

# Performance: Annual FT Faculty Review Manager/Employee



*New full-time faculty who start on or after May 1, 2023 will not have an annual review, only a 90-day review for 2022-2023. Temp full-time (TFT) faculty who taught for one long semester will not have an annual review. TFT faculty who taught both long semesters will have performance reviews without the goal review and goal-setting sections.*

## PREWORK TO BE COMPLETED BEFORE SELF-ASSESSMENT

### EMPLOYEE: VERIFY 2022-2023 GOALS ARE ACCURATE

Before beginning the self-assessment, please ensure goals for 2022-2023 are in Workday. *Please refer to the goal verification job aid available in the Workday Resource Center.* If you do not have goals for 2022-2023 because you were not full-time faculty with Collin College, you will omit this step. If you had a 90-day review in Workday and set goals, these should appear in your self-assessment.

### EMPLOYEE: ACCESS PRIOR YEARS' REVIEWS

Before beginning the self-assessment, you may want to refer back to last year's performance review. *Please refer to the appropriate job aids available in the Workday Resource Center to access reviews from prior years.*

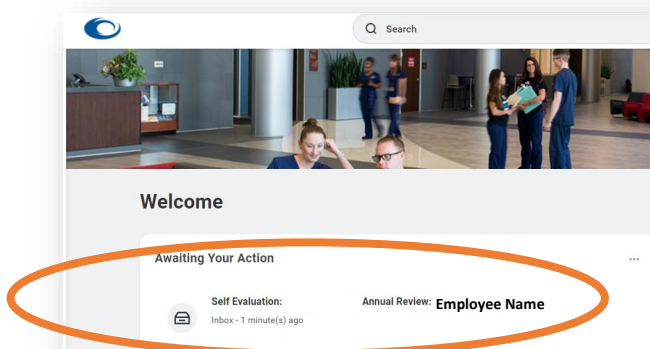
## ANNUAL FULL-TIME FACULTY REVIEW: EMPLOYEE SELF-ASSESSMENT

### EMPLOYEE: COMPLETE SELF-ASSESSMENT

Launch Workday from [Collin.onelogin.com](https://collin.onelogin.com) or [CougarWeb > My Workplace](#).

From the Workday **Home/Welcome** page:

1. Launch the self-assessment under **Awaiting Your Action**. Do not be concerned about the due date listed in Workday. Please follow the due date for the self-assessment identified by your associate dean/director.



Your screens and processes may vary



## 2. Review instructions for completing the self-assessment. Click **Get Started**.

**Complete Self Evaluation**

Review Period

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 where 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**

Your screens and processes may vary

# Performance: Annual FT Faculty Review Manager/Employee



3. Review the Council on Excellence criteria for teaching, essential performance factors, and competencies. Assess your teaching performance by entering **Employee Summary Comments** in the provided text box. Click **Next**.

**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.

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 skills to solve 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 \*

Format | B | I | U | A | | | |

Back | **Next** | Save for Later | Close

Your screens and processes may vary

# Performance: Annual FT Faculty Review Manager/Employee



4. Review the Council on Excellence criteria for advising and supporting students, essential performance factors, and competencies. Assess your performance by entering **Employee Summary Comments** in the provided text box. Click **Next**.

## 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.

0 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 locating appropriate college and community resources for noneducational problems
Is available to and approachable by students

### Employee Summary

Comment \*

Format  **B** **I** **U** **A** **Δ** **¶** **☒** **☒**

Your screens and processes may vary

from this document. 4

# Performance: Annual FT Faculty Review Manager/Employee



5. Review the Council on Excellence criteria for professional development, essential performance factors, and competencies. Assess your performance by entering **Employee Summary Comments** in the provided text box. Click **Next**.

**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 ones art, professional performance, etc
  - Presentations before professional societies or other meetings
  - Workshops 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 professional development activities that enhance and promote excellence in teaching that could include any of the following: instructional technology, pedagogy, presentation skills, classroom management, etc.

1

**Employee Summary**

Comment:

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6. Review the Council on Excellence criteria for college service, essential performance factors, and competencies. Assess your performance by entering **Employee Summary Comments** in the provided text box. Click **Next**.

