



FACULTY ANNUAL PERFORMANCE APPRAISAL

Faculty Member:		CWID:		Date:	
Associate Dean/Director:		Academic Year:			
Division:					

INSTRUCTIONS

The primary purpose of the performance appraisal 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 considered when determining contractual status, including renewal, non-renewal, the awarding of multi-year contracts and termination.

The performance appraisal process provides an opportunity for open and honest communication between the faculty member and their supervisor. Faculty are responsible for completing a self-assessment that provides their supervisor with evidence of professional accomplishments during the year that support the mission and goals of the division, academic department, and the institution. Likewise, the supervisor is responsible for reviewing their faculty’s professional accomplishments to determine the degree to which the faculty member met the established objectives for the year. Conducted in an atmosphere of mutual trust and respect, the performance appraisal process offers a growth experience for all college faculty. See the [Faculty and Associate Faculty Handbook](#) for more information.

Faculty will be assessed on the criteria for excellence in the performance of faculty “Duties and Responsibilities” listed in the categories found below. After reviewing the faculty’s self-assessment, the supervisor will choose from among the following ratings to assess the level of performance for each category 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.

PLEASE NOTE: Comments, both positive and negative, play a vital role in providing effective feedback to a faculty member. Comments must be provided to justify ratings.

I. TEACHING

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 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, intradepartmental collaboration with colleagues, and development and improvement of curriculum.

ASSOCIATE DEAN / DIRECTOR'S ASSESSMENT OF STUDENT EVALUATIONS
STRENGTHS (required):
AREAS FOR DEVELOPMENT (required):
AREAS OF SPECIAL CONCERN FOR IMMEDIATE IMPROVEMENT (if applicable):

TEACHING	
M/I	
<input type="checkbox"/>	Facilitates learning through effective preparation and organization of course information.
<input type="checkbox"/>	Provides students with the fundamental body of knowledge of his/her discipline and remains current in effective methods of instruction.
<input type="checkbox"/>	Teaches students to apply knowledge and demonstrate understanding.
<input type="checkbox"/>	Provides clear student learning outcome expectations.
<input type="checkbox"/>	Employs current materials in classroom presentations and learning experiences.
<input type="checkbox"/>	Uses teaching and learning methods that are appropriate for the discipline.
<input type="checkbox"/>	Employs effective evaluation techniques and provides meaningful feedback to students.
<input type="checkbox"/>	OTHER: <i>(Associate Dean/Director may provide information not covered in the above list)</i>
DESCRIBE STRENGTHS AND/OR AREAS FOR IMPROVEMENT (required):	

II. ADVISING AND SUPPORTING STUDENTS

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.

SUPPORTING STUDENTS	
M/I	
<input type="checkbox"/>	Understands current career and curriculum options, degree requirements and course transfer information within the discipline and provides timely and tailored advice to students.
<input type="checkbox"/>	Helps students with education-based problems and/or directs students to appropriate college resources.
<input type="checkbox"/>	Assists students in accessing appropriate college and community resources for non-educational problems.
<input type="checkbox"/>	Is available to and approachable by students.
<input type="checkbox"/>	OTHER: <i>(Associate Dean/Director may provide information not covered in the above list)</i>
DESCRIBE STRENGTHS AND/OR AREAS FOR IMPROVEMENT (required): 	

III. PROFESSIONAL DEVELOPMENT

ESSENTIAL PERFORMANCE FACTORS

Each faculty member is expected to be intellectually active. Professional development may take many forms, including active engagement in intellectual activities within one's own discipline, demonstrating efforts to stay current in one's field; attendance or participation in conferences, training, and continuing education; individual reading, study, and development; scholarly research or professional creativity; collaborating on research projects with students; interdisciplinary work with colleagues; development of research and collaboration with other professionals.

PROFESSIONAL DEVELOPMENT	
M/I	
<input type="checkbox"/>	Remains current and competent in the appropriate academic discipline.
<input type="checkbox"/>	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.
<input type="checkbox"/>	Regularly participates in Faculty Development meetings, activities, or programs offered by the District.
<input type="checkbox"/>	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.
<input type="checkbox"/>	OTHER: <i>(Associate Dean/Director may provide information not covered in the above list)</i>
DESCRIBE STRENGTHS AND/OR AREAS FOR IMPROVEMENT (required):	

IV. COLLEGE 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; willingness to accept 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.

COLLEGE SERVICE	
M/I	
<input type="checkbox"/>	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
<input type="checkbox"/>	OTHER: <i>(Associate Dean/Director may provide information not covered in the above list)</i>
DESCRIBE STRENGTHS AND/OR AREAS FOR IMPROVEMENT (required): 	

V. PROFESSIONALISM

Policies, Procedures and Time Lines Professional Interaction	
M/I	
<input type="checkbox"/>	Interacts professionally and courteously with students, faculty and staff, including advising and assisting associate faculty when required or appropriate
<input type="checkbox"/>	Performs duties and responsibilities in accordance with established policies, procedures and departmental expectations
<input type="checkbox"/>	Meets time lines for assigned work
<input type="checkbox"/>	Provides timely notice for substitutes and class/schedule changes
<input type="checkbox"/>	Meets classes as scheduled and holds regular office hours
<input type="checkbox"/>	Participates in divisional and departmental meetings

DESCRIBE STRENGTHS AND/OR AREAS FOR IMPROVEMENT (required):

VI. EVALUATION OF PROFESSIONAL DEVELOPMENT GOALS

DIRECTIONS

List goals from the prior year's annual appraisal and indicate the level of accomplishment. **Provide explanations for goals that were partially accomplished or not accomplished.**

Goals for Year _____	Goal Completion	Comments
	<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	

VII. OVERALL EVALUATION

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

MEETS the Expected Level of Performance

IMPROVEMENT NEEDED – Does not Meet the Expected Level of Performance

ASSOCIATE DEAN / DIRECTOR'S COMMENTS

ASSOCIATE DEAN / DIRECTOR'S ACKNOWLEDGEMENT:

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

Associate Dean/Director's Signature:

Date:

FACULTY MEMBER'S ACKNOWLEDGEMENT:

I have reviewed and discussed this performance appraisal with the Associate Dean / Director

Faculty Signature:

Date:

Comments:

GOAL SETTING

Together, the faculty member and Associate Dean/Director should agree on a minimum of three (3) goals for the next academic year. These goals will be reviewed as part of the following year's Faculty 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 **S.M.A.R.T.** approach. Effective goals are:

Specific ~ Measurable ~ Achievable ~ Relevant ~ Time-bound

Goals for Academic Year _____

ACKNOWLEDGEMENT OF GOALS:	
The Associate Dean/Director and Faculty member have reviewed and discussed these Professional Development Goals.	
Associate Dean/Director's Signature:	Date:
Faculty Member's Signature:	Date: