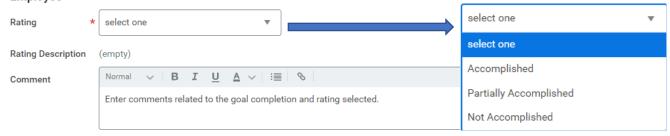
Faculty Review of Student Evaluations



Evaluation of Goals



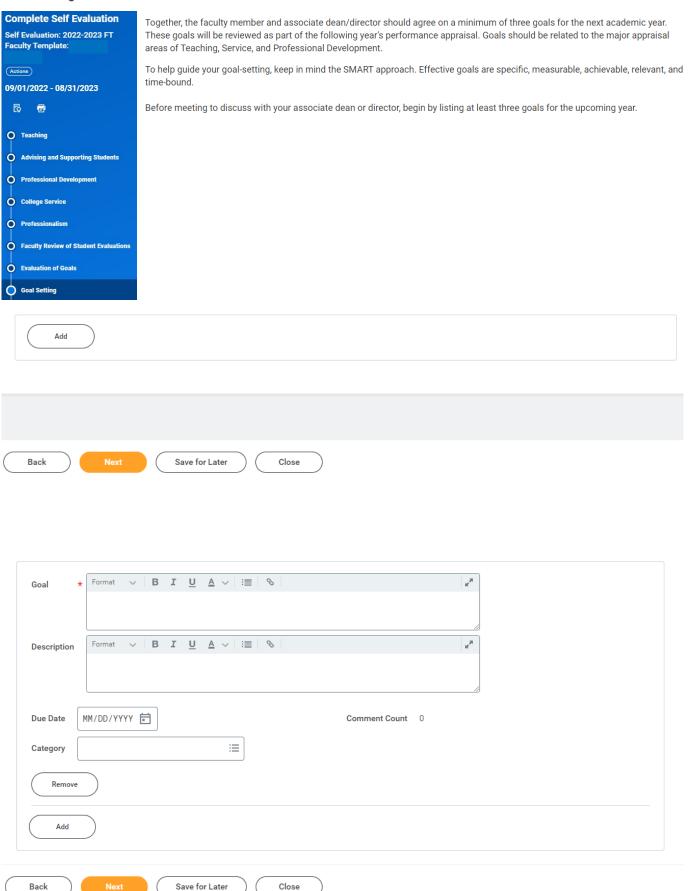
Employee



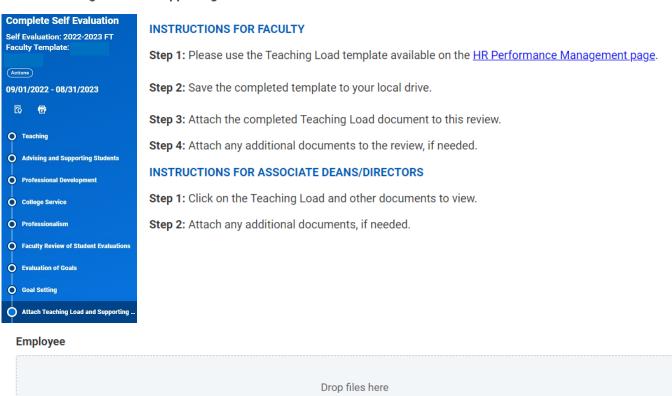
> History

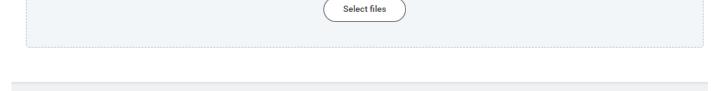


Goal Setting



Attach Teaching Load and Supporting Documents

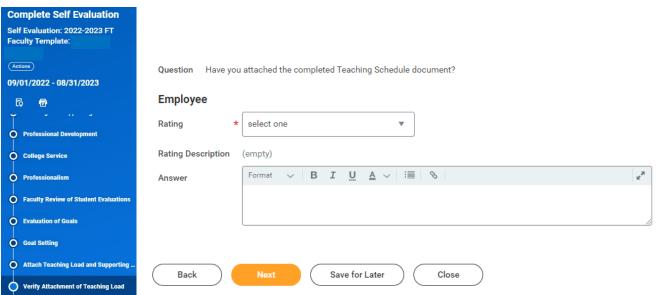


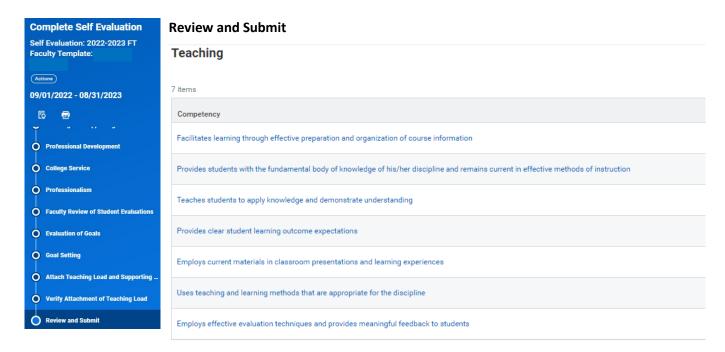


or



Verify Attachment of Teaching Load





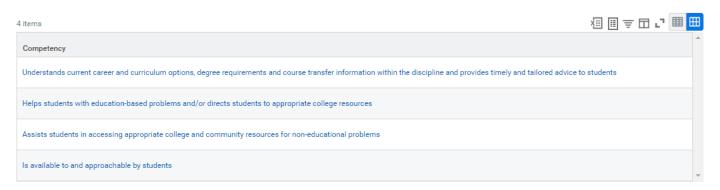
Employee Summary

Comment Concise narrative statement assessing my accomplishments in teaching during the past year

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PDF

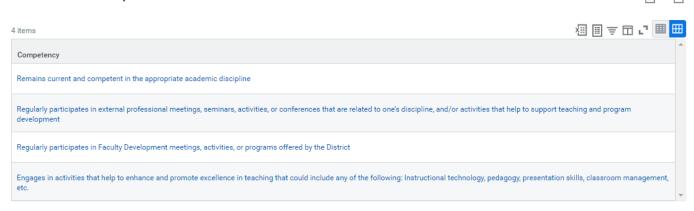
Advising and Supporting Students



Employee Summary

Comment Statement assessing my level of engagement in advising and supporting students during the past year.

Professional Development



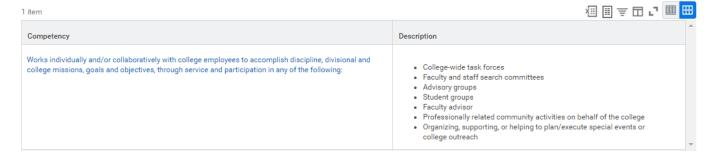
Employee Summary

Comment My statement or a bulleted list that provides my associate dean or director with adequate information to assist them in assessing my level of engagement in professional development activities during the past year.

College Service







Employee Summary

Comment Statement assessing my level of engagement in college service activities during the past year.

Professionalism

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

Comment

Faculty Review of Student Evaluations

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

Employee Summary

Comment Student feedback

Evaluation of Goals

Goal Name

Description Goal description here.

Due Date 05/17/2022 **Comment Count** 0

Category (empty)

Employee

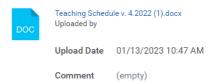
Rating Accomplished

Rating Description (empty)

Comment Enter comments related to the goal completion and rating selected.

Attach Teaching Load and Supporting Documents

Employee



Verify Attachment of Teaching Load

Question Have you attached the completed Teaching Schedule document?

Employee

Rating Pescription (empty)

Answer I have

Submit

Save for Later