**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.

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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"><li>• Collegewide task forces</li><li>• Faculty and staff search committees</li><li>• Advisory groups</li><li>• Student groups</li><li>• Faculty advisor</li><li>• Professionally related community activities on behalf of the college</li><li>• Organizing, supporting, or helping to plan/execute special events or college outreach</li></ul>

**Employee Summary**

Comment \* Format B I U 🔗 📎

Your screens and processes may vary

# Performance: Annual FT Faculty Review Manager/Employee



7. Do not add any comments under **Professionalism**. This section is for your associate dean/director's comments only. Click **Next**.

**Professionalism**

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

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

5 items

Competency
Interacts professionally with students, faculty and staff, including advising and assisting faculty when required or appropriate
Meets timelines for
Provides timely
Meets classes as scheduled and
Participates in divisional and departmental

**Employee Summary**

Comment

Back Next Save for Later Close

8. Provide comments regarding student evaluations.

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

**Employee Summary**

Answer \*

Format B I U A List Link

Back Next Save for Later Close

Your screens and processes may vary



9. Evaluate the completion of goals for the appraisal period (2022-2023). Click **Rating** or the **Pencil** icon to reveal the drop-down menu to indicate goal completion under **Employee Evaluation**. You may also add comments. When finished, click **Next**.

**\*IMPORTANT\***

**Before this section can be successfully completed, you must verify that your 2022-2023 goals are in Workday.** Please refer to the goal verification job aid for instructions on this process.

*If you are new to Collin and completed your 90-day review in Workday and set goals for 2022-2023, your goals should appear here. If you were temp full-time faculty for 2022-2023, you will not have goals. If you did not have goals for 2022-2023, this section will remain blank.*

**Do not edit 2022-2023 goal information on this page.** If you do, you will receive an error when trying to submit your self-assessment. *Any goal changes must be approved by your associate dean/director and completed using the **Goals** menu under your profile. Please refer to the goal verification job aid for further instructions.*

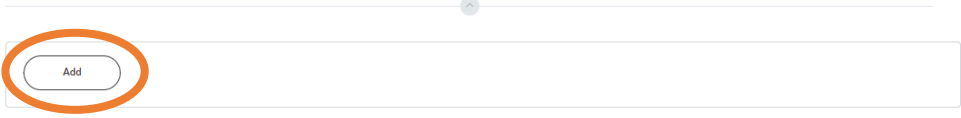
Please follow these steps to [evaluate the completion](#) of your 2022-2023 goals:

- Please click **Add**.
- Click **Add Existing**, then **By Review**.
- Select your **2021-2022 Faculty Annual Review**.
- Select and pull in the first **goal set for this year**.
- Select the appropriate goal completion rating and add supporting comments if needed.
- Repeat the above steps until all 2022-2023 goals are added and evaluated.

Goal Review

Please select "Add Existing" and select your 2021-2022 performance review to select and pull in your 2022-2023 goals set in the 2021-2022 reviews. *This process must be completed for each goal.*  
Select the appropriate goal completion rating and add supporting comments if needed.

*NOTE: Leave this section blank if you do not have goals for this appraisal period.*



The screenshot shows a web interface for goal review. At the top, it says 'Goal Review'. Below that, there are instructions: 'Please select "Add Existing" and select your 2021-2022 performance review to select and pull in your 2022-2023 goals set in the 2021-2022 reviews. This process must be completed for each goal. Select the appropriate goal completion rating and add supporting comments if needed.' A note follows: 'NOTE: Leave this section blank if you do not have goals for this appraisal period.' Below the text is a horizontal line with a small grey circle in the center. At the bottom of the screenshot, there is a white rounded rectangular button with the word 'Add' inside, which is circled in orange.

Your screens and processes may vary



# Performance: Annual FT Faculty Review Manager/Employee



Add Existing

Goal

- By Review
- By Status
- By Category

Description

Due Date

Category

Add Existing

Goal

Description

Due Date

Category

Add Existing

Goal 

- Goal Title/Content
- Goal Title/Content
- Goal Title/Content
- Goal Title/Content

Description

Due Date

Category

Employee

Back **Next** ( Save for Later ) ( Close )

