

Faculty Name: _____

School: _____

Review Period: June XX, XXXX – May XX, XXXX

The Full-time Faculty Professional Review must be completed every third year for veteran faculty and every year, for three years, for new faculty.

Definitions of Status

Veteran: (1) Faculty on a two-term contract who have completed seven semesters of full time instruction consisting of Fall and Spring terms only. (2) Faculty on a three-term contract who have completed seven semesters of full time instruction consisting of Fall, Spring, and Summer terms.

New: (1) Faculty on a two-term contract who have completed less than seven semesters of full time instruction consisting of Fall and Spring terms only. (2) Faculty on a three-term contract who have completed less than seven semesters of full time instruction consisting of Fall, Spring, and Summer terms.

Policy

It is the policy of Central New Mexico Community College to conduct annual formal performance appraisals of full-time faculty. This process requires that the faculty member and the dean formally reflect upon the achievement of faculty performance expectations during the review period (See Appendix A, pg. 11). The purpose of the Faculty Professional Review is to:

1. Measure faculty performance against clearly defined expectations.
2. Recognize outstanding performance.
3. Guide faculty development.
4. Identify areas for which performance may be improved.

In order to achieve these goals, faculty and deans will:

- Conduct an annual review to assess performance expectations and professional goal achievement.
- Conduct an annual meeting to establish individual performance goals and objectives that align with school goals and objectives.

The annual Faculty Professional Review is intended to assist the faculty and the College in achieving and maintaining excellence in instruction. It in no way precludes or prohibits the College from addressing any issues that may arise regarding employee performance or conduct at any time.

Office Use
Date Received: _____
Meeting Date: _____
Meeting Time: _____

Instructions

Please assemble all the documents shown in the Professional Review Portfolio Outline below, in the order given by the outline (see checklist on pg. 12). Please review the rubrics and appendices for professional expectations and evaluation guidelines. (Instructions for adding a pdf to a Word document are located on pg. 12.) Sign and date your portfolio on pg. 10 at the end of the interview with your dean.

Teaching Review Rubric (pg. 5)

College, School, Discipline/Program Service Review Rubric (pg. 8)

Appendix A: Full-Time Faculty Expectations (pg. 11)

Appendix B: Definitions for Teaching Practices (pg. 12)

Professional Review Portfolio Outline

- A. Course & Teaching Documents (Use your own documentation for **part A**, items **i. - v.** Forms are not included.)
 - i. Provide at least one example of current course material other than an assessment, e.g. an activity, presentation, handout, etc.
 - ii. Provide one course syllabus that is representative of all your course syllabi.
 - iii. Credentials – If applicable to your program/discipline, provide a copy of your current license(s)/certification(s).
 - iv. Assessment Documents
 - a. Describe an assessment procedure you currently use that is directly related to student learning outcomes and course objectives.
 - b. How is the scoring of the assessment procedure, described in part a. above, communicated to students?
 - c. Provide a copy of an assessment tool used in the procedure described in part a. above.
 - v. Professional Development (**include a. and either b. or c.**)
 - a. List of professional development activities, e.g. workshops, faculty learning circles, conferences, etc.
 - b. Describe one of your current practices that is in agreement with information obtained from a professional development activity.
 - c. Describe a change you've made in teaching that was inspired by a professional development activity.
 - vi. Teaching Practices (boxes, pg. 3)
- B. Student Evaluation Summary of all courses evaluated
- C. Log of Professional Activities
 - i. Classroom observations – *required for new faculty only*
 - a. Supervisor classroom observation(s) (attach after your Student Evaluation Summary)
 - b. Peer observations (table, pg. 4)
 - ii. Policies and duties (checklists, pg. 4)
 - iii. Review of College, School, and Discipline/Program Service (table, pg. 7)
 - iv. Goal development and accomplishment (tables, pg. 9)
- D. Professional Review Summary (boxes, pg. 10)

Teaching Practices

- A. List the activities/interactions that occur during a *typical* class session or in the online environment. Include any technologies, manipulatives ⁽¹⁾, or teaching materials you use to facilitate these activities/interactions.

- B. Besides the activities listed in part A. above, list other activities/interactions that may occur during an *atypical* class session, online, or as homework assignments. Include any technologies, manipulatives ⁽¹⁾, or other teaching materials you use to facilitate these activities/interactions.

- C. How do the activities/interactions listed in parts A. & B. above promote student learning in your classes?

- D. How do the activities/interactions listed in parts A. & B. above encourage student ability to critically think about what they are learning?

- E. Give an example of how you used either formative ⁽²⁾ or summative ⁽³⁾ assessment results to modify your teaching to promote student learning. For example, perhaps you made a change after noticing that every student did poorly on the first exam.

