A two-year project was undertaken at Shelby State Community College to revise the school's faculty annual evaluation system. The first step in the development of the system was the identification and definition of five teacher roles; i.e., instruction, service to the college, professional growth, professional activities within the faculty member's area of expertise, and community or public service activities. The second step was the identification of sources of information on instructor performance in each of the roles, including student, peer, self, and supervisor evaluations. The third step was the determination of the weight or value to be placed on the information provided by each of the sources. After determining the kind of information to be gathered from each source, the final step was the development of forms, procedures, and protocol. The revised evaluation system, which is intended to support promotion and tenure considerations and to determine the need for faculty development, consists of four stages: (1) the determination by the faculty member and his/her supervisor of the emphasis he/she will place on each of the five roles; (2) the fulfillment of the agreed upon roles and responsibilities; (3) the collection by the faculty member of the necessary documents for evaluation; and (4) the evaluation itself. The bulk of this document is composed of samples of the various forms used in the evaluation process. (KL)
FACULTY EVALUATION: PROCESS AND PROCEDURE

By: Dr. Dorcas S. Saunders
Shelby State Community College
Memphis, Tennessee

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Preface

The faculty annual evaluation system presented in this document is the result of a two-year project under the direction of the Dean of Instruction at Shelby State Community College.

A faculty evaluation task force, representative of all academic divisions and instructional areas of the College, was formed in the spring of 1980 for the purpose of reviewing the present system of annual evaluations and recommending specific changes. Dr. Raoul Arreola, Director of the Center for Instructional Service and Research, Memphis State University, was employed as a consultant. The members of the task force were:

Mary Nell Cook, Assoc. Prof. of Health, Physical Education and Recreation, representing the Faculty Senate.

Jeannette Gunter, Coordinator of Continuing Education, representing the Area of Continuing Education and Community Services.

William Morris, Head of the Department of Social Sciences and Professor of History, representing the academic administration.

Julia Peace, Coordinator of Medical Lab Technology, representing the Division of Allied Health.

Dorcas Saunders, Director of Transfer Studies; representing the Dean's staff.

Sarita Sherrod, Assistant Prof. of Languages and Literature, representing the Div. of General Studies.

William Wannamaker, Head of the Dept. of Public Service Technologies and Associate Professor of Criminal Justice Studies, representing the Division of Education and Technologies.

Approval of the revised annual evaluation system has involved a review process by the faculty through each of the following steps:

1. Definition of the faculty roles
2. Identification of the sources of information for each of the roles
3. Determination of the weight or value to be placed on the information provided by each source
4. Determination of the kind of information to be gathered from each source
5. Development of the forms, procedures and protocol

Although the annual evaluation is a significant component in the process of awarding promotion and/or tenure, there are other factors to be considered such as length of time in service and the staffing needs of the institution.
It is the purpose of this system of annual evaluation to support promotion and/or tenure considerations made objectively, equitably, impartially, and as a recognition of merit in line with the policy guidelines of Shelby State Community College and the State Board of Regents.

In addition, the results of the annual evaluation will be used as a base for determining the need for faculty development. Goal setting, which is the initial step of an annual cycle, will provide both the individual faculty member and the college as a whole important information for planning. Evaluation of how completely those goals are reached each year will add the advantage of formative evaluation to the professional development program.

When the revised system is fully operational, the evaluation year will begin with the spring quarter and end with the close of the winter quarter. For the transition period, the initial evaluation cycle will begin in September, 1981, and close at the end of the winter quarter, 1983. Those persons who wish to be considered for promotion and/or tenure in 1981-82 or 1982-83 academic years will continue to follow the current system of faculty evaluation. However, all faculty members will be expected to participate in the revised system, even if they will also be applying for promotion and/or tenure before the revised system becomes operational.

In order to "mesh" this system with others at the College, some procedural changes will be made in allied areas. For example, standing committee assignments for 1981-82 will continue through 1982-83. Other processes will be adjusted when the need is identified.