Your screens and processes may vary

# Performance: Annual FT Faculty Review Manager/Employee



The screenshot displays the 'Goal Review' interface. At the top, there is a progress bar and a title 'Goal Review'. Below this, a message reads: 'Please review goals for this performance review period. Select appropriate ratings and add supporting comments. NOTE: If the employee does not have goals for the performance review period, this section will be blank.' The main content area is divided into two sections: 'Goal' and 'Employee Evaluation'. The 'Goal' section includes fields for 'Goal summary here', 'Description', 'Goal details here', 'Category', 'Due Date', 'Status', and 'Comment'. The 'Employee Evaluation' section includes a 'Rating' dropdown menu. Two orange circles highlight the 'Rating' dropdown in the 'Employee Evaluation' section and the 'Goal' section's 'Goal details here' field. The 'Employee Evaluation' section also includes a 'Rating' dropdown menu with options: 'select one', 'COMPLETED', 'PARTIALLY COMPLETED', and 'NOT COMPLETED'. The 'Goal' section also includes a 'Rating' dropdown menu with options: 'select one', 'COMPLETED', 'PARTIALLY COMPLETED', and 'NOT COMPLETED'. The 'Goal' section also includes a 'Category' dropdown menu, a 'Due Date' calendar icon, and a 'Status' dropdown menu with the option 'Partially Complete'.

# Performance: Annual FT Faculty Review Manager/Employee



10. On the **Goal Setting** page, you will set goals to be completed in 2023-2024. Click **Add** to insert the goal information. Make sure you select an appropriate **Faculty** goal **Category** and identify a **Due Date** in 2023-2024. *Failure to do so will result in an error when attempting to submit your self-assessment.*

Repeat this process until there are three or more goals for 2023-2024. When finished, click **Next**.

If you will be setting goals with your associate dean/director during your performance evaluation meeting, you may skip this section.

The screenshot shows a 'Goal' form with the following fields and annotations:

- Goal \***: A text area containing 'Enter SMART goal here.'
- Description**: A text area containing 'Additional details and information go here.'
- Category**: A dropdown menu with the instruction 'Select the appropriate faculty goal category.'
- Due Date**: A date picker with the instruction 'Select an appropriate due date in 2023-2024.'
- Status**: A dropdown menu with 'select one' and a large orange 'X' over it, with the instruction 'Do not include a status.'

To the right of the form is a list of categories with checkboxes:

- Faculty - Professional Development
- Faculty - Service
- Faculty - Teaching
- Staff - Department Initiative
- Staff - Identifies with Collin College Core values
- Staff - Job Specific Goal

A search bar is located at the bottom of the category list.

Your screens and processes may vary



11. Follow the provided instructions to obtain the **Teaching Schedule** template. Once filled out, attach here, along with any other documents. Click **Next**.

## Attach Teaching Schedule and Supporting Documents

### INSTRUCTIONS FOR FACULTY

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

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

**Step 3:** Attach the completed **Teaching Schedule** 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 Schedule** and other documents to view.

**Step 2:** Attach any additional documents, if needed.

Employee

Drop files here

or

Select files



12. Verify that you have attached the teaching schedule to your self-assessment by selecting the appropriate response from the drop-down menu. Click **Next**.

Question Have you attached the completed Teaching Schedule document?

Employee

Rating select one

Rating Description select one

Answer Yes No

13. Carefully review all responses and make any needed changes. Click **Save for Later** to save and return to submit at a later time. Click **Submit** to route the appraisal to your associate dean/director. **Please review Step 14 regarding errors, alerts, and confirmation of submission.**

*You cannot make changes once you click **Submit**. It is recommended that you finish the self-assessment and take a couple of days to reflect before submitting, if time permits.*

Submit Save for Later Close

14. If you receive an **Error** when attempting to submit, you must make corrections and click **Submit** again. To see error details, click the **Error** hyperlink in the red box. You may have to scroll up or down to see this box.

3 Errors

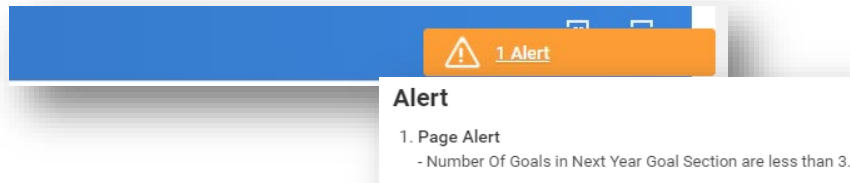
**Errors**

1. Error  
The field Proficiency Rating is required and must have a value

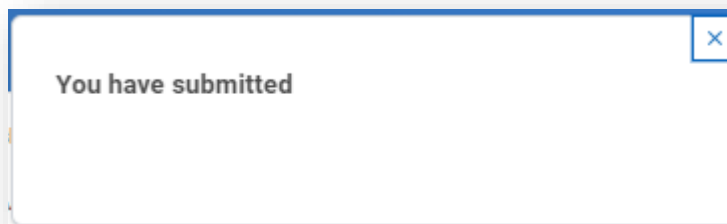
# Performance: Annual FT Faculty Review Manager/Employee