- F. Describe how your policies on due dates, revision of work, timeliness of returning graded work, and grading style promote student learning.

(Part B.) Student Evaluation Summary of all courses evaluated – Please attach after Part A. documents (here), before Part C. documents.

(Part C.) Log of Professional Activities – the tables below are intended to facilitate a conversation between the instructor and the dean.

Classroom Observations (A. & B. Required for New Faculty, optional for Veteran Faculty. See pg. 1 for definitions.)

A. Supervisor Classroom Observation(s) – Please attach all official supervisor observation documents after the Student Evaluation Summary.

B. Peer Observations

Your Class:	Date:	Peer Observer:
Peer's Class:	Date:	Peer Observed:

Policies and Duties

To be completed by the instructor			
Assessment Item: Do you...?	Yes	No	NA
Structure classes to correspond to student learning outcomes			
Prepare, distribute, and utilize instructional support materials			
Convene classes as scheduled			
Respond to students' inquiries within 48 hours			
Provide assistance to students during posted office hours			
Incorporate current technology in teaching environments			
Adapt teaching methods based on student assessment results			
Maintain accurate attendance records			
Maintain accurate grade records			
Assist students with registration, advising, and the graduation process			
Participate in professional development activities to maintain currency in your field			
Participate in professional development activities to advance your teaching skills and strategies			

To be completed by the dean			
Assessment Item: Does the instructor...?	Yes	No	NA
Maintain accurate grade books/student records			
Meet deadlines for submitting grades			
Schedule and publish office hours consistent with school requirements			
Follow established policies and procedures as outlined in the Collective Bargaining Agreement and the Employee Handbook			
Complete assigned tasks and meets established deadlines			
Create and maintain a physical (or online) environment conducive to learning based upon school requirements			
Provide direction to Instructional Technicians, Laboratory Technicians and other personnel, as appropriate			
Use technology as required by the school (e-mail, voice mail, etc.)			
Attend in-service sessions as required (e.g. school meetings, convocation, etc.)			
Participate in the development and review of course and program outcomes			

Teaching Review Rubric (Completed by the Dean)

Teaching Quality Descriptors	Circle the descriptors below to indicate the instructor's trend in teaching		
	Needs Improvement	Proficient	Exceptional Teaching
Assessment Documents	<p>(Circle all that apply)</p> <ul style="list-style-type: none"> Assessment documents and/or procedures do not correlate to student learning outcomes and course objectives Assessment scoring is not clearly communicated to the student on individual assessments 	<p>(Circle all that apply)</p> <ul style="list-style-type: none"> Assessment documents and/or procedures generally correlate to student learning outcomes and course objectives (i.e. the correlation is not specified but can be inferred) Assessment scoring is clearly communicated to the student on individual assessments 	<p>(Circle all that apply)</p> <ul style="list-style-type: none"> Assessment documents and/or procedures are directly mapped onto student learning outcomes and course objectives Assessment scoring is clearly communicated to the student as it relates to his/her overall grade in the course
Professional Development	<p>(Circle all that apply)</p> <ul style="list-style-type: none"> Does not engage in professional development activities to maintain currency and credentials in the field Does not engage in professional development activities to learn skills and strategies for effective teaching 	<p>(Circle all that apply)</p> <ul style="list-style-type: none"> Engages in professional development activities to maintain currency and credentials in the field Engages in professional development activities to learn skills and strategies for effective teaching 	<p>Proficient Category descriptions are met</p> <p style="text-align: center;">AND</p> <p>Demonstrates classroom applications of skills and strategies learned through professional development activities.</p>
Teaching Practices	<p>(Circle all that apply)</p> <ul style="list-style-type: none"> Teaching practices do not include classroom or online activities that promote student learning Teaching practices do not encourage critical thinking Teaching practices do not include using assessment results to modify teaching/learning activities Teaching practices do not include enforcement of policies that promote student learning 	<p>(Circle all that apply)</p> <ul style="list-style-type: none"> Teaching practices include classroom or online activities that promote student learning Teaching practices encourage critical thinking Teaching practices include using assessment <i>results</i> to modify teaching/learning activities Teaching practices include enforcement of policies that promote student learning 	<p>All items in the Proficient category are circled</p> <p style="text-align: center;">AND</p> <p>Teaching practices promote student learning that can be applied to other content areas and classes.</p>
Student Evaluation Summary of all courses	Average score is less than 3.0 on some questions related to teaching	Average score is 3.0-4.5 on all questions related to teaching	Average score is 4.51 – 5.0 on all questions related to teaching
Supervisor Observation(s) <i>Required for New Faculty Only</i>	Mode is “Needs Improvement” on the Classroom Observation Form	Mode is “Meets Expectations” on the Classroom Observation Form	Mode is “Exceeds Expectations” on the Classroom Observation Form
Peer Observations <i>Required for New Faculty Only</i>	Did not complete required number of observations	Completed required number of observations	Exceeded required number of observations
Total Teaching Quality Descriptor	Needs Improvement	Proficient	Exceptional

