 <b>CSN Policy</b>	<b>Faculty Evaluation Policy</b>
<b>Category: Faculty</b>	<b>Effective Date: 06/15/2018</b>
<p style="text-align: center;"><b>MOST RECENT SUBSTANTIVE CHANGES</b></p> <ol style="list-style-type: none"> <li>1. Section II.A.3: The three Librarian positions were merged into a single position. The corresponding and affected standards, forms and job descriptions were updated, accordingly.</li> </ol>	

## I. POLICY PURPOSE

The purpose of this policy is to establish criteria and procedures for the annual evaluation of College of Southern Nevada (CSN) teaching, library, and counseling faculty, as required by Nevada System of Higher Education (NSHE) policy.

## II. POLICY STATEMENT

- A. Faculty will receive an overall evaluation rating based upon their performance in several standards. Each Standard will be judged upon a predetermined set of criteria. A list of possible examples to be judged is provided for each standard. Individual departments/programs may modify the list of performance examples upon a majority vote of the full-time Tenured or Tenure-Track faculty in that department/program. Any modifications must be in place before the start of the Fall Semester of the evaluation year in which the modifications will be introduced. All faculty members in the same department/program must be judged using the same criteria.
1. Teaching Faculty Standards:
    - Standard 1: Syllabus Development & Presentation
    - Standard 2: Course Materials & Curricula Development
    - Standard 3: Content Presentation
    - Standard 4: Student Engagement and Participation
    - Standard 5: Evaluation of Student Performance
    - Standard 6: Student Communication and Support
    - Standard 7: Course Logistics, Proficiency and Professionalism
    - Standard 8: Professional Development and/or Service
  2. Library Faculty Standards:
    - Standard 1: Content & Policy Creation
    - Standard 2: Content Selection
    - Standard 3: Content Delivery
    - Standard 4: Assessment & Evaluation
    - Standard 5: Collaboration, Supervision, Liaising & General Library Logistics
    - Standard 6: Reference & Research Assistance
    - Standard 7: Library Leadership & Library Team Participation
    - Standard 8: Professional Development and/or Service
  3. Counseling Faculty Standards:
    - Standard 1: Serve a Diverse Population of Declared Student Major
    - Standard 2: Provide Effective Counseling Experiences, Retention, Graduation and Transfer Evaluation
    - Standard 3: Proficiency
    - Standard 4: Student Engagement and Participation
    - Standard 5: College Liaison
    - Standard 6: Processes and Procedures
    - Standard 7: Professional Responsibilities
    - Standard 8: Professional Development and/or Service

- B. **EVALUATION GUIDELINES:** In conducting and using faculty evaluations, CSN embraces the following guidelines:
1. Evaluations of educators should promote sound educational principles, fulfillment of institutional mission, and effective performance of job responsibilities, so that the education needs of the student, community and society are met.
  2. Supervisors will use indices including the faculty member's self, student, supervisory, and/or classroom observations when evaluating faculty member's performance.
  3. No one index, including student evaluations, may be the sole basis for a specific evaluation rating, initiation of any disciplinary action or termination proceeding.
  4. Evaluations shall be constructive so that they help the institution develop human resources and encourage and assist those evaluated to provide excellent service.
  5. Measurement procedures should be chosen or developed to assure reliability so that the information obtained will provide consistent indications of the performance of those evaluated.
- C. Supervisors will undergo appropriate training to ensure that the evaluated faculty member's performance or qualifications are assessed fairly and without bias. Where deficiencies in a faculty member's performance are identified, the faculty member is responsible for remedying the deficiencies, and the institution will assist through development opportunities.
- D. Evaluation indices will be held in confidence and only made available to the faculty member, the supervisor, and appropriate administrators.
- E. Evaluations should address those evaluated in a professional, considerate and courteous manner.
- F. **EVALUATOR:**
1. The full-time faculty member's supervisor is responsible for the evaluation of the faculty member.
  2. The supervisor may consult a Subject Matter Expert (SME) at any stage of the evaluation process.
  3. Supervisors must complete a Faculty Evaluation Training Workshop to ensure the knowledge of the policy and procedures.

### III. PROCEDURE

- A. **SELF EVALUATION:** Every year, every full-time faculty member must complete a self-evaluation of his/her performance over the evaluation period.
1. Full-Time Teaching faculty will complete the Faculty Member's portions of the **Full-Time Teaching Faculty Evaluation Worksheet** found in [Appendix A](#).
  2. Library faculty will complete the Faculty Member's portions of the corresponding **Library Faculty Evaluation Worksheet** found in [Appendix C](#).
  3. Counseling faculty will complete the Faculty Member's portions the **Counseling Faculty Evaluation Worksheet** found in [Appendix E](#).
  4. The faculty will perform a self-evaluation and indicate a rating for every standard corresponding to his/her classification (teaching, library or counseling).
  5. All standard performance ratings will be on a scale ranging from 0.0 (Unacceptable) to 4.0 (Exceptional). Individual ratings cannot have a precision of more than one decimal place.
  6. Documentation for specific duties and activities must be maintained by the faculty member, but need only be provided to the evaluator upon request by the evaluator.
  7. Upon providing appropriate justification and documentation, the evaluator may excuse activities or duties normally required for a specific standard.
    - a. In the rare case of all activities and duties for a specific standard are excused, the default rating for that standard on the faculty member's self-evaluation shall be a 1.
  8. The self-evaluation will include a Professional Growth Plan for the next evaluation period.
- B. **SUPERVISOR EVALUATION:** Every year, the faculty member's supervisor will complete an evaluation of the faculty member's performance over the evaluation period.
1. The supervisor shall complete the Evaluator's portions of the appropriate **Worksheet** found in [Appendix A](#), [C](#), or [E](#), depending on the faculty member's classification.

2. All standard performance ratings will be on a scale ranging from 0.0 (Unacceptable) to 4.0 (Exceptional). Individual ratings cannot have a precision of more than one decimal place.
  3. STUDENT EVALUATIONS:
    - a. Student evaluations will be administered in all sections every semester. The instructor must leave the room while student evaluations are being administered.
    - b. The supervisor will review original copies of the student evaluations.
      - i. For tenure-track faculty members in their first four years of full-time employment, the evaluations will be made available to the instructor for inspection and/or copying once grades are posted for the corresponding semester, but the original copies must remain with the supervisor until a decision is made on the awarding of tenure. At the end of this period, the student evaluations will be returned to the faculty member.
      - ii. All other faculty members shall have the original copies of the evaluations returned to them after grades are posted for the corresponding semester.
    - c. Student evaluations should be used to influence the Evaluator Rating for any applicable and corresponding standard. However, any such influence cannot account for more than half of a point in the rating for that standard.
  4. When evaluating the indicated standards, the faculty member's previous year's Professional Growth Plan (if the faculty member is beyond the first year of employment) shall be taken into account.
  5. CLASSROOM OBSERVATION FOR FULL-TIME TEACHING FACULTY: If required, a full-time teaching faculty member shall be evaluated in the classroom setting by using the Evaluator's portions for Standards 3 & 4 on the **Full-Time Teaching Faculty Evaluation Worksheet** found in [Appendix A](#).
    - a. Classroom observation evaluations may include the evaluation of online classes and components.
    - b. Classroom observation evaluations shall be conducted every year for non-tenured faculty members.
    - c. Classroom observation evaluations need not be conducted for tenured faculty members, unless justified by the results of the faculty member's student evaluations or if the faculty member is issued an Unsatisfactory rating in the previous evaluation period.
    - d. If no classroom observation is conducted, no Class Observation rating will be issued for Teaching Faculty Standards 3 & 4.
- C. EVALUATION MEETING: Every year, the faculty member and the supervisor shall participate in an Evaluation Meeting to discuss the faculty member's student evaluations and information gathered on the aforementioned worksheets, and complete the appropriate **Final Evaluation Summary** found in [Appendix B](#), [D](#) or [F](#).
1. The faculty member shall record his/her self-rating value for every standard.
  2. The supervisor will provide the faculty member with Evaluator's Ratings and justifications, and the Class Observation ratings (if classroom observation is performed) of the faculty member's performance for the applicable standards.
- D. OVERALL RATING:
1. The faculty member will compute the average (mean) rating, rounded to the nearest hundredth (two decimal places), for each standard and record that number in the right-most column on the Final Evaluation Summary.
  2. The faculty member will then compute the sum of the average ratings to determine the Overall Rating Score.
  3. The Overall Rating Score will be compared against the Overall Rating Scale provided on the Final Evaluation Summary to determine the corresponding Overall Rating.
  4. If the supervisor determines and justifies the faculty member's rating as Unacceptable (a rating of 0) in one or two standards, then the faculty member is limited to no higher than a Satisfactory Overall Rating.
  5. If the supervisor determines and justifies the faculty member's rating as Unacceptable (a rating of 0) in three or more standards, then the faculty member will be issued an Unsatisfactory Overall Rating.