If you receive an **Alert**, you may make the change or not, depending on applicability. (For example, you may receive an alert that you have created fewer than three goals for 2023-2024. Not having three goals set may be appropriate if you and your associate dean/director set goals together during the appraisal meeting.) **You will have to click **Submit** again to ensure your review is submitted.**



**Your review has been submitted when you see the dialog box indicating success.** If you do not see this box, your review is not yet submitted.



If your review is still in your **Action Items/Workday Inbox**, you have not successfully submitted.



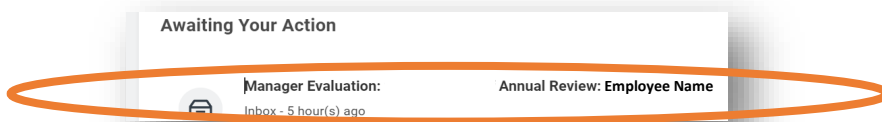
## ANNUAL FULL-TIME FACULTY REVIEW: MANAGER'S EVALUATION

### MANAGER: REVIEW EMPLOYEE SELF-ASSESSMENT

Launch Workday from [Collin.onelogin.com](https://collin.onelogin.com) or [CougarWeb > My Workplace](#).

From the Workday **Home/Welcome** page:

1. Launch the appraisal under **Awaiting Your Action**. **Do not be concerned about the due date listed in Workday. The overall appraisal due date is August 31, 2023. It is critical that the manager's review is completed with enough time to meet with the employee and obtain acknowledgements in Workday by August 31, 2023.**



2. Review instructions for completing the appraisal. Click **Get Started**.
3. Indicate if the employee has had any disciplinary actions during the appraisal period.

**This section is for managers ONLY.**

Please list any disciplinary actions employee has received during this performance review period. If an employee has received a Level II disciplinary action during the performance period, the employee must receive an overall rating of "Needs Improvement."

If employee has not received disciplinary action, please indicate the status below as "No Disciplinary Action."

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Question 🔗 ✓

Please list any disciplinary actions.

Manager Evaluation

Rating \*

select one

- select one
- No Disciplinary Action
- Level 1 Warning
- Level 2 Warning

Your screens and processes may vary

# Performance: Annual FT Faculty Review Manager/Employee



4. Select the appropriate **Proficiency Rating** (Meets the Expected Level of Performance or Improvement Needed) for each **Competency** within **Teaching**. Review the **Employee Summary Comments** (bottom right). Add required **Manager Summary** comments to justify proficiency ratings (bottom left). Click **Next**.

## **\*IMPORTANT\***

You may send back the self-assessment if an employee has not provided adequate comments, has provided comments for professionalism (an area for manager's comments only), or has any issues related to goal evaluation and goal setting. Navigate to the end of the appraisal and click **Send Back**.

The screenshot displays a performance review interface. On the left, there is a sidebar with the title "Teaching" and "The Council on Excellence Criteria for Teaching". Below this, it lists "A Collin College faculty member" with several bullet points and "ESSENTIAL PERFORMANCE FACTORS". The main area shows a table with 7 items, each with a "Competency" and a "Manager Evaluation" section. The "Manager Evaluation" section includes a "Proficiency Rating" dropdown and a search box. Below the table, there are two summary comment sections: "Manager Summary" and "Employee Summary". The "Manager Summary" section has a "Comment" field with a rich text editor. The "Employee Summary" section has a "Comment" field. At the bottom, there are buttons for "Back", "Next", "Save for Later", and "Close".