**Merit Pay**

The Faculty Senate will be asked to provide leadership for recommending to the President by the end of the spring quarter, 1982, policy on the allocation of funds for merit pay. Specifically, the Senate should set up appropriate forums to consider two major questions:

1. What percent of the annual allocation of funds for faculty salaries should be reserved for merit-pay?
2. What should constitute the lower limit of merit pay?
FACULTY EVALUATION TIMETABLE
TRANSITION PERIOD

September 8, 1981
- Supervisors to discuss system with faculty, agree on procedures for departmental tasks

September, 1981 - March 1, 1982
- Supervisors and faculty to reach agreement regarding personal goals and objectives and degrees of emphasis for the transition period

From Fall, 1981, - Winter, 1983
- Student evaluations, using CIEQ, completed for a minimum of one class per quarter. NOTE: Intersession and summer terms not required but may be included.

End of winter quarter, 1982
- Deadline for departments to determine (1) departmental criteria for numerical ratings and (2) procedure for selection of peers for peer review

End of spring quarter, 1982
- Deadline for renegotiation of degrees of emphasis and personal goals and objectives for transition period

June 1, 1982
- Deadline for Faculty Senate to submit to the President a recommendation regarding merit pay

February 15, 1983
- Deadline for selection of peers for peer review

March 15, 1983
- Deadline for submission of dossier by faculty member to respective supervisor

March 16 - April 20, 1983
- Period for review and evaluation by peers, self and supervisor

April 20 - May 15, 1983
- Appeals

May 1, 1983
- Final date for faculty to review evaluation with supervisor

June 15, 1983
- Deadline for finalizing all evaluation action for transition year
Procedures for Evaluation

There are four main steps of the evaluation process:

Step 1, determining the emphasis to be placed on each role, is a joint endeavor of the faculty member and his/her immediate supervisor.

Step 2, fulfilling the terms of the agreement, is primarily the responsibility of the faculty member. Assistance will be available through the Professional Development Program and supervisors also will be working with their faculty members to help them meet their specific goals.

Step 3, gathering evidence to document or report the accomplishments for evaluation, is the sole responsibility of the faculty member.

Step 4, evaluating, is dispersed at varying weights among students, self, peer and supervisor.

Step 1, determining the emphasis to be placed on each role.

As agreed upon by the faculty during fall quarter, 1980, there are five roles or areas in which faculty will be expected to assume responsibilities: Instruction, Service to the College, Professional Growth, Professional Activities and Community/Public Service. Within the limits designated by the faculty as minimum and maximum emphases, each faculty member, with the approval of his or her supervisor, will determine the annual level of emphasis to be placed on each role. These agreements will be determined prior to the beginning of the evaluation cycle but may be renegotiated when warranted by changing conditions at the college or in the department.

Minimums - maximums of role emphasis:

<table>
<thead>
<tr>
<th>Role</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>50</td>
<td>70%</td>
</tr>
<tr>
<td>Service to the College</td>
<td>13%</td>
<td>35%</td>
</tr>
<tr>
<td>Professional Growth</td>
<td>5%</td>
<td>25%</td>
</tr>
<tr>
<td>Professional Activities</td>
<td>5%</td>
<td>25%</td>
</tr>
<tr>
<td>Community/Public Service</td>
<td>5%</td>
<td>15%</td>
</tr>
</tbody>
</table>

Step 2, fulfilling the terms of the agreement.

Although the faculty member is primarily responsible for meeting the responsibilities as agreed upon, there are resources at Shelby State for giving assistance. The Professional Development program will be planned each year according to the expressed needs of the faculty. Personnel from Instructional Media Services and the Shelby State Library are also available and prepared to assist in course, program and material development. Department heads and professional colleagues can also be a valuable resource in many of the roles.
Step 3, gathering evidence to document or report.

As stated earlier, each faculty member will be responsible for assembling the necessary documents for evaluation. Similar to a portfolio, the materials should be placed in a loose-leaf notebook with divisions between the sections. The notebook will be kept in the office of the faculty member's immediate supervisor. (In the office of the division chairperson for department heads, and in the office of the department head where the person holds rank for division chairpersons, directors, assistant/associate deans, deans, etc.)