6. If the faculty member disagrees with the Overall Rating, this should be indicated on the form, and, if desired, a Supervisory or Peer Review may be requested.
  7. Once complete, the Final Evaluation Summary will be signed by both the faculty member and the supervisor, and then forwarded to the appropriate Dean for the remainder of the recording process.
- E. EXCEPTIONS: Faculty qualifying for and indicating an exception to the regular evaluation must follow the procedures in the corresponding subsection listed below.
1. **TENURE:** Any tenure-track faculty member applying for tenure during the evaluation period will have his/her overall rating determined by the assigned Tenure Committee in respect to the application, documentation, and procedure as provided for tenure. The supervisor responsible for the evaluation will complete the **Substitution Evaluation for Tenure Applicant** found in [Appendix G](#), and submit it to the appropriate Dean in accordance with the due dates for tenured faculty members. The Dean shall review and sign the form and forward it to the appropriate Vice President. The VP shall review and sign the form and forward it to Human Resources, so the corresponding rating can be recorded.
  2. **SABBATICAL:** Any faculty member awarded either a full- or half-year sabbatical during the evaluation period will have his/her overall rating determined in consultation with the immediate supervisor, and the evaluation must be submitted by the appropriate deadline. Any disagreement with the evaluation will proceed in accordance with the Supervisor or Peer Review process as outlined in this policy. The supervisor responsible for the evaluation will complete the **Substitution Evaluation for Sabbatical Recipient** found in [Appendix H](#), and submit it to the appropriate Dean in accordance with the dates corresponding to tenured faculty. The Dean shall review and sign the form and forward it to the appropriate Vice President. The VP shall review and sign the form and forward it to Human Resources, so the corresponding rating can be recorded.
  3. **LEAVE:** Any faculty member who has accumulated the equivalent of at least one full semester of leave during the evaluation period will be given the option of completing a self-evaluation in accordance with the normal procedures as indicated in this policy, or applying for a waiver with the **Application for Waiver of Self-Evaluation** found in [Appendix I](#). The request shall be submitted to the immediate supervisor at least ten working days prior to the deadline as indicated by the faculty member's tenure status, and the supervisor will either approve or deny the request. If approved, the supervisor will then forward it to appropriate Dean. The Dean shall review the waiver, sign the form and forward it to the appropriate Vice President. The VP will review the waiver, sign the form and forward it to Human Resources, so the individual's Overall Rating can be recorded as Satisfactory. If a waiver is approved and the evaluation period required a classroom/lab observation and the submission of a Growth Plan, those activities shall be completed during the period of the next evaluation. If a request for a waiver is denied, the faculty member must complete a Self Evaluation and a Growth Plan for the indicated period under the guidelines and deadlines as indicated in this policy.
- F. PART-TIME TEACHING FACULTY:
1. An evaluator using the **Evaluation of Part-Time Teaching Faculty** form found in [Appendix O](#) shall evaluate part-time teaching faculty periodically, based on the criteria as described in the **Part-Time Teaching Faculty Job Description** found in [Appendix N](#). This evaluation will be retained for a minimum of one year.
  2. A full evaluation (student evaluations and classroom/lab observation) will be conducted the first semester of employment. Full evaluations will be conducted a minimum of once out of every six semesters of employment after the first semester.
  3. Student evaluations will be administered in all sections every semester. The evaluator may ask a representative to conduct the student evaluations (Dean, faculty member, classified or student). The instructor will not remain in the room while student evaluations are being administered.
  4. The evaluator and the appropriate administrator will review original copies of the student evaluations. These original copies will be made available to the instructor once grades are posted for the semester for inspection and copying, if desired. The supervisor will retain the original copies for at least one year. At the end of this period, the student evaluations will be returned to the faculty member.
  5. The overall rating for performance will be based primarily on the performance observed and graded. The recommended activities may also be used in the consideration of the overall rating.

6. Should a potential problem be identified, the evaluator and the appropriate administrator will note the concern and recommend remedial action.
- G. DATES AND DEADLINES:
1. Whenever possible, the evaluation period shall correspond the contract year for the faculty member.
  2. The **Schedule of Dates and Deadlines** according to the Faculty Tenure Status are found in [Appendix J](#).
  3. If any due date falls on a non-workday for the College, the deadline shall be extended to the next College workday.
  4. Items are due by 5 PM on the corresponding date.
- H. SUPERVISORY & PEER REVIEWS: Should a faculty member disagree with an supervisor's evaluation of his/her performance, that faculty member has the right to request a review of the evaluation by either an appropriate supervisor at the next administrative level, or by a committee of his/her peers, but not both.
1. SUPERVISORY REVIEW: The evaluator's immediate supervisor shall conduct a Supervisory Review. That supervisor may conduct the evaluation at his/her discretion, but it must include a review of the written appeal provided by the faculty member, a face-to-face meeting with both the evaluator and the faculty member being evaluated, and must be completed within 10 working days of its request. By mutual agreement of both the evaluator and the evaluated employee, the 10-day period may be extended.
  2. PEER REVIEW: A committee consisting of three peer faculty members shall conduct a Peer Review. If a teaching faculty member requests the Peer Review Committee (PRC), the PRC members must also be teaching faculty from the same discipline or department. Likewise, if a counseling faculty member requests the PRC, the PRC must be composed of counseling faculty. And, if a library faculty member requests the PRC, then the PRC must be composed of library faculty. The faculty member shall select one member of the PRC, the supervisor will select one, and the third PRC member shall be chosen in agreement with the faculty member and the supervisor. In the event that no agreement can be reached on the third member of the PRC, the Faculty Senate Chair shall choose that member. The PRC may conduct the evaluation at their discretion, but it must include a review of the written appeal provided by the faculty member, a face-to-face meeting with both the evaluator and the faculty member being evaluated, and must be completed within 10 working days of its request. By mutual agreement of both the supervisor and the evaluated employee, the 10-day period may be extended.
  3. The results of the Supervisor or Peer Review will be retained in the faculty member's personnel file along with any other recommendations from the review process.
  4. If the Review process results in a recommendation that the initial evaluation be changed, that recommendation shall be forwarded to the President or designee of the institution, who, at his or her discretion, may direct Human Resources to change the faculty member's evaluation. The President shall provide written feedback to the faculty member as to final status of the evaluation and any justification, therein.

#### IV. AUTHORITY AND CROSS REFERENCE LINKS

NSHE Board of Regents Handbook:

<http://system.nevada.edu/Nshe/index.cfm/administration/board-of-regents/handbook/>

Title II, Chapter 5, Section 5.12: Evaluation  
Section 5.12.1: Evaluations  
Section 5.12.2: Procedures  
Section 5.13.2: Review of Evaluations

Title II, Chapter 5, Section 5.13: Annual Performance of Tenured Faculty  
Section 5.13.1: Declaration of Policy  
Section 5.13.2: Evaluation Procedure

## Title II, Chapter 6: Rules and Disciplinary Procedures for Faculty

The effectiveness and quality of an institution's total educational program depend upon the presence of competent faculty. Further, it is the obligation, in consultation with the faculty, to evaluate the performance of its faculty members, and to provide for their development on a continuing basis. (Northwest Accrediting Commission, 1999)

It is the responsibility of every institution within NSHE to put into place practices and policies that support and reward teaching excellence. It is also the responsibility of every institution to put into place a meaningful evaluation system that guarantees teaching excellence in all classes. Every student in a NSHE course shall have an opportunity to provide systematic feedback on the effectiveness of teaching and the course. (Teaching Excellence Initiative, Board of Regents, Nevada System of Higher Education)

[Job Descriptions for Full-Time Teaching, Library, Counseling, and Part-Time Teaching Faculty](#) are provided in the appendices of this policy.

CSN Faculty Workload Policy:

[https://www.csn.edu/sites/default/files/u12821/2017\\_workload\\_policy\\_101317.pdf](https://www.csn.edu/sites/default/files/u12821/2017_workload_policy_101317.pdf)

CSN Course Syllabus Policy:

[https://www.csn.edu/sites/default/files/documents/course\\_syllabus\\_policy\\_2.pdf](https://www.csn.edu/sites/default/files/documents/course_syllabus_policy_2.pdf)

## V. DISCLAIMER

The President has the discretion to suspend or rescind all or any part of this policy or related procedure(s). The President shall notify appropriate CSN personnel, including the Administrative Code Officer and Faculty Senate Chair, of the suspension or rescission.

Questions about this policy should be referred to the CSN Administrative Code Officer ([general.counsel@csn.edu](mailto:general.counsel@csn.edu), 702.651.7488) and/or the Faculty Senate Chair ([office.facultysenate@csn.edu](mailto:office.facultysenate@csn.edu), 702.651.7330).

**VI. SIGNATURES**

Recommended by:

/s/ Jill Acree  
Jill Acree, Faculty Senate Chair

6/15/18  
Date

Reviewed for Legal Sufficiency:

/s/ Richard Hinckley  
Richard Hinckley, General Counsel

6/13/18  
Date

Approved by:

/s/ Dr. Margo Martin  
Dr. Margo Martin, Acting CSN President

6/15/18  
Date

**VII. ATTACHMENTS**

1. HISTORY
2. GLOSSARY
3. [APPENDIX A](#): Full-Time Teaching Faculty Evaluation Worksheet
4. [APPENDIX B](#): Full-Time Teaching Faculty Final Evaluation Summary
5. [APPENDIX C](#): Library Faculty Evaluation Worksheet
6. [APPENDIX D](#): Library Faculty Final Evaluation Summary
7. [APPENDIX E](#): Counseling Faculty Evaluation Worksheet
8. [APPENDIX F](#): Counseling Faculty Final Evaluation Summary
9. [APPENDIX G](#): Substitution Evaluation for Tenure Applicant
10. [APPENDIX H](#): Substitution Evaluation for Sabbatical Recipient
11. [APPENDIX I](#): Application for Waiver of Self-Evaluation
12. [APPENDIX J](#): Schedule of Dates & Deadlines
13. [APPENDIX K](#): Full-Time Teaching Faculty Job Description
14. [APPENDIX L](#): Library Faculty Job Description
15. [APPENDIX M](#): Counseling Faculty Job Description
16. [APPENDIX N](#): Part-Time Teaching Faculty Job Description
17. [APPENDIX O](#): Part-Time Teaching Faculty Evaluation Form



## HISTORY

- Version 4:
  - 06/15/18: Approved by CSN President
  - 06/13/18: Reviewed for Legal Sufficiency
  - mm/dd/yy: Recommended by Faculty Senate (J. Acree)
  - 3/20/18: Submitted to Senate by Senate Executive Committee (J. Acree)
    1. Section II.A.3: The three Librarian positions were merged into a single position. The corresponding and affected standards, forms and job descriptions were updated, accordingly.
- Version 3:
  - mm/dd/yy: Approved by CSN President
  - mm/dd/yy: Reviewed for Legal Sufficiency
  - 3/7/14: Recommended by Faculty Senate (D. Dockstader)
  - 10/4/13: Submitted to Senate by Ad-Hoc Faculty Evaluation Committee (F. Jackson)
    1. Policy Purpose (Section I) was rewritten to reflect the actual purpose, rather than just stating why the policy exists and referencing NSHE code.
    2. The reference to NSHE Handbook, Title 2, Chapter 5 was moved to Authority and Cross Reference Links section and updated.
    3. Standards identified for teaching, library and counseling faculty, instead of the previous three categories (Primary Job Responsibilities, Professional Development, and Service).
    4. The previous item II.B, which indicated the policy would be periodically reviewed and revised, as necessary, was moved to the end of the Procedures Section (Section III).
    5. Use of the term EVALUATION "STANDARDS" was changed to "GUIDELINES" to avoid confusion with the remainder of the policy changes.
    6. The previous guidelines from item II.C that were references to the Northwest Accrediting Commission and NSHE policy moved to the Authority and Cross Reference Links section and updated.
    7. Section III: The references to the online system were removed.
    8. Procedures (Section III) that included Category Rating Information and Overall Ratings were replaced with new Procedures corresponding to the appropriate forms found in the Attachments.
    9. Section III.G: Dates and Deadlines were adjusted to reflect the changes in this policy, and organized into a table. Specific Dates and Deadlines are listed in the designated an appendix, to allow for ease in future adjustments.
    10. The Section on SUPERVISORY & PEER REVIEWS was moved to Section III.H
    11. Section III.H.1&2: Peer and Supervisory reviews must be completed within 10 working days of the request. By mutual agreement of both the supervisor and the evaluated employee, the 10-day period may be extended.
    12. The Peer Review Committee (PRC) must be comprised of members from the same classification of faculty and sets forth the manner in which PRC members are chosen.
    13. APPENDIX N: Schedule of Dates & Deadlines were revised in the Spring 2017 term to allow for additional time for faculty in their first year that were hired at the start of a spring term before they were formally evaluated.
- Version 2
  - 01/24/11: Approved by CSN President
  - 01/12/11: Reviewed for Legal Sufficiency

- 11/12/10: Recommended by Faculty Senate (B. Kerney)
- 11/8/10: Submitted to Senate by Welfare Committee (J. Matovina)
  1. Policy was rewritten into the approved format, as per GEN 1.2.
  2. Section 3.C - Any Due Date falling on a non-workday for the College shall be the next College workday.
  3. Section 3.F.1. - The faculty member's rating in the Primary Job responsibilities cannot exceed the Supervisor's rating by more than one level.
  4. Section 3.F.2. - Supervisors must document justification for any rating less than Excellent.
- Version 1
  - 5/14/10: Revised by Faculty Senate (N. M. Rauls)
    1. EXCEPTIONS Created
    2. Language Cleaned Up and Changed to Reflect Online Process
  - 11/13/09: Revised by Faculty Senate (N. M. Rauls)
    1. DATES AND DEADLINES Section Updated and Corrected
  - 5/15/09: Approved by CSN President Richards
  - 4/10/09: Recommended by Faculty Senate (Sondra Cosgrove)

## GLOSSARY

**Course Objectives:** Learning Outcomes for a course. The phrases “Course Objectives” and “Learning Outcomes” are used interchangeably.

**Department Chair or Equivalent:** The faculty member’s immediate supervisor.

**Growth Plan:** A general statement of activities the faculty member intends to complete in the coming evaluation period.

**Self Evaluation:** A summary of all the activities performed by the faculty member over the course of the evaluation period.

**Subject Matter Expert:** A faculty member in the same discipline or department who possesses the appropriate academic qualifications.

**APPENDIX A: Full-Time Teaching Faculty Evaluation Worksheet**

Instructor Name: \_\_\_\_\_

Date: \_\_\_\_\_

Dept./Program: \_\_\_\_\_

Evaluation Period: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Tenured:  Y  N

**INSTRUCTIONS:**

On the scales provided below, ranging from Unacceptable to Exceptional, indicate a rating for each Standard. All ratings must be justified. The rating levels for the extremities are Unacceptable (U) and Exceptional (E).

**STANDARD 1: Syllabus Development & Presentation:**

Faculty members do not need to fulfill all of the listed examples to be considered exceptional.

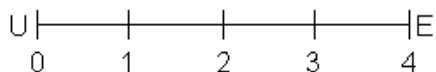
Examples of exceptional performance might include:

- a. Syllabus has all the applicable elements as indicated in CSN Syllabus Policy.
- b. Syllabus learning outcomes meet program accreditation needs, if applicable.
- c. Syllabus has a clear description of grading.
- d. Syllabus is clear, organized, relevant, easy to read, and free of grammatical errors & typos.
- e. Syllabus is consistent in appearance (font size, face, style, etc.).
- f. Faculty assesses student understanding of course policies, procedures and syllabus.
- g. Faculty makes syllabus and all relevant policies available in electronic format within the first week of classes.
- h. Faculty holds a question/answer session during the first week devoted to addressing all student's questions and concerns in relation to policies and procedures.
- i. Faculty creates and uses an online forum to address concerns/questions about policies and procedures with students.
- j. Other, as agreed upon by the department/program: \_\_\_\_\_
- k. Other, as agreed upon by the department/program: \_\_\_\_\_
- l. Other, as agreed upon by the department/program: \_\_\_\_\_

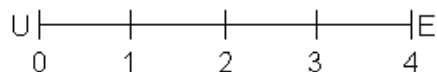
Faculty Member's Justification:


Evaluator's Justification:


Faculty Member's Self-Rating:



Evaluator's Rating:



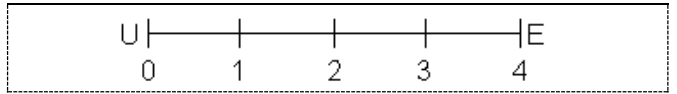
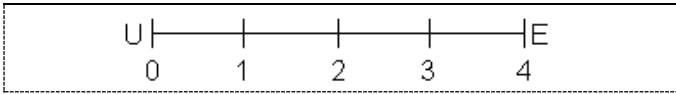
**STANDARD 2: Course Materials and Curricula Development:**

Faculty members do not need to fulfill all of the indicated examples to be considered exceptional.

Examples of exceptional performance might include:

- a. Course materials are current and reflect knowledge of best practices in the field.
- b. Course materials are developed and updated so that they correspond to the catalog description and student learning outcomes.
- c. Course materials demonstrate a variety of teaching strategies.
- d. Assessment tools measure the students' attainment of the course objectives.
- e. Creates textbook and/or computerized materials for specific classes.
- f. Develops new courses as requested.
- g. Research and recommend the revision, deletion or addition of programs and courses to reflect the changes occurring within the subject area.
- h. Participate in evaluation of curricula and instruction.
- i. Participate in the evaluation of instructional takeout materials.
- j. Evaluate and recommend catalog revisions.
- k. Participate in program, department school and college accreditation activities.
  
- l. Other, as agreed upon by the department/program: \_\_\_\_\_
- m. Other, as agreed upon by the department/program: \_\_\_\_\_
- n. Other, as agreed upon by the department/program: \_\_\_\_\_

Faculty Member's Justification:	Evaluator's Justification:
Faculty Member's Self-Rating:	Evaluator's Rating:



**STANDARD 3: Content Presentation:**

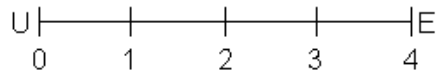
Faculty members do not need to fulfill all of the indicated examples to be considered exceptional.

Examples of exceptional performance might include:

- a. Presentation is well organized.
- b. Uses multiple techniques to present material.
- c. Uses ongoing summary and review techniques to ensure student understanding.
- d. Pacing of material is appropriate to meet course objectives.
- e. Utilizes current and up to date information and examples in instructional environment.
- f. Incorporates technology into teaching.
- g. Uses time efficiently and effectively.
- h. Presents material as identified in the course description in accordance with the learning outcomes.
- i. Effectively uses methods to project enthusiasm when interacting with students.  
Demonstration of good English usage and, if applicable, oral presentation skills.
  
- j. Other, as agreed upon by the department/program: \_\_\_\_\_
  
- k. Other, as agreed upon by the department/program: \_\_\_\_\_
  
- l. Other, as agreed upon by the department/program: \_\_\_\_\_

Faculty Member's Justification:

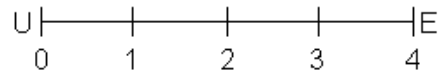

Faculty Member's Self-Rating:



Evaluator's Justification:  
**(Only If Classroom Observation Required)**

Course:	Day/Time:
Number of Students:	

Evaluator's Rating:







**STANDARD 4: Student Engagement and Participation:**

Faculty members do not need to fulfill all of the indicated examples to be considered exceptional.

Examples of exceptional performance might include:

- a. Encourages class discussions, when appropriate.
- b. Engages students with questions.
- c. Uses both individual and group projects and presentations, if appropriate.
- d. Creates an environment where students feel respected, valued and encouraged to share diverse viewpoints.
- e. Learns students' names and encourages them to learn and use one another's names.
- f. Responds appropriately to student's questions and challenges within the instructional environment.
- g. Effectively demonstrates methods to assure frequent student-faculty professional contact in and out of classes.
- h. Other, as agreed upon by the department/program: \_\_\_\_\_
- i. Other, as agreed upon by the department/program: \_\_\_\_\_
- j. Other, as agreed upon by the department/program: \_\_\_\_\_

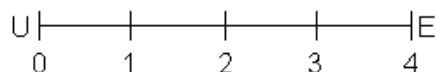
Faculty Member's Justification:

Evaluator's Justification:  
*(Only If Classroom Observation Required)*

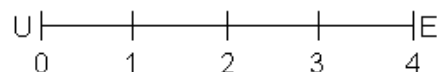
Course: \_\_\_\_\_ Day/Time: \_\_\_\_\_

Number of Students: \_\_\_\_\_

Faculty Member's Self-Rating:



Evaluator's Rating:





**STANDARD 5: Evaluation of Student Learning:**

Faculty members do not need to fulfill all of the indicated examples to be considered exceptional.

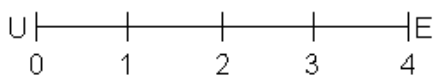
Examples of exceptional performance might include:

- a. Graded assessments and other course work are returned to students with feedback and in a timely fashion.
- b. Students are given suggestions for improvement.
- c. Keeps current and accurate records of student progress.
- d. Periodically provides students with feedback on their performance of the required course work.
- e. Students can always check their cumulative performance at any time during the course.
- f. Explains to students how to understand the provided information on their cumulative performance at any point in the course.
- g. Submits grades in conformity with college procedures and deadlines.
- h. Other, as agreed upon by the department/program: \_\_\_\_\_
- i. Other, as agreed upon by the department/program: \_\_\_\_\_
- j. Other, as agreed upon by the department/program: \_\_\_\_\_

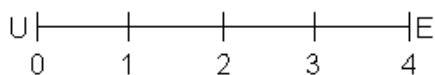
Faculty Member's Justification:


Evaluator's Justification:


Faculty Member's Self-Rating:



Evaluator's Rating:





**STANDARD 6: Student Communication and Support:**

Faculty members do not need to fulfill all of the indicated examples to be considered exceptional.