Review of College, School, Discipline/Program Service

Teaching is the principal role of full-time faculty. In addition to teaching, CNM respects and depends on the services that full-time faculty members perform for their College, School, Discipline or Programs. The dean and the full-time faculty member will collaborate to identify and assess the level of service activity. *For all sections below, "Service Activities" refers to College, School, and Discipline/Program service. Service Activities collectively refers to any service provided for the college, school, discipline, or program outside regular instructional responsibilities. See Appendix C for service expectations.*

Please fill out the sections on the next page using the definitions below. **If you need more space, please attach additional documentation. Not every box needs to be filled.**

Definitions

Role:

Support – provides outside technical assistance, resources, and/or consultation

Participant – completes delegated tasks, votes, gives opinions

Leader – responsible for overall outcomes, delegates tasks, determines direction

Other – any role that doesn't fit the above examples well

Collaboration: "...the action of working with someone to produce or create something." *Google Definition*

Scope: The extent of your collaborative activities by area. Areas include (1) within discipline/school, (2) across schools, (3) with local high schools or other community entities, and (4) with students in extracurricular activities.

Value (description): Description of the value of collaboration to you, the college, your school, your discipline, and/or your program.

Collegiality (support of): Active participation in the professional development of new and veteran faculty. (For example, by mentoring or performing peer observations.)

Definitions are located on the previous page.

<p>Service Activity & Term Please give a title and brief description for each service activity, indicating the term in which each activity occurred.</p>	1.	2.	3.
<p>Role Please indicate your role(s).</p>			
<p>Outcome/Deliverable Please list outcomes or deliverables.</p>			
<p>Scope of Collaboration Please indicate the area of collaboration.</p>			
<p>Value of Collaboration What was the value of collaboration to you, the college, your school, your discipline, and/or your program?</p>			
<p>Collegiality Please describe how your service supports the professional development of new and veteran faculty.</p>			

College, School, Discipline/Program Service Review Rubric (Completed by the Dean)

Service Descriptors	<i>Circle the descriptors below to indicate the instructor's trend in service</i>		
	Needs Improvement	Proficient	Exceptional Service
A: Role	Role in service activity is unclear	Takes on a support staff or participant role in service activities	Leads service activities
B: Collaboration	Does not suggest improvements to collaborative activities when they are perceived to be unproductive	(Circle all that apply) <ul style="list-style-type: none"> Suggests improvements or alternatives to collaborative activities when they are perceived to be unproductive Collaborates within discipline/school 	(Circle all that apply) <ul style="list-style-type: none"> Collaborates across schools/disciplines Collaborates with local high schools or other community entities Collaborates with students in extracurricular activities
C: Collegiality	Does not participate in activities that support the professional development of new and veteran faculty	Participates in activities that support the professional development of new and veteran faculty	Creates an environment that supports others in the professional development of new and veteran faculty (e.g. creates a faculty learning circle, workshop, committee, etc.)
D: Course release project if applicable	(Circle all that apply) <ul style="list-style-type: none"> Project outcomes were not met Did not complete project on time Did not remain within budget 	(Circle all that apply) <ul style="list-style-type: none"> Project outcomes were met and communicated to appropriate personnel Completed project on time Completed project within budget 	All proficient categories circled AND Communication of project results inspired new work for student success
Total Service Descriptor	Needs Improvement	Proficient	Exceptional

Goal Development and Accomplishment – include both instructional and service goals/objectives

A. Development (June XX, XXXX – May XX, XXXX) – to be agreed upon by the instructor and the dean **during the review meeting.**

School goals/objectives	Instructor strategies to complete goals	Achievement measures

B. Accomplishment

Goals from previous year	Measure of goal accomplishment	Work needed to complete goal

Optional: Please attach documentation that describes any beliefs, values, or achievements you would like to add pertaining to your profession or you as a professional. This is a place for free form writing which gives additional opportunity for discussion with your dean. *This is not an official part of your evaluation.*

(Part D.) Professional Review Summary

Of which accomplishment(s) are you most proud?

In which areas would you like additional training or support?

Supervisor summary comments

Faculty summary comments

Faculty Signature:

Date:

Dean Signature:

Date:

Appendix A: Full-Time Faculty Expectations

General Responsibilities: An instructor is responsible for providing high quality instruction so that each student may meet course outcomes. An instructor is also responsible for working with the dean and colleagues to improve student learning experiences. In fulfillment of their compensated workload full-time instructors are expected to perform school, program or discipline, and college service in addition to their duties 1 – 22 (listed below). This service beyond instruction is an integral part of college faculty performance. CNM respects, requires, and depends on the service full-time faculty members perform.

Instructional Duties includes the following:

1. Effectively prepare, teach, grade, and assess student learning in courses assigned.
2. Advance the role and goals of Central New Mexico Community College.
3. Create and model a quality learning environment to support a diverse student population including students with disabilities or special learning needs.
4. Structure classes and curriculum to correspond with program and course outcomes.
5. Prepare, distribute and utilize instructional support materials, including course syllabi, supplementary materials, instructional media and other devices as appropriate.
6. Convene classes as scheduled.
7. Respond to student inquiries within 48 hours (business days, M-F).
8. Provide assistance to students outside the classroom through posted office hours.
9. Incorporate, as pedagogically appropriate, current technology in classroom, distance learning, and laboratory environments.
10. Maintain student records (e.g., grades, attendance) and provide documentation for incompletes within established College timelines.
11. Complete assigned duties, reports and other required documentation on time.
12. Attend in-service sessions, college/school/department meetings, graduation and convocation, as required.
13. Utilize a variety of technology-based programs to access and input information related to student records and college/school/department processes (e.g., banner, MyCNM, grade books, etc).
14. Provide for the security of facilities, equipment, and instructional materials and maintain safe working conditions.
15. Abide by all college policies and regulations.
16. Assist students with registration, advising, and graduation processes.
17. Participate in the development and review of course and program outcomes.
18. Update and revise curriculum to maintain currency.
19. Instructors may be assigned other instructional responsibilities as determined by the dean.

Professional Development includes the following:

20. Participate in professional development activities to maintain currency in field; maintain current credentials or licensures as required by program or accreditation.
21. Participate in professional development opportunities to advance teaching skills and strategies.
22. Participate in other appropriate development activities as may be determined by the dean.

College, School, Program/Discipline Service includes the following:

23. Active participation in school and college activities (such as, but not limited to, developing new curriculum or student recruitment).
24. Collaborate with faculty and staff from other schools/departments to promote communication, coordinate schedules, and support student success.
25. Collaborate with high schools, universities, business and industry or external agencies as appropriate, and assist with program advisory committees as requested.
26. Support collegiality by actively participating in the professional development of new and veteran faculty. (For example, by mentoring or performing peer observations.)
27. Serve on department, school, and college committees and task teams.
28. Participate in and assist with student activities and clubs.
29. Participate in other activities as appropriate and approved by the dean.

Appendix B: Definitions for Teaching Practices

- (1) **Manipulatives** are physical elements that students use to supplement learning. For example, colored tiles are sometimes used in math classes to illustrate the addition of positive and negative numbers.
- (2) **Formative assessment** is an assessment procedure intended to aid the student in the *formation* of a final product or understanding. For example, a rough draft can serve as a writing assessment intended to help the student develop the final draft. Formative assessments are characterized by feedback, reflection and revision, and are usually graded on a credit/no credit basis.
- (3) **Summative assessment** is an assessment procedure that measures the quality of a final product or understanding. It is performance based and requires demonstration of all student learning outcomes. For example, a unit exam can serve as a summative assessment of whether a student met the student learning outcomes for a given unit. Summative assessments are characterized by comparisons to ultimate goals, objectives or outcomes, and are usually graded using points, percentages, and scores.

How to Add a PDF to your Office file

1. When in the Word document, click **Insert > Object** in the **Text** group
2. Click **Create from File > Browse**.
3. Browse to the .pdf file you want to insert, then click **Insert**.
4. Click the box that says, **Display as File**. The .pdf file will load into the Word document.

Professional Review Assembly Checklist

Please assemble all required documents in the order given below.

- Pages 1 and 2 of the Review.
- All Course & Teaching Documents listed in section **A** (subsections **i. – vi.**) of the Professional Review Portfolio Outline on page 2. Please assemble in the order given by the outline, noting that the final piece, Teaching Practices, is provided on pg. 3 of the Review.
- Student Evaluation Summary of all courses evaluated.
- Supervisor Classroom Observation forms, if any.
- Pages 4 and 5 of the Review: Peer Observations (if required), *and* Policies and Duties.

Please leave pg. 5 blank. Your dean will complete the Teaching Review Rubric based on the information and documents you provide. This will be used in your conversation with the dean.

- Pages 6 – 8 of the Review. (Attach additional service activity documentation, if necessary).

Please leave pg. 8 blank. Your dean will complete the College, School, Discipline/Program Review Rubric based on the information and documents you provide. This will be used in your conversation with the dean.

- Pages 9 and 10 of the Review. (Attach additional Goal Development and Accomplishment documentation, if necessary).
- Pages 11 and 12 of the Review.