Essentially, there are two kinds of forms or documents: (1) those for reporting activities, marked as "R" and (2) those used for evaluating, marked as "E". A third form, marked "S", is a single document used to record the summary of all of the evaluations.

It is to the advantage of each faculty member to keep the portfolio as current as possible, thereby avoiding the last minute rush that has been somewhat of a problem in the current system. A check-off sheet has been developed to assist the faculty member in maintaining a record of placement of reports in the notebook.

Step 4, evaluating

Through the review processes described earlier, the sources for evaluation of the five roles were designated as students, peers, self, and supervisor. The weight to be given these sources for each of the roles is as follows:

<table>
<thead>
<tr>
<th>I. Instruction</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Students</td>
<td>.50</td>
</tr>
<tr>
<td>Peers</td>
<td>.30</td>
</tr>
<tr>
<td>Self</td>
<td>.10</td>
</tr>
<tr>
<td>Supervisor</td>
<td>.10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II. Service to the College</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Peers</td>
<td>.40</td>
</tr>
<tr>
<td>Self</td>
<td>.20</td>
</tr>
<tr>
<td>Supervisor</td>
<td>.40</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>III. Professional Growth</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Peers</td>
<td>.20</td>
</tr>
<tr>
<td>Self</td>
<td>.40</td>
</tr>
<tr>
<td>Supervisor</td>
<td>.40</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IV. Professional Status/Activities</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Peers</td>
<td>.45</td>
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<tr>
<td>Self</td>
<td>.35</td>
</tr>
<tr>
<td>Supervisor</td>
<td>.20</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>V. Community/Public Service</th>
<th></th>
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<tbody>
<tr>
<td>Peers</td>
<td>.30</td>
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<tr>
<td>Self</td>
<td>.30</td>
</tr>
<tr>
<td>Supervisor</td>
<td>.40</td>
</tr>
</tbody>
</table>
Students

Course/Instructor Evaluation Questionnaires (CIEW) will be distributed by the Dean's office to the faculty, upon request. Faculty members will be responsible for getting them back to the Dean's office on schedule for processing. Each faculty member will receive two copies of the print-out of the results (one for her/his own file and one for the portfolio). A third copy of the print-out will be sent to the department head. In addition to the mean total scores to be used in the annual evaluation numerical ratings, there is some helpful information on the print-out for use in professional development.

Exceptions for use of the CIEQ have been recognized for clinical supervision and private music. In lieu of the CIEQ, these areas will use their own evaluation instrument based on a 4-point system.

Peers

Peer evaluations, completed individually, will be given to the faculty members' supervisor by the peer designated to evaluate a particular faculty member. It then is the responsibility of the supervisor to summarize the three peer evaluations, complete the summary form and place in the faculty member's portfolio.

The peer review will be done by three individuals: two from within the department and one from the division but outside of the department. Exception: Where there are five or fewer full-time faculty in a department, the peer review will be done by one person from the department and two from the division outside of the department.

Procedure(s) for selecting department peers must be agreed on by a majority of the faculty within each department.

Procedure for selecting division peers will be determined by the appropriate Division Chairperson and Department Heads.
Evaluation Criteria.

The annual evaluation will involve the assigning of a numerical value from 1 to 4 in the following general scale:

4 - Outstanding Performance
3 - Expected Performance
2 - Needs Improvement
1 - Unacceptable performance

For the transition period, the criteria for assigning a numerical rating for certain components of each of the roles will be determined by the various departments by the end of the winter quarter, 1982. These criteria must be agreed on by a majority of the faculty within each department, with a copy of the criteria furnished to department faculty, Division Chairperson and the Dean's office. A form for this purpose is included in the packet.
Departmental Criteria
for Numerical Ratings

(Must be completed by end of winter quarter, 1982
furnished to department faculty, Division
Chairperson and Dean's office)

Department

I. Course Material (Include all material given to students. Use of previously
developed departmentally prescribed syllabi will be rated 3.00)

4 - (Outstanding Performance)

3 - (Expected Performance)