Examples of exceptional performance might include:

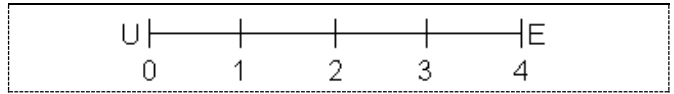
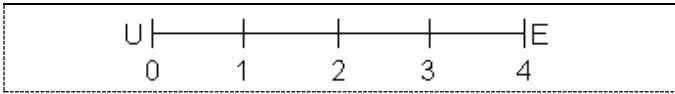
- a. Announce a minimum of five office hours a week and keep them routinely.
- b. Offers students help outside of office hours.
- c. Answers phone messages and emails within time limits announced in the course syllabus.
- d. Advise students on supplemental reading or experience opportunities for further understanding of the subject area.
- e. Advise students on career alternatives and opportunities related to the subject area.
- f. Advise students on the types of services and assistance that are available to students who are failing to make satisfactory progress toward meeting the course's objectives.
- g. Advise students on additional courses that might be taken by the student in the subject area or in related subject areas.
- h. Tutor students in related courses.
- i. Other, as agreed upon by the department/program: \_\_\_\_\_
- j. Other, as agreed upon by the department/program: \_\_\_\_\_
- k. Other, as agreed upon by the department/program: \_\_\_\_\_

Faculty Member's Justification:


Evaluator's Justification:


Faculty Member's Self-Rating:

Evaluator's Rating:



**STANDARD 7: Course Logistics, Proficiency and Professionalism:**

Faculty members do not need to fulfill all of the indicated examples to be considered exceptional.

Examples of exceptional performance might include:

- a. Within the appropriate timeframe, submits textbook and technology requests.
- b. Requests for photocopies are timely and in accordance with CSN policies/procedures.
- c. Requests for library materials are timely.
- d. Researches and reviews new books/materials and works with publishers to upgrade books/materials.
- e. Maintains proficiency and, if necessary, required certifications in academic area.
- f. Improves course content knowledge.
- g. Invites colleagues to evaluate course materials and instruction, if appropriate.
- h. Evaluate colleagues' course materials and instruction.
- i. Attend and participate in School/Department/Program meetings.
- j. Cooperate with supervisors and the college administration to achieve the goals of the institution.
- k. Treat students, colleagues and staff with courtesy and respect.
- l. Comply with all sections of the NSHE code and policies concerning Professional Conduct applicable to faculty.

m. Other, as agreed upon by the department/program: \_\_\_\_\_

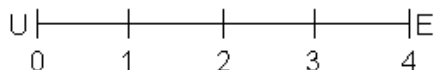
n. Other, as agreed upon by the department/program: \_\_\_\_\_

o. Other, as agreed upon by the department/program: \_\_\_\_\_

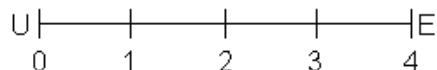
Faculty Member's Justification:


Evaluator's Justification:


Faculty Member's Self-Rating:



Evaluator's Rating:







**STANDARD 8: Professional Development and/or Service:**

**Secondary Responsibilities:**

As per the CSN Workload Policy, faculty members are expected to perform an average of at least five hours per week professional development and/or service.

Suggested Professional Development Activities:

- a. Participate in a training session, conference and/or workshop.
- b. Update/maintain academic preparations/licensure through approved independent study, coursework, and/or involvement in discipline-related groups and organizations.
- c. Conduct discipline-related research; publish professional materials; and/or write/participate in a grant.
- d. Produce and/or present creative work or contribute to public awareness and education on discipline related topics.

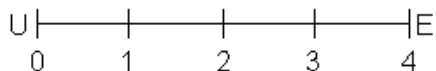
Suggested Service Activities:

- a. Actively serve as a member of the Faculty Senate and/or actively participate in an All-College, Senate, School or Department Committee.
- b. Actively serve as Faculty Senate Chair, Secretary, Department Chair, Program Director, Department Assistant Chair, Course Coordinator, Lead Faculty, Parliamentarian, Webmaster, Mentor or other official position of stature within the College, School, Program and/or Department.
- c. Actively support student organizations.
- d. Work with the Clark County School District (CCSD) in student advisement, recruiting, NSHE/CSN-related issues, and/or develop significant community contacts that help promote a program or advance college goals.
- e. Actively participate in community volunteer work, and/or serve on community advisory, government, college/university, professional organization/society, or school boards.

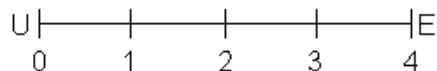
Faculty Member's Justification:


Evaluator's Justification:


Faculty Member's Self-Rating:



Evaluator's Rating:





**APPENDIX B: Full-Time Teaching Faculty Final Evaluation Summary**

Faculty Member: _____ Evaluation Period: _____ Evaluator: _____				
<b>Rating Source:</b>	Self-Rating	Evaluator Rating	Class Observation	Average
Standard 1: Syllabus Development and Presentation			X	
Standard 2: Course Materials and Curricula Development			X	
Standard 3: Content Presentation		X		
Standard 4: Student Engagement and Participation		X		
Standard 5: Evaluation of Student Performance			X	
Standard 6: Student Communication and Support			X	
Standard 7: Course Logistics, Proficiency and Professionalism			X	
Standard 8: Professional Development and/or Service			X	
<b>Overall Rating Score:</b>				

**Overall Rating Scale:** Determine the sum of all the average ratings for each Standard and compare to the following scale:

- 26.00 – 32.00: Excellent
- 20.00 – 25.99: Commendable
- 12.00 – 19.99: Satisfactory
- Less than 12: Unsatisfactory

Faculty Member **Overall Rating** (Circle One):

Unsatisfactory    Satisfactory    Commendable    Excellent

Faculty Member: Check One of the Following, Sign and Date

- Agree           
  Disagree, but Accept           
  Disagree, Request Peer Review           
  Disagree, Request Supervisory Review

\_\_\_\_\_  
Faculty Member Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Dean Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
VP Signature

\_\_\_\_\_  
Date

**APPENDIX C: Library Faculty Evaluation Worksheet**

Instructor Name: \_\_\_\_\_

Date: \_\_\_\_\_

Dept./Program: \_\_\_\_\_

Evaluation Period: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Tenured:  Y  N

**INSTRUCTIONS:**

On the scales provided below, ranging from Unacceptable to Exceptional, indicate a rating for each Standard. All ratings must be justified. The rating levels for the extremities are Unacceptable (U) and Exceptional (E).

**STANDARD 1: Content & Policy Creation:**

Faculty members do not need to fulfill all of the listed criteria to be considered exceptional.

Examples of exceptional performance might include:

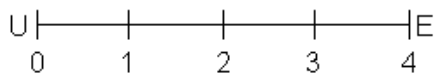
- a. Develop appropriate classroom and/or library materials, including handouts, guides or bibliographies for use in the library or in the classroom.
- b. Work with faculty and/or CSN staff to develop and embed specialized online content into the library website, CSN website or online classroom.
- c. Create training materials and/or manuals for library staff and faculty.
- d. Create new or update policies and/or procedures for a library function (e.g. circulation) and implement procedures with library faculty and staff.
- e. Coordinate with other CSN and NSHE units to create consistent and integrated cross-campus and interinstitutional policies.
- f. Manage or participate in library acquisitions process (electronic and print) in accordance with the library collection development policy to create appropriate access to all newly acquired library content.
- g. Develop CSN Libraries and CSN-relevant content for the library website, professional presentations, marketing materials, reports, articles and book chapters.
- h. Coordinate with CSN purchasing office to create contracts between library vendors and CSN.
- i. Other, as agreed upon by the department/program: \_\_\_\_\_
- j. Other, as agreed upon by the department/program: \_\_\_\_\_

Faculty Member's Justification:

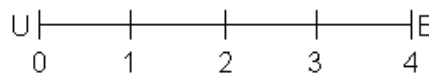
Evaluator's Justification:



Faculty Member's Self-Rating:



Evaluator's Rating:



**STANDARD 2: Content Selection:**

Faculty members do not need to fulfill all of the indicated examples to be considered exceptional.

Examples of exceptional performance might include:

- a. Select materials in appropriate formats in assigned subject areas in accordance with the guidelines of the Collection Development Team (CDT).
- b. Work collaboratively with faculty and apply available assessment data to obtain and evaluate collections ensuring they are relevant to current curricular, disciplinary and accreditation needs.
- c. Utilize best practices in order to develop collections that are balanced and supportive of current curriculum.
- d. Demonstrate proactive awareness of any specialized accreditation standards and evaluate, weed and acquire collections on that basis.
- e. Constructively contribute to discussions of new electronic resources under consideration for the collections (e.g. attend product presentations, trial feedback).
- f. Weed physical and electronic collections according to the current collection development policies and CDT recommendations.
- g. Demonstrate interest and understanding of current trends with regard to publishing, evolving curricular needs and user preferences for format.
- h. Other, as agreed upon by the department/program: \_\_\_\_\_
- i. Other, as agreed upon by the department/program: \_\_\_\_\_

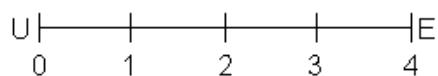
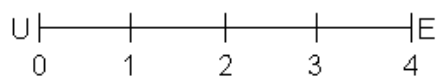
Faculty Member's Justification:

Evaluator's Justification:



Faculty Member's Self-Rating:

Evaluator's Rating:



**STANDARD 3: Content Delivery:**

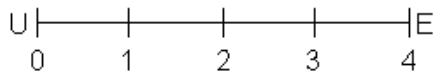
Faculty members do not need to fulfill all of the indicated examples to be considered exceptional.

Examples of exceptional performance might include:

- a. Deliver content according to best practices and/or national standards for library and informational content delivery (e.g., best practices from ALA, ACRL, OCLC, W3C).
- b. Use best practices and national standards to ensure library services and web content are accessible by the CSN community.
- c. Work with vendors to ensure library physical and electronic resources are accessible by the CSN community.
- d. Present information literacy content and/or staff training sessions in an effective, logical order appropriate to the course/seminar learning objectives or session goals and according to Instruction Team guidelines.
- e. Participate and/solicit feedback on library instruction, content and services through peer, student and supervisor observation.
- f. Other, as agreed upon by the department/program: \_\_\_\_\_
- g. Other, as agreed upon by the department/program: \_\_\_\_\_

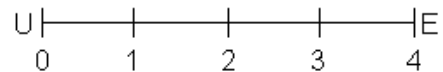
Faculty Member's Justification:


Faculty Member's Self-Rating:



Evaluator's Justification:


Evaluator's Rating:



**STANDARD 4: Assessment & Evaluation:**

Faculty members do not need to fulfill all of the indicated examples to be considered exceptional.

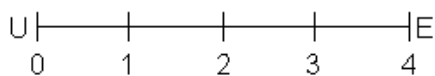
Examples of exceptional performance might include:

- a. Identify opportunities for continuous improvement or questions that can be answered with an assessment project and brainstorm what type(s) of projects might address the need.
- b. Develop or revise an assessment instrument (e.g., rubric, survey, usability test, data dashboard).
- c. Lead, participate, and/or report the results of an assessment project.
- d. Participate in developing policies, procedures, content, or outreach/marketing strategies as part of closing the loop based on assessment results.
- e. Work with faculty or departments to assess how library instruction, services or content contributes to students achieving learning outcomes or improving retention, completion, or GPA.
- f. Develop and/or analyze the results of an assessment you developed independently or collaboratively, for your own use or for shared use, to improve content delivery (e.g., library instruction).
- g. Evaluate assigned selection areas, library services and content based on currency, ethical practices, evolving curricular needs and user preference for format.
- h. Demonstrate interest and understanding of current trends with regard to assessment.
- i. Collect, maintain and disseminate reports as needed for statistical, assessment, financial and/or other related purposes to support evidence-based operational decision making.
  
- j. Other, as agreed upon by the department/program: \_\_\_\_\_
  
- k. Other, as agreed upon by the department/program: \_\_\_\_\_

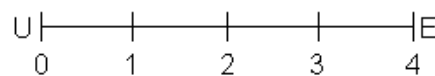
Faculty Member's Justification:


Evaluator's Justification:


Faculty Member's Self-Rating:



Evaluator's Rating:



**STANDARD 5: Collaboration, Supervision, Liaising & General Library Logistics:**

Faculty members do not need to fulfill all of the indicated examples to be considered exceptional.

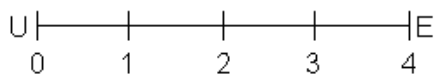
Examples of exceptional performance might include:

- a. Implement established policies, procedures and workflows to ensure library services and content are delivered efficiently and effectively.
- b. Serve as liaison and/or collaborate with internal (CSN library staff, CSN departments) as well as necessary external (e.g., NSHE institutions, professional organizations, accrediting bodies, vendors) to ensure seamless access to resources and services.
- c. Liaise with members of CSN community to meet specific needs in the delivery of library resources and services (e.g., working with a department to get specific software for a project they are working on, coordinate learning outcomes for an instruction section).
- d. Monitor and provide timely effective responses for technical services issues / system updates and problem solving related to delivery of library collections and services.
- e. Liaise with and/or provide training for library staff and faculty to ensure a consistent approach to the delivery of library collections and services.
- f. Participate in departmental and/or institutional strategic planning.
- g. Maintain necessary documentation in compliance with CSN and NSHE rules, policies and procedures.
- h. Train, supervise & evaluate subordinate staff members.
- i. Develop, monitor and ensure compliance with library budgets to support the delivery of library collections and services.
- j. Other, as agreed upon by the department/program: \_\_\_\_\_
- k. Other, as agreed upon by the department/program: \_\_\_\_\_

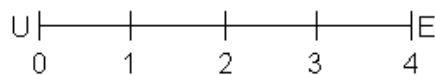
Faculty Member's Justification:


Evaluator's Justification:


Faculty Member's Self-Rating:



Evaluator's Rating:







**STANDARD 7: Library Leadership & Library Team Participation:**

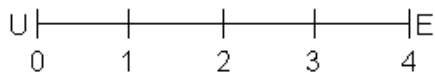
Faculty members do not need to fulfill all of the indicated examples to be considered exceptional.

Examples of exceptional performance might include:

- a. Serve as a leader or member of one or more library teams, sharing solution-based ideas and readily contributing to team assigned work.
- b. Contribute to an environment that promotes continuous improvement in alignment with national standards and best practices as well as aligns with the library's and the college's strategic plan.
- c. Via the teams, complete projects and/or strategies in order to develop and accomplish the library's goals.
- d. Actively participate in discussions and take the lead in getting others to participate. Consistently promote teamwork within the library.
- e. Serve as a site supervisor.
- f. Serve as a supervisor of public services at a campus.
- g. At request of library director, work on a special project.
  
- h. Other, as agreed upon by the department/program: \_\_\_\_\_
- i. Other, as agreed upon by the department/program: \_\_\_\_\_
- j. Other, as agreed upon by the department/program: \_\_\_\_\_

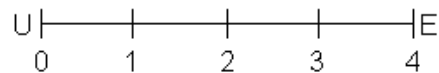
Faculty Member's Justification:


Faculty Member's Self-Rating:



Evaluator's Justification:


Evaluator's Rating:



**STANDARD 8: Professional Development and/or Service:**

**Secondary Responsibilities:**

As per the CSN Workload Policy, faculty members are expected to perform an average of at least five hours per week professional development and/or service.

Suggested Professional Development Activities:

- a. Participate in a training session, conference and/or workshop.
- b. Update/maintain academic preparations/licensure through approved independent study, coursework, and/or involvement in discipline-related groups and organizations.
- c. Conduct discipline-related research; publish professional materials; and/or write/participate in a grant.
- d. Produce and/or present creative work, or contribute to public awareness and education on discipline related topics.

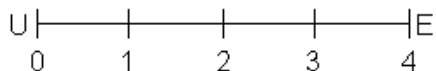
Suggested Service Activities:

- a. Actively serve as a member of the Faculty Senate and/or actively participate in an All-College, Senate, School or Department Committee.
- b. Actively serve as Faculty Senate Chair, Secretary, Department Chair, Program Director, Department Assistant Chair, Course Coordinator, Lead Faculty, Parliamentarian, Webmaster, Mentor or other official position of stature within the College, School, Program and/or Department.
- c. Actively support student organizations.
- d. Work with the Clark County School District (CCSD) in student advisement, recruiting, NSHE/CSN-related issues, and/or develop significant community contacts that help promote a program or advance college goals.
- e. Actively participate in community volunteer work, and/or serve on community advisory, government, college/university, professional organization/society, or school boards.

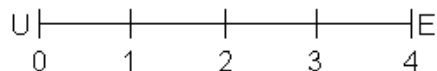
Faculty Member's Justification:


Evaluator's Justification:


Faculty Member's Self-Rating:



Evaluator's Rating:





**APPENDIX D: Library Faculty Final Evaluation Summary**

Faculty Member: _____ Evaluation Period: _____ Evaluator: _____	Self-Rating	Evaluator Rating	Average
<b>Rating Source:</b>			
Standard 1: Content & Policy Creation			
Standard 2: Content Selection			
Standard 3: Content Delivery			
Standard 4: Assessment & Evaluation			
Standard 5: Collaboration, Supervision, Liaising & Logistics			
Standard 6: Reference & Research Assistance			
Standard 7: Library Leadership & Library Team Participation			
Standard 8: Professional Development and/or Service			
<b>Overall Rating Score:</b>			

**Overall Rating Scale:** Determine the sum of all the average ratings for each Standard and compare to the following scale:

- 26.00 – 32.00: Excellent
- 20.00 – 25.99: Commendable
- 12.00 – 19.99: Satisfactory
- Less than 12: Unsatisfactory

Faculty Member **Overall Rating** (Circle One):

- Unsatisfactory    Satisfactory    Commendable    Excellent

Faculty Member: Check One of the Following, Sign and Date

- Agree           
  Disagree, but Accept           
  Disagree, Request Peer Review           
  Disagree, Request Supervisory Review

\_\_\_\_\_  
Faculty Member Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Dean Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
VP Signature

\_\_\_\_\_  
Date

**APPENDIX E: Counseling Faculty Evaluation Worksheet**

Instructor Name: \_\_\_\_\_  
 Dept./Program: \_\_\_\_\_  
 Evaluator: \_\_\_\_\_

Date: \_\_\_\_\_  
 Evaluation Period: \_\_\_\_\_  
 Tenured:  Y  N

**INSTRUCTIONS:**

On the scales provided below, indicate a rating for each Standard. All ratings must be justified. The rating levels for the extremities are Unacceptable (U) and Exceptional (E).

**STANDARD 1: Serve a Diverse Population of Declared Student Major:**

Faculty members do not need to fulfill all of the listed criteria to be considered exceptional.

Examples of exceptional performance might include:

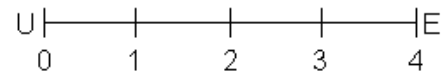
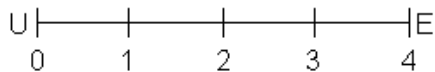
- a. Counselor should use eclectic counseling approach.
- b. Establish an individualized academic plan.
- c. Counsel students with identifying academic requirements.
- d. Counsel students with identifying career goals.
- e. Counsel students with realistic plans to meet goals.
- f. Provide students with tools to become active and self-sufficient in their academic planning.
- g. Provide appropriate consultation and/or referrals as needed.
- h. Other, as agreed upon by the department/program: \_\_\_\_\_
- i. Other, as agreed upon by the department/program: \_\_\_\_\_
- j. Other, as agreed upon by the department/program: \_\_\_\_\_

Faculty Member's Justification:

Evaluator's Justification:


Faculty Member's Self-Rating:

Evaluator's Rating:









**STANDARD 4: Student Engagement and Participation:**

Faculty members do not need to fulfill all of the indicated examples to be considered exceptional.

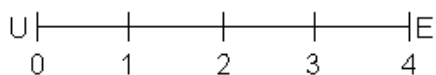
Examples of exceptional performance might include:

- a. Encourages students to seek counseling when appropriate.
- b. Engages students with questions regarding short and long-term academic goals.
- c. Create a counseling environment where student feel respected, valued and encouraged.
- d. Actively engage student's questions in a counseling environment.
  
- e. Other, as agreed upon by the department/program: \_\_\_\_\_
- f. Other, as agreed upon by the department/program: \_\_\_\_\_
- g. Other, as agreed upon by the department/program: \_\_\_\_\_

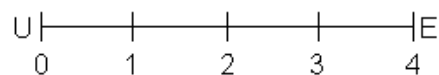
Faculty Member's Justification:


Evaluator's Justification:


Faculty Member's Self-Rating:



Evaluator's Rating:



**STANDARD 5: College Liaison:**

Faculty members do not need to fulfill all of the indicated examples to be considered exceptional.

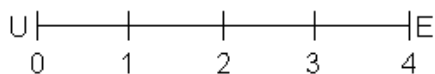
Examples of exceptional performance might include:

- a. Counselor refers to appropriate college resources.
- b. Counselor demonstrates knowledge of college resources regarding students' need which may include but not limited to the following: Registration, Disability Student Resources, Career Services, Financial Student Services, CAPS (Counseling and Psychological Services, Tutorial Services, etc.)
- c. Counselor will encourage student to connect and take an active role in seeking assistance.
- d. Other, as agreed upon by the department/program: \_\_\_\_\_
- e. Other, as agreed upon by the department/program: \_\_\_\_\_
- f. Other, as agreed upon by the department/program: \_\_\_\_\_

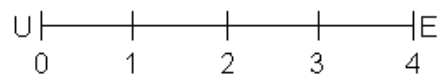
Faculty Member's Justification:


Evaluator's Justification:


Faculty Member's Self-Rating:



Evaluator's Rating:



**STANDARD 6: Processes and Procedures:**

Faculty members do not need to fulfill all of the indicated examples to be considered exceptional.

Examples of exceptional performance might include:

- a. Assist students when necessary regarding the following: probation and suspension, substitutions and waivers, non-traditional waivers (NTE), transfer evaluations, graduation evaluations, etc.
- b. Encourage students to be their own advocate.
- c. Encourage students to understand policies, procedures, and published timelines.
- d. Encourage students to interact with academic faculty, program directors and Deans.
- e. Counsel students on degree and graduation requirements.
- f. Provide students a way to address their concerns/questions for their transfer degree requirements.
  
- g. Other, as agreed upon by the department/program: \_\_\_\_\_
- h. Other, as agreed upon by the department/program: \_\_\_\_\_
- i. Other, as agreed upon by the department/program: \_\_\_\_\_

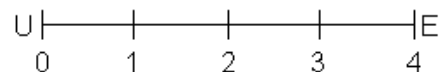
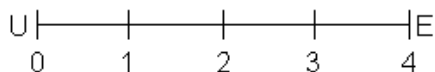
Faculty Member's Justification:

Evaluator's Justification:



Faculty Member's Self-Rating:

Evaluator's Rating:



**STANDARD 7: Professional Responsibilities:**

Faculty members do not need to fulfill all of the indicated examples to be considered exceptional.

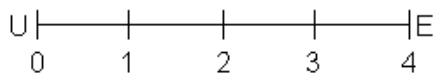
Examples of exceptional performance might include:

- a. Announce office hours and post them on office door.
- b. Offer student help with an adequate and appropriate response time.
- c. Answer phone messages and emails with in an appropriate timeframe.
- d. Perform duties in a professional manner.
- e. Attend and participate in School, Department, and Program meetings.
- f. Cooperate with supervisors and college administration.
- g. Treat students with courtesy and respect.
- h. Treat colleagues and staff with courtesy and respect.
- i. Comply with all sections of the NSHE code and policies concerning Professional Conduct applicable to faculty.
- j. Other, as agreed upon by the department/program: \_\_\_\_\_
- k. Other, as agreed upon by the department/program: \_\_\_\_\_
- l. Other, as agreed upon by the department/program: \_\_\_\_\_

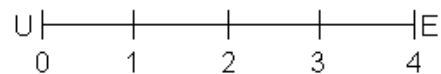
Faculty Member's Justification:


Evaluator's Justification:


Faculty Member's Self-Rating:



Evaluator's Rating:



**STANDARD 8: Professional Development and/or Service:**

**Secondary Responsibilities:**

As per the CSN Workload Policy, faculty members are expected to perform an average of at least five hours per week professional development and/or service.

Suggested Professional Development Activities:

- a. Participate in a training session, conference and/or workshop.
- b. Update/maintain academic preparations/licensure through approved independent study, coursework, and/or involvement in discipline-related groups and organizations.
- c. Conduct discipline-related research; publish professional materials; and/or write/participate in a grant.
- d. Produce and/or present creative work or contribute to public awareness and education on discipline related topics.

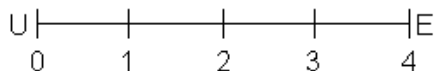
Suggested Service Activities:

- a. Actively serve as a member of the Faculty Senate and/or actively participate in an All-College, Senate, School or Department Committee.
- b. Actively serve as Faculty Senate Chair, Secretary, Department Chair, Program Director, Department Assistant Chair, Course Coordinator, Lead Faculty, Parliamentarian, Webmaster, Mentor or other official position of stature within the College, School, Program and/or Department.
- c. Actively support student organizations.
- d. Work with the Clark County School District (CCSD) in student advisement, recruiting, NSHE/CSN-related issues, and/or develop significant community contacts that help promote a program or advance college goals.
- e. Actively participate in community volunteer work, and/or serve on community advisory, government, college/university, professional organization/society, or school boards.

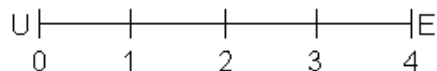
Faculty Member's Justification:


Evaluator's Justification:


Faculty Member's Self-Rating:



Evaluator's Rating:





**APPENDIX F: Counseling Faculty Final Evaluation Summary**

Faculty Member: _____ Evaluation Period: _____ Evaluator: _____	Self-Rating	Evaluator Rating	Average
<b>Rating Source:</b>			
Standard 1: Serve a Diverse Population of Declared Student Major			
Standard 2: Provide Effective Counseling Experiences, Retention, Graduation and Transfer Evaluation			
Standard 3: Proficiency			
Standard 4: Student Engagement and Participation			
Standard 5: College Liaison			
Standard 6: Processes and Procedures			
Standard 7: Professional Responsibilities			
Standard 8: Professional Development and/or Service			
<b>Overall Rating Score:</b>			

**Overall Rating Scale:** Determine the sum of all the average ratings for each Standard and compare to the following scale:

- 26.00 – 32.00: Excellent
- 20.00 – 25.99: Commendable
- 12.00 – 19.99: Satisfactory
- Less than 12: Unsatisfactory

Faculty Member **Overall Rating** (Circle One):

Unsatisfactory    Satisfactory    Commendable    Excellent

Faculty Member: Check One of the Following, Sign and Date

- Agree     
  Disagree, but Accept     
  Disagree, Request Peer Review     
  Disagree, Request Supervisory Review

\_\_\_\_\_  
Faculty Member Signature      Date

\_\_\_\_\_  
Dean Signature      Date

\_\_\_\_\_  
Evaluator Signature      Date

\_\_\_\_\_  
VP Signature      Date

**APPENDIX G: Substitution Evaluation for Tenure Applicant**

NAME: \_\_\_\_\_ EVALUATION PERIOD: \_\_\_\_\_ DATE: \_\_\_\_\_

TITLE: \_\_\_\_\_ PROG/DEPT: \_\_\_\_\_ SCHOOL: \_\_\_\_\_

The aforementioned faculty member has applied for tenure. In accordance with the Faculty Evaluation Policy, the overall rating will be as identified by the Tenure Committee assigned to the individual.

**OVERALL RATING:**      Excellent                      Commendable                      Satisfactory                      Unsatisfactory

Signature: \_\_\_\_\_  
Supervisor

\_\_\_\_\_  
Date

Signature: \_\_\_\_\_  
Person Evaluated

\_\_\_\_\_  
Date

**REVIEWED:**

Signature: \_\_\_\_\_  
Dean

\_\_\_\_\_  
Date

**REVIEWED:**

Signature: \_\_\_\_\_  
Vice President

\_\_\_\_\_  
Date



**APPENDIX H: Substitution Evaluation for Sabbatical Recipient**

NAME: \_\_\_\_\_ EVALUATION PERIOD: \_\_\_\_\_ DATE: \_\_\_\_\_

TITLE: \_\_\_\_\_ PROG/DEPT: \_\_\_\_\_ SCHOOL: \_\_\_\_\_

The aforementioned faculty member has been awarded a full- or half-year sabbatical for the evaluation period. In accordance with the Faculty Evaluation Policy, the overall rating will be determined in consultation with the individual's immediate supervisor.

Justification for the assigned rating must be attached.

**OVERALL RATING:**      Excellent                      Commendable                      Satisfactory                      Unsatisfactory  
                                            

Signature: \_\_\_\_\_  
Supervisor

\_\_\_\_\_  
Date

**AGREE**

**DISAGREE**

**REQUEST SUPERVISORY REVIEW**

**REQUEST PEER REVIEW**

Any request for a Supervisory or Peer Review must be accompanied by a written appeal.

Signature: \_\_\_\_\_  
Person Evaluated

\_\_\_\_\_  
Date

**REVIEWED:**

Signature: \_\_\_\_\_  
Dean

\_\_\_\_\_  
Date

**REVIEWED:**

Signature: \_\_\_\_\_  
Vice President

\_\_\_\_\_  
Date

**APPENDIX I: Application for Waiver of Self-Evaluation**

NAME: \_\_\_\_\_ EVALUATION PERIOD: \_\_\_\_\_ DATE: \_\_\_\_\_

TITLE: \_\_\_\_\_ PROG/DEPT: \_\_\_\_\_ SCHOOL: \_\_\_\_\_

Due to an accumulation of the equivalent of at least one full semester of leave, I hereby apply for a waiver of my Self Evaluation for the indicated period. Should my request be denied, I acknowledge I must submit a completed Self Evaluation and, if required, a Growth Plan, through the normal procedure.

If this request is approved, my overall evaluation shall be recorded as Satisfactory for the indicated period. If this evaluation period also required a classroom/lab observation and the submission of a Growth Plan, those activities shall be completed during the period of my next Self-Evaluation.

To be eligible for consideration, this request must be submitted in accordance with the deadlines as identified in the Faculty Evaluation Policy, and appropriate documentation must be attached.

Signature: \_\_\_\_\_  
Faculty Member Requesting Waiver

\_\_\_\_\_  
Date

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**To Be Completed By the Supervisor/Chair:**

- Waiver Approved
- Waiver Not Approved

Signature: \_\_\_\_\_  
Supervisor/Chair

\_\_\_\_\_  
Date

---

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**REVIEWED:**

Signature: \_\_\_\_\_  
Dean

\_\_\_\_\_  
Date

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**REVIEWED:**

Signature: \_\_\_\_\_  
Vice President

\_\_\_\_\_  
Date

**APPENDIX J: Schedule of Dates & Deadlines\***

Faculty Tenure Status	Classroom Observation (if applicable) & Completion of Self-Evaluation	Meeting w/ Evaluator	Final Evaluation Summary & Rating by Evaluator	Supervisor Submits to Dean	Dean Submits to VP	VP Submits to HR
Market Hire & Temp Full-Time, <b>Except 1<sup>st</sup> Year Spring Hires</b>	Before Feb 1	Before Feb 1	Feb 1	Feb 10	Feb 20	Last Day of Feb
Tenure Track in 1 <sup>st</sup> Year (Fall Hire)	Before Feb 1	Before Feb 1	Feb 1	Feb 10	Feb 20	Last Day of Feb
<b>All Faculty in 1<sup>st</sup> Year (Spring Hire)</b>	<b>Before May 1</b>	<b>See Note Below</b>				<b>June 1</b>
Tenure Track in 2 <sup>nd</sup> Year	Before Nov 15	Before Nov 15	Nov 15	Nov 30	Dec 10	Last Day of Fall Sem
Tenure Track in 3 <sup>rd</sup> Year	Before Feb 