Competency	Manager Evaluation
Facilitates learning through effective preparation and organization of course information	Proficiency Rating * [Dropdown]
Provides students with the fundamental body of knowledge of his/her discipline and remains current in effective methods of instruction	Proficiency Rating * [Dropdown]
Teaches students to apply knowledge and demonstrate understanding	Proficiency Rating * Search <input type="radio"/> M - Meets the Expected Level of Performance <input type="radio"/> I - Improvement Needed - Does Not Meet the Expected Level of Performance
Provides clear student learning outcome expectations	[Dropdown]
Employs current materials in classroom presentations and learning experiences	Proficiency Rating * [Dropdown]
Uses teaching and learning methods that are appropriate for the discipline	Proficiency Rating * [Dropdown]
Employs effective evaluation techniques and provides meaningful feedback to students	Proficiency Rating * [Dropdown]

**Manager Summary**  
Comment \* [Format] [Rich Text Editor]

**Employee Summary**  
Comment [Text Area]

Back [Next] Save for Later Close

Your screens and processes may vary



# Performance: Annual FT Faculty Review Manager/Employee



5. Select the appropriate **Proficiency Rating** (Meets the Expected Level of Performance or Improvement Needed) for each **Competency** within **Advising and Supporting Students**. Review the **Employee Summary Comments** (bottom right). Add required **Manager Summary** comments to justify proficiency ratings (bottom left). Click **Next**.

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	Manager Evaluation
Understands current career and curriculum options, degree requirements and course transfer information within the discipline and provides timely and tailored advice to students	Proficiency Rating * <input type="text"/>
Helps students with education-based problems and/or directs students to appropriate college resources	Proficiency Rating * <input type="text"/>
Assists students in accessing appropriate college and community resources for non-educational problems	Proficiency Rating * <input type="text"/>
Is available to and approachable by students	Proficiency Rating * <input type="text"/>

**Manager Summary**

Comment \*

**Employee Summary**

Comment

Your screens and processes may vary

# Performance: Annual FT Faculty Review Manager/Employee



6. Select the appropriate **Proficiency Rating** (Meets the Expected Level of Performance or Improvement Needed) for each **Competency** within **Professional Development**. Review the **Employee Summary Comments** (bottom right). Add required **Manager Summary** comments to justify proficiency ratings (bottom left). Click **Next**.

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 publications, 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	Manager Evaluation
Remains current and competent in the appropriate academic discipline	Proficiency Rating * <input type="text"/>
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	Proficiency Rating * <input type="text"/>
Regularly participates in Faculty Development meetings, activities, or programs offered by the District	Proficiency Rating * <input type="text"/>
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.	Proficiency Rating * <input type="text"/>

Manager Summary

Comment \*

Employee Summary

Comment comment

Your screens and processes may vary

# Performance: Annual FT Faculty Review Manager/Employee



7. Select the appropriate **Proficiency Rating** (Meets the Expected Level of Performance or Improvement Needed) for each **Competency** within **College Service**. Review the **Employee Summary Comments** (bottom right). Add required **Manager Summary** comments to justify proficiency ratings (bottom left). Click **Next**.

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.

1 item

Competency	Description	Manager Evaluation
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"><li>• College-wide task forces</li><li>• Faculty and staff search committees</li><li>• Advisory groups</li><li>• Student groups</li><li>• Faculty adviser</li><li>• Professionally related community activities on behalf of the college</li><li>• Organizing, supporting, or helping to plan/execute special events or college outreach</li></ul>	Proficiency Rating <input type="text"/>

**Manager Summary**

Comment

**Employee Summary**

Comment

Your screens and processes may vary

# Performance: Annual FT Faculty Review Manager/Employee



8. Select the appropriate **Proficiency Rating** (Meets the Expected Level of Performance or Improvement Needed) for each **Competency** within **Professionalism**. The faculty member should not have provided **Employee Summary Comments** (bottom right). Add required **Manager Summary** comments to justify proficiency ratings (bottom right). Click **Next**.

**Professionalism**

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

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

5 items

Competency	Manager Evaluation
Interacts professionally and courteously with students, faculty and staff, including advising and assisting associate faculty when required or appropriate	Proficiency Rating * <input type="text"/>
Meets timelines for assigned work	Proficiency Rating * <input type="text"/>
Provides timely notice for substitutes and class/schedule changes	Proficiency Rating * <input type="text"/>
Meets classes as scheduled and holds regular office hours	Proficiency Rating * <input type="text"/>
Participates in divisional and departmental meetings	Proficiency Rating * <input type="text"/>

**Manager Summary**

Comment \*

**Employee Summary**

Comment

# Performance: Annual FT Faculty Review Manager/Employee



9. Review the faculty member's **Employee Summary Comments** regarding student evaluations. **Do not provide comments on this page.** You will provide comments on the following page. Click **Next**.

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

Manager Summary

Answer

Employee Summary

Answer comment

10. Review student evaluations. Identify **Strengths** (required), **Areas for Development** (required), and **Areas of Special Concern** (if applicable). Click **Next**.

Please provide your assessment of faculty performance based on student evaluations.

Question STUDENT EVALUATIONS - STRENGTHS (required)

Manager

Answer

Question STUDENT EVALUATIONS - AREAS FOR DEVELOPMENT (required)

Manager

Answer

Question STUDENT EVALUATIONS - AREAS OF SPECIAL CONCERN FOR IMMEDIATE IMPROVEMENT (if applicable)

Manager

Answer

Your screens and processes may vary

# Performance: Annual FT Faculty Review Manager/Employee



11. Evaluate the completion of goals for the appraisal period (2022-2023). Click **Rating** or the **Pencil** icon to reveal the drop-down menu to indicate goal completion under **Manager Evaluation**. You may also add comments. When finished, click **Next**.

*If the employee is new to Collin and completed the 90-day review in Workday and set goals for 2022-2023, these goals should appear here. If the employee did not have goals for 2022-2023, this section will remain blank. Goal review is not required for temp full-time faculty.*

**If an employee has 2022-2023 goals, but they do not appear here for rating, please contact [professionaldevelopment@collin.edu](mailto:professionaldevelopment@collin.edu) before continuing.**

**Do not edit 2022-2023 goal information on this page.** If you do, you will receive an error when trying to submit the appraisal. *Please refer to the goal transfer job aid for further instructions.*

The screenshot displays a 'Goal' form with the following sections:

- Goal \***
  - Goal summary here
  - Description
  - Goal details here
  - Category
  - Due Date
  - Status
  - Partially Complete
- Manager Evaluation**
  - Rating \* (circled in orange)
  - Comment
- Employee Evaluation**
  - Rating
  - PARTIALLY COMPLETED
  - Comment

An inset window shows the 'Manager Evaluation' dropdown menu with the following options:

- COMPLETED (selected)
- select one
- COMPLETED
- PARTIALLY COMPLETED
- NOT COMPLETED

Your screens and processes may vary

# Performance: Annual FT Faculty Review Manager/Employee



12. On the **Goal Setting** page, review the 2023-2024 goals set by the employee. You may edit these goals or add goals. Click **Add** to insert a new goal. Make sure you select an appropriate **Faculty** goal **Category** and identify a **Due Date** in 2023-2024. Please ensure to update any incorrect goal categories.

Repeat this process until there are three or more goals for 2023-2024. When finished, click **Next**.

The screenshot shows a 'Goal' form with the following fields and annotations:

- Goal**: A text area with the placeholder 'Enter SMART goal here.' and a rich text editor toolbar.
- Description**: A text area with the placeholder 'Additional details and information go here.' and a rich text editor toolbar.
- Category**: A dropdown menu with the instruction 'Select the appropriate faculty goal category.'
- Due Date**: A date picker with the instruction 'Select an appropriate due date in 2023-2024.'
- Status**: A dropdown menu with 'select one' and a large orange 'X' over it, with the instruction 'Do not include a status.'

The dropdown menu lists the following categories with checkboxes:

- Faculty - Professional Development
- Faculty - Service
- Faculty - Teaching
- Staff - Department Initiative
- Staff - Identifies with Collin College Core values
- Staff - Job Specific Goal

There is a search bar at the bottom of the menu.



13. Ensure the faculty member has attached the **Teaching Schedule** document. If not, you can add it here or send the self-assessment back for the faculty member to add and resubmit. Click the document icon to open and view attachments.

## Attach Teaching Schedule and Supporting Documents

### INSTRUCTIONS FOR FACULTY

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

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

**Step 3:** Attach the completed **Teaching Schedule** 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 Schedule** and other documents to view.

**Step 2:** Attach any additional documents, if needed.

#### Manager

Drop files here

or

Select files

#### Employee



Teaching Schedule \

Uploaded by

Upload Date

Comment



# Performance: Annual FT Faculty Review Manager/Employee



14. Verify the teaching schedule has been attached by selecting the appropriate response from the drop-down menu. Click **Next**.

