



FACULTY ANNUAL SELF-ASSESSMENT

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

INSTRUCTIONS

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.

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 accomplishment for each of the performance categories as well as an overall appraisal rating.

FACULTY SELF-ASSESSMENT

The faculty self-appraisal is comprised of a set of performance categories which reflect the principles that guide the Council on Excellence in their peer review of the accomplishments of faculty in pursuit of excellence at Collin College. Additional categories are included which emphasize Collin College Core Values and the evaluation of annual goals.

DIRECTIONS

For each performance category enter either a concise narrative statement, or a bulleted list, that will provide your Associate Dean or Director with enough information to assist them in assessing your accomplishments, initiatives, and contributions in each area. To help guide your response, be sure to read the description of **Essential Performance Factors** that incorporate and describe the particular aspects of excellence that are reflected in the **Council on Excellence** criteria for each applicable performance category.

NOTE: *Bullet points may not always effectively communicate to your Associate Dean or Director the details that would assist them in evaluating your accomplishments and could affect ratings for an individual category or for the overall appraisal. It is recommended to provide a brief, but detailed narrative when appropriate.*

I. 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***

FACULTY SELF-ASSESSMENT OF 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.

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 accomplishments in teaching during the past year.

ENTER RESPONSE HERE

FACULTY REVIEW OF STUDENT EVALUATIONS: Fall 2018 – Spring 2019

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

ENTER RESPONSE HERE

OPTIONAL ATTACHMENTS (Teaching)

File attachment(s) – Faculty may attach documents that they believe would support the teaching accomplishments that are listed/named in their self-assessment.

Please Note: Any attachment(s) must be original work or may be artifacts related to courses taught and may include collaborative work with another faculty member(s). Attached material must be directly related to a specific item that is documented by the faculty member in their self-assessment on teaching.

II. 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 bullet 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.*

FACULTY SELF-ASSESSMENT OF 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.

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 demonstrates 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.

ENTER RESPONSE HERE

OPTIONAL ATTACHMENTS (Advising and Student Support)

File attachment(s) – Faculty may attach documents that they believe would support the advising or student support activities that are listed/named in their self-evaluation.

Please Note: *Any attachment(s) must be original work and may include collaborative work with another faculty member(s). Attached material must also be directly related to a specific item that is documented by the faculty member in their self-appraisal.*

III. 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

FACULTY SELF-ASSESSMENT OF PROFESSIONAL DEVELOPMENT

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*

DIRECTIONS

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 that were submitted for COE or Departmental travel.*

ENTER RESPONSE HERE

OPTIONAL ATTACHMENTS (Professional Development)

File attachment(s) – Faculty may attach documents that they believe would support the professional development activities that are listed/named in their self-evaluation.

Please Note: *Any attachment(s) must be original work and may include collaborative work with another faculty member(s). Attached material must also be directly related to a specific item that is documented by the faculty member in their self-appraisal.*

IV. COLLEGE SERVICE

The Council on Excellence Criteria for College (Community) Service

A Collin 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*

FACULTY SELF-ASSESSMENT OF 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; 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.

DIRECTIONS

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.*

ENTER RESPONSE HERE

OPTIONAL ATTACHMENTS (College Service)

File attachment(s) – Faculty may attach documents that they believe would support their activities related to college service, including community service activities that are related to the college that are listed/named in their self-evaluation.

Please Note: *Any attachment(s) must be original work and may include collaborative work with another faculty member(s). Attached material must also be directly related to a specific item that is documented by the faculty member in their self-appraisal. Un-related attachments will not be considered in the appraisal.*

V. EVALUATION OF PROFESSIONAL DEVELOPMENT GOALS

DIRECTIONS

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

Goals for Year 20__ - 20__	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	

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

Before meeting to discuss with your Associate Dean or Director, begin by listing at least three goals for the upcoming year:

Goals for Year 20__ - 20__