2 - (Needs Improvement)

1 - (Unacceptable performance or lack of documentation)

II. Service to the College Standing Committee

4 - (Outstanding Performance)

3 - (Expected Performance)

2 - (Needs Improvement)

1 - (Unacceptable performance or lack of documentation)

III. Professional Growth

4 - (Outstanding Performance)

3 - (Expected Performance)

2 - (Needs Improvement)

1 - (Unacceptable performance or lack of documentation)
IV. Professional Activities

4 - (Outstanding Performance)
3 - (Expected Performance)
2 - (Needs Improvement)
1 - (Unacceptable performance or lack of documentation)

V. Community/Public Service

4 - (Outstanding Performance)
3 - (Expected Performance)
2 - (Needs Improvement)
1 - (Unacceptable performance or lack of documentation)
I. INSTRUCTION

Instruction is defined as those activities associated with the design and delivery of content material to students. For the purposes of evaluation, the instructional role will include: (1) classroom performance; (2) enthusiasm; (3) student relations; (4) subject matter knowledge; (5) materials preparation and selection; (6) record keeping; and (7) other specified actions. Factors to be included are:

IN-CLASS

Instructional Delivery

- enthusiast for teaching
- ability to motivate and interest students
- communication skills
- student-instructor interaction

Instructional Design

- course organization
- course difficulty
- grading practices
- materials preparation
  (hand-outs, tests, syllabi, etc.)

Content Expertise

OUT-OF-CLASS

Record-Keeping

Office Hours
II. SERVICE TO THE COLLEGE

Service to the College is defined as service rendered by a faculty member in support of the goals and objectives of her/his department, division, and/or the College.

For purposes of evaluation, Service to the College does not include any functions that are defined elsewhere as: Instruction, Professional Growth, Professional Activity/Status, or Community/Public Service.

**Essential elements**

Standing Committee Membership

Attendance

Participation

or

Special Assignment in lieu of standing committee

and

Fulfiling Registration Assignment

and

Attendance and participation in department meetings; working on department committees (i.e., curriculum, pedagogy, search); evaluation of peers.

**Desirable elements**

Advisor to student activity

Advisor to college activity

Develop and/or teach Continuing Education course
III. PROFESSIONAL GROWTH

Professional Growth is defined as improving the competence of an individual to fulfill the role and responsibilities of her or his position at the College.

For purposes of evaluation, Professional Growth will include the enhancement of an individual's effectiveness in one or more of the following areas: teaching, administration, service to the College, service to the community. At the beginning of each year, the individual and his/her supervisor will develop a professional growth plan tailored to the strength and weaknesses revealed through evaluations.

Possible activities are:

- Participation in professional growth activities on campus
- Taking appropriate graduate courses
- Attendance at off-campus activities
- Trying new teaching strategies
- Reading Journals or Professional Literature
IV. PROFESSIONAL ACTIVITY/STATUS

Professional Activity/Status is defined as service within the faculty member's area(s) of expertise for which the individual is employed at the college.

For purposes of evaluation, Professional Activity/Status includes: service and/or peer recognition and/or academic distinction in the person's professional discipline, such as: service in local, state, regional or national organizations; publishing; performance; consulting; honors.

Possible activities are:

Current membership in at least one major relevant organization.

Participation in Organizations

Giving papers
Attending conventions
Serving on panels
Serving as an officer
Holding committee membership

Publishing

Consulting

Performing (art, music, theater, etc.)

Honors Received

Review Activities

Editing/Reviewing Materials
Serving on Accreditation Committee
V. COMMUNITY/PUBLIC SERVICE

Community/Public Service is defined as activities within the Community for which the faculty member receives no pay. These activities can be either profession or non-profession related, with different expectations for each, as shown by the parameters of values allowable.

For purposes of evaluation, profession related Community/Public Service can include: representing the College on community projects; speaking to the media, service clubs, government agencies or community groups; serving on boards and commissions.

Non-profession related activities can include any non-school activities which reflect positively on the college and through which the faculty member performs a service to the community or segments thereof, and which do not require application of your area of College-recognized expertise. These activities may be religious, political, service or civic in nature. The maximum percentage allowable on non-profession related activities is 5%.
Faculty Evaluation
Check Sheet
(Should be placed first in the dossier)

Faculty Member ________________________________________

Section I:

____ Annual Agreement on Role Emphasis
____ Departmental Criteria for Numerical Ratings

Section II: Evaluations

____ E-1 Student Evaluation Summary
____ E-2A Individual Peer Evaluation (Not To Be Placed In Dossier)
____ E-2B Summary of Peer Evaluation
____ E-3 Self Evaluation
____ E-4 Supervisor Evaluation

Section III: Reports/Documentation

____ I-R OIEQ Print-outs
____ I-R2 Syllabus(i)
____ I-R3 Other teaching material
____ II-R1 Committee Activities (by chairperson)
____ II-R2 Committee Activities (by members)
____ II-R3 Registration (Exceptions Only)
____ II-R4 Department Work
____ II-R5 Other Activities
____ III-R Professional Growth
____ III-R1 Print-Out from Continuing Education
____ III-R2 Transcript(s) of added courses
____ III-R3 Off-Campus Activities
____ III-R4 New Teaching Strategies
____ III-R5 Bibliography of Professional Readings
____ III-R6 Other
____ IV-R Professional Activities
       Documents
____ V-R Community/Public Service
       Documents

Section IV:

Summary - Annual Evaluation

Statements of Disagreement

Supervisor check off
ANNUAL AGREEMENT
ON ROLE EMPHASIS

(To be completed by March 1, 1982; Renegotiation deadline, end of spring quarter, 1982)

(List agreed-on activities for each specific category)

Faculty Member

Department

I. Instruction (50-70)
   A. Course/program development
   B. Other materials
   C. Out-of-class activities
      Record-Keeping
      Office Hours
      Other

II. Service to the College (15-35)
   A. Standing Committee
      Member
      Chair
   B. Registration and drop/add as assigned
      Check
   C. Department Work
   D. Other: (Be specific)
III. Professional Growth (5-25) 

IV. Professional Activities (5-25) 

V. Community/Public Service (5-15) 

Total (must add up to 100) 

Signatures of Agreement:

Faculty member ____________________________ Date ________________

Supervisor _______________________________ Date ________________
Role Evaluations by Students

Must be given during the 7th week of the regular quarter;
Intersession and Summer - proportional time period.
To be completed by faculty member. Print-outs must be
included in Section I-R.

Faculty Member ____________________________

I. Instruction
(CIEQ total mean scores. Must have evaluations from a minimum of 1/3 of
the classes taught in any given academic year. Summer and/or intersession
may be used when necessary.)

<table>
<thead>
<tr>
<th>QUARTER</th>
<th>COURSE &amp; SECTION NO.</th>
<th>LOCATION/TIME</th>
<th>TOTAL MEAN</th>
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</thead>
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</table>

Add all total means and divide by
the number of courses evaluated
Role Evaluation by Peers

(To be completed by individual peer reviewer and given to the faculty member's supervisor; kept on file but not in the dossier)

Faculty Member ____________________________

I. Instruction

A. Materials Development
   (Give descriptive title-use back of pages if necessary)
   1. _______________ Rating _______________
   2. _______________ Rating _______________
   3. _______________ Rating _______________

B. Departmentally prescribed material
   3.00

   Average of all ratings on material
   (add up all ratings above and divide by the number of ratings)

II. Service to the College

A. Standing Committee(s) (See II-R1 and II-R2)
   1. _______________ Rating _______________
      Name of Committee
   2. _______________ Rating _______________
      Name of Committee

   Average of Standing Committee Evaluation _______________

B. Registration (consider completed unless an exception is filed in II-R3)
   Rating _______________

C. Department Work (See II-R4)
   Rating _______________

D. Other (See II-R5 Faculty provide documentation)
   (list activities evaluated-use back of page if necessary)
   1. _______________ Rating _______________
   2. _______________ Rating _______________
   3. _______________ Rating _______________

   Average of Other Activities _______________

Overall Evaluation of Service To The College
   (add A, B, C, D and divide by 4) _______________
III. Professional Growth (See III-R)
   (list activities evaluated - use back of page if necessary)
   1. __________________________  Rating _______________
   2. __________________________  Rating _______________
   3. __________________________  Rating _______________
   4. __________________________  Rating _______________
   5. __________________________  Rating _______________
   Average of all ratings on Professional Development.

IV. Professional Activities (See IV-R)
   (list activities evaluated - use back of page if necessary)
   1. __________________________  Rating _______________
   2. __________________________  Rating _______________
   3. __________________________  Rating _______________
   4. __________________________  Rating _______________
   5. __________________________  Rating _______________
   Average of all ratings on Professional Activities

V. Community/Public Service (See V-R)
   (list separate activities rated - use back of page if necessary)
   1. __________________________  Rating _______________
   2. __________________________  Rating _______________
   3. __________________________  Rating _______________
   4. __________________________  Rating _______________
   Average of all ratings on Community/Public Service

Signature of Peer Evaluator ____________________________

Date Completed ____________________________
Summary of Peer Evaluation

(Supervisor will compile from the individual peer evaluations, enter the average on the Summary sheet and place this sheet in the faculty member's dossier)

<table>
<thead>
<tr>
<th>Role</th>
<th>Peer A</th>
<th>Peer B</th>
<th>Peer C</th>
<th>Total</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Instruction</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>II. Service to the College</td>
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<tr>
<td>III. Professional Growth</td>
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<tr>
<td>IV. Professional Activities</td>
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<tr>
<td>V. Community/Public Service</td>
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</tbody>
</table>

Signature of Supervisor

Date Completed

Review/checked

Div. Chairman or Dean as appropriate
Role Evaluation by Self
(To be completed and returned to supervisor by end of winter quarter)

Faculty Member

I. Instruction

A. Instructional Delivery
(Use same classes as evaluated by students)

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course No.</th>
<th>Rating</th>
</tr>
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<tbody>
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</tbody>
</table>

Average of course evaluations

B. Instructional Design

1. Syllabus development: List by course number

<table>
<thead>
<tr>
<th>Departmentally Prescribed Syllabus</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3.0</td>
</tr>
</tbody>
</table>

Average of all syllabus development

2. Other Materials
(Give descriptive title - use back of page if necessary)

<table>
<thead>
<tr>
<th>Rating</th>
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<tbody>
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<td></td>
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</tbody>
</table>

Average of all ratings on other materials

Overall Evaluation of Instructional Design

C. Out-of-Class Activities

Record-Keeping: Rating

Office-Hours: Rating

Overall average of out-of-class activities

Composite Role Evaluation in Instruction (Average of three scores)
II. Service to the College
(a) Standing Committees

<table>
<thead>
<tr>
<th>Name of Committee</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Overall evaluation of committee work

(b) Registration

(c) Department Work

(d) Other,
   (list activities rated - use back of page if necessary)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Rating</th>
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- Overall evaluation of other activities (d)

Overall Evaluation on Service To The College
(Add up a, b, c, d and divide by 4)

III. Professional Growth
(list activities evaluated - use back of page if necessary)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Rating</th>
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- Overall Average Evaluation on Professional Development
(Add up and divide by number of activities)

IV. Professional Activities
(list activities evaluated - use back of page if necessary)

<table>
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<tr>
<th>Activity</th>
<th>Rating</th>
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- Overall Evaluation on Professional Activities
(Add up and divide by number of activities)
V. Community/Public Service  
(list separate activities rated - use back of page if necessary)

1. ____________________________________________ Rating ______
2. ____________________________________________ Rating ______
3. ____________________________________________ Rating ______
4. ____________________________________________ Rating ______

Overall Evaluation on Community/Public Service

Signature of Faculty Member

Date Completed
Role Evaluations by Supervisor
19_ 19_
(To be completed by appropriate supervisor and placed in Section I)

Faculty member

I. Instruction
   A. Instructional Design
      (1) List specific courses/materials to be rated:
         Syllabus:  (use back of page if necessary)
         Course No. ___________________________ Rating _____
         Course No. ___________________________ Rating _____
         Course No. ___________________________ Rating _____

      Overall average of evaluations on syllabus development

      (2) Other Materials Development
         (Give descriptive title - use back of page if necessary)
         1. ___________________________ Rating _____
         2. ___________________________ Rating _____
         3. ___________________________ Rating _____

      Overall average of evaluations on other materials

   B. Out-of-class activities
      Record-Keeping Rating _____
      Office Hours Rating _____

      Overall average of out-of-class activities

   Composite Role Rating in Instruction
   (Average of three above)

II. Service to the College
   (a) Standing Committees: Rating _____
   (b) Registration: Rating _____
   (c) Department Work: Rating _____
   (d) Other: Rating _____

      Overall average of ratings on Service to the College
III. Professional Growth
List activities evaluated (use back of sheet if necessary)

1. __________________________ Rating __________________________

2. __________________________ Rating __________________________

3. __________________________ Rating __________________________

Overall average of ratings on Professional Growth

IV. Professional Activities
List activities evaluated (use back of sheet if necessary)

1. __________________________ Rating __________________________

2. __________________________ Rating __________________________

3. __________________________ Rating __________________________

Overall average of ratings on Professional Activities

V. Community/Public Service
List activities evaluated (use back of sheet if necessary)

1. __________________________ Rating __________________________

2. __________________________ Rating __________________________

3. __________________________ Rating __________________________

Overall average of ratings on Community/Public Service

Signature of Supervisor __________________________

Date Completed __________________________
Report of Committee Activities by Chairperson
(To be completed by committee chairperson and sent to supervisor of members by March 15, 1983)

Committee

Committee Member

I. Attendance
   A. How many meetings were scheduled? ________
   B. How many meetings did this person attend? ________
   Comments

II. Participation
   Give a brief description of committee activities for this year.
   Role of the above person in these activities.

III. Other comments.

Signature ____________________________
Committee Chairperson
Date ____________________________
Report of Committee Activities by Members

(To be completed by committee member and sent to supervisor of the chairperson by March 15, 1983)

Committee _____________________________________________

Chairperson ___________________________________________

I. Meetings

A. How many meetings were scheduled? ____________________

B. How many meetings did you attend? ____________________

C. How were you notified of the meetings?

_________________________________________________________________

II. Participation

Give a brief description of committee activities for this year.

_________________________________________________________________

What was the role of the chairperson in these activities?

III. Other comments

_________________________________________________________________

Signature ____________________________

Date ____________________________
Report of Department Work

(To be completed by faculty member, signed and filed in faculty member's dossier by March 15, 1983)

Faculty Member ________________________________

1. Department Meetings
   Number scheduled ____________
   Number attended ____________

   Comments

2. Specific Assignments
   (Must be directed toward role assignment)

   List all committee or special assignments for this year, indicate responsibility and outcomes of the work. Note any released time awarded.

   __________________________________
   __________________________________
   __________________________________
   __________________________________
   __________________________________
   __________________________________
   __________________________________

Signature ________________________________
Date ________________________________
Faculty Member ________________________________
Report of other Activities
as Service to the College

(To be completed by faculty member, documentation attached
and filed in the dossier)

The purpose of this form is to provide a means of reporting for evaluation
those activities which are not covered elsewhere in the role of Service to
the College. Documentation can include letters, programs, reports, newspaper
articles, etc.

An itemized list of other activities should be noted below and documentation
should be designated in the upper right hand corner.
Report of Professional Growth

(To be completed by individual faculty member and given to his/her supervisor with appropriate reports and documents attached)

Faculty Member ____________________________

1. On-campus Professional Development Activities (List below and attach print-out from Continuing Education, to be designated III.R-1)

   Activity ____________________________ C.E.U.'s ____________

   Activity ____________________________ C.E.U.'s ____________

   Activity ____________________________ C.E.U.'s ____________

2. Courses Taken: (List below and attach transcript, to be designated as III R-2)

   __________________________________________

   __________________________________________

   __________________________________________

3. Off-campus Activities: (List below and attach report, Form III R-3)

   __________________________________________

   __________________________________________

4. New Teaching Strategies (List below and attach report, Form III R-4)

   __________________________________________

   __________________________________________

5. Professional Readings: List in accepted bibliographic style, and designate as Form III R-5

   __________________________________________

   __________________________________________

   __________________________________________
VI. Other: Report any other activities which you wish to be given consideration as evidence of professional growth. Be sure to attach any pertinent documents.