Question Have you attached the completed Teaching Schedule document?

Manager

Rating

Rating Description Yes

Answer No

15. Provide the **Faculty Overall Rating** of “Meets the Expected Level of Performance” or “Improvement Needed.” An employee who receives an overall rating of “Improvement Needed” will be ineligible for a general pay increase (GPI). Click **Next**.

Note: An overall rating of “Needs Improvement” should not be given to a faculty member who has not had documented coaching, disciplinary action, or a PIP during the evaluation period. **The annual performance review is not in lieu of coaching, progressive discipline, and the PIP process.**

Faculty Overall Evaluation

Please indicate below the overall appraisal rating for the employee that best describes a summary of the ratings and comments.

Manager

Rating \*

Rating Description Meets the Expected Level of Performance

Comment Improvement Needed



16. **Before submitting the review, the associate dean/director is expected to schedule and conduct a performance review meeting with the faculty member to discuss the performance appraisal.**

**Follow these steps:**

- Exit the review. Do not click **Submit**.
- Print two copies of this review or pull up the document on a computer screen and share with the faculty member.
- During the meeting, go over the review, provide feedback, and address any concerns.

17. Make any final necessary changes to the review online, click **Next**, then click **Submit** in the presence of the faculty member.

Employee Meeting Confirmation

Managers, complete the following steps before clicking "Submit":

1. Schedule and conduct a performance review meeting with the employee to discuss the performance appraisal.
2. During the review meeting, open the review on a laptop or tablet. As an alternative, you can print two copies of this review and bring them to the meeting.
3. During the meeting, go over the entire review, provide feedback, and address any employee concerns.
4. Make any necessary changes to this review online and confirm employee's acceptance at the meeting. *If you have not yet completed steps 1-4, please click "Save For Later" – do not click "Submit."*
5. In the presence of the employee, the supervisor should click "Submit." **Once submitted, the review can no longer be modified.**
6. The employee should log in within one to three business days to review, acknowledge, and submit the evaluation.
7. The supervisor will receive a final inbox item to acknowledge completion of the process.

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Question Have you conducted a performance review meeting with the employee? Do not click "Submit" until you have done so.

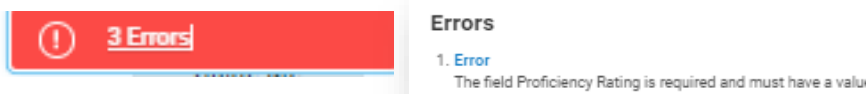
Manager

Rating

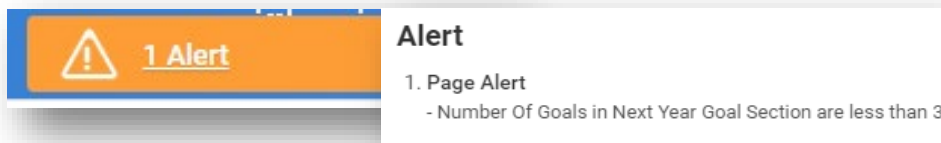
Your screens and processes may vary



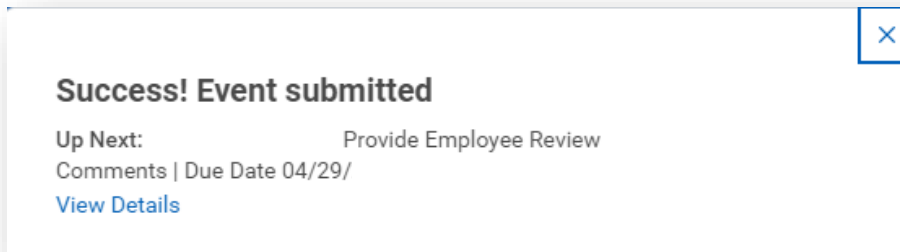
18. If you receive an **Error** when attempting to submit, you must make corrections and click **Submit** again. To see error details, click the **Error** hyperlink in the red box. You may have to scroll up or down to see this box.



If you receive an **Alert**, you may make the change or not, depending on applicability. Click the alert to view details. **You will have to click [Submit](#) again to ensure your review is submitted.**



**Your review has been submitted when you see the dialog box indicating success.** If you do not see this box, your review is not yet submitted.