Signature ___________________________________ Date _____________
Name of Activity

Date of Activity

Place

III-R-3'

Was this activity supported by SSCC funds?

If so, how did you report to your colleagues about the activity?

(If written, attach copy of report)

Professional benefits derived

Briefly describe how this activity contributed to your professional growth:

General Description

Sponsored by

Place

Date of Activity

Name of Activity

Faculty Member

Off-Campus Activities

Signature

Date
NEW TEACHING STRATEGIES

Faculty Member ____________________________________________

Description of Teaching Strategy: ____________________________________________

Results: ____________________________________________

Signature ____________________________________________

Date ____________________________________________
Professional Activity/Status

FacultO member should list all activities to be considered in this role, attach documentation and place in dossier. (Designate documents in upper right corner as IV-R)
Community/Public Service

Faculty member should list all activities to be considered in this role, attach documentation and place in dossier. (Designate documents in upper right corner as V-R)
SUMMARY SHEET
ANNUAL EVALUATION
(To be completed by supervisor)

Faculty Member _______________________________________

I. Instruction

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
<th>Calculation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Rating</td>
<td>X 50%</td>
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</tr>
<tr>
<td>Peer Rating</td>
<td>X 30%</td>
<td></td>
</tr>
<tr>
<td>Self Rating</td>
<td>X 10%</td>
<td></td>
</tr>
<tr>
<td>Supervisor Rating</td>
<td>X 10%</td>
<td></td>
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</tbody>
</table>

Composite Role Rating (Total of above) _______________________

II. Service to the College

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
<th>Calculation</th>
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<tbody>
<tr>
<td>Peer Rating</td>
<td>X 40%</td>
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</tr>
<tr>
<td>Self Rating</td>
<td>X 20%</td>
<td></td>
</tr>
<tr>
<td>Supervisor Rating</td>
<td>X 40%</td>
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</tr>
</tbody>
</table>

Composite Role Rating (Total of above) _______________________

III. Professional Growth

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
<th>Calculation</th>
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<tbody>
<tr>
<td>Peer Rating</td>
<td>X 20%</td>
<td></td>
</tr>
<tr>
<td>Self Rating</td>
<td>X 40%</td>
<td></td>
</tr>
<tr>
<td>Supervisor Rating</td>
<td>X 40%</td>
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</tbody>
</table>

Composite Role Rating (Total of above) _______________________

IV. Professional Activities

<table>
<thead>
<tr>
<th>Rating</th>
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<tbody>
<tr>
<td>Peer Rating</td>
<td>X 45%</td>
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<tr>
<td>Self Rating</td>
<td>X 35%</td>
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<tr>
<td>Supervisor Rating</td>
<td>X 20%</td>
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</table>

Composite Role Rating (Total of above) _______________________

Total Score ____________________________________________


V. Community Service

Peer Rating _______ x 30% = _______
Self Rating _______ x 30% = _______
Supervisor Rating _______ x 40% = _______

Composite Role Rating (Total of Above) _______

(5-15) Weight _______ x Composite _______ = _______

OVERALL COMPOSITE RATING (TOTAL OF ALL 5) ______

Acknowledgement of Review:

Faculty Member ___________________________ Date ______
Department Head __________________________ Date ______
Division Chairperson ______________________ Date ______
Dean of Instruction ________________________ Date ______

Statements of Disagreement: (Attach typewritten copy)

Should be written explicitly as to areas of disagreement and must be signed by the person making the statement.
See also the appeals process in SSCC Policy on Promotion and Tenure.