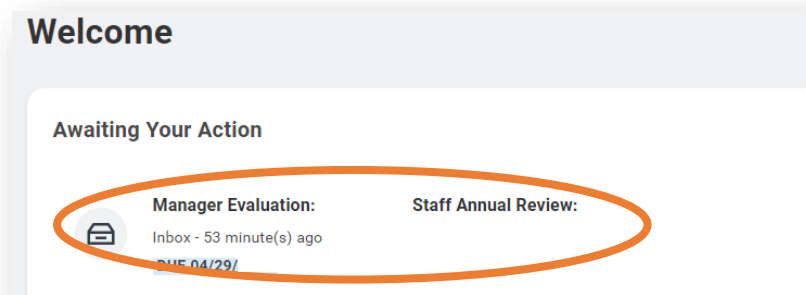
If the review is still in your **Action Items/Workday Inbox**, you have not successfully submitted.



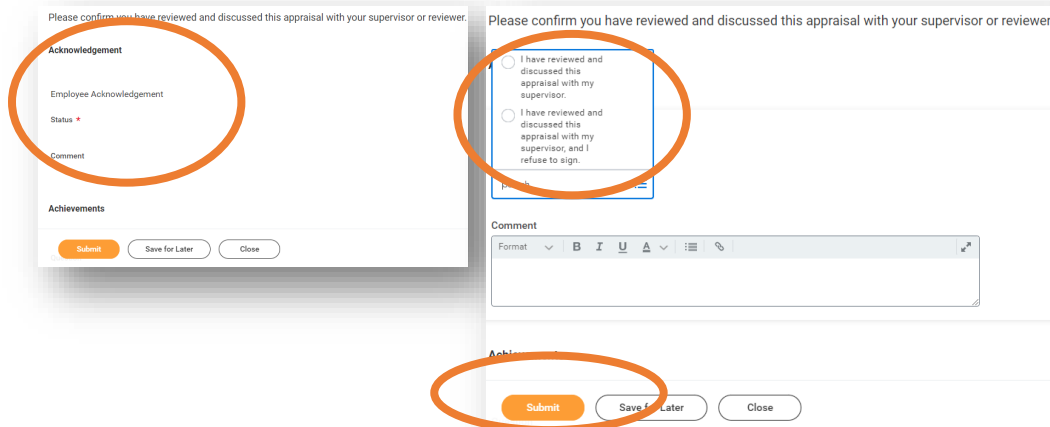
## EMPLOYEE: REVIEW AND ACKNOWLEDGEMENT

From the Workday **Home/Welcome** page:

1. Launch the appraisal from your **Action Items/Workday Inbox**.



2. Select the appropriate acknowledgement **Status** from the drop-down menu. Add comments, if needed.



3. Click **Submit**.

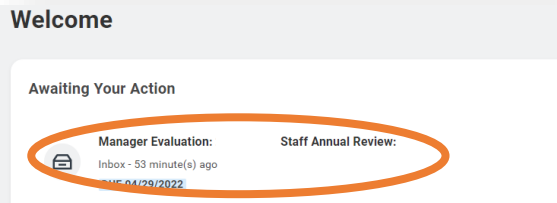
# Performance: Annual FT Faculty Review Manager/Employee



## MANAGER: REVIEW, ACKNOWLEDGEMENT, AND FINAL SUBMISSION

From the Workday **Home/Welcome** page:

1. Launch the appraisal from your **Action Items/Workday Inbox**.



2. Carefully review the employee's comments. If the employee has written any concerning comments, please contact HR.

Select the acknowledgement **Status** from the drop-down menu. Add comments, if needed.

3. Click **Submit**.

Please confirm you have met and reviewed your assessment with the employee.

**Acknowledgement**

Manager Acknowledgement	Employee Acknowledgement
Status *	Status
	I have reviewed and discussed this appraisal with my supervisor.
Comment	Comment
	Employee comments here
	Employee Name
	Date

At the bottom of the form are three buttons: **Submit** (orange), **Save for Later** (white), and **Close** (white).

A pop-up window is shown in the bottom right corner with a radio button and the text: "Yes, I have met and reviewed my assessment with the employee." Below this is a search bar and a menu icon.

Your screens and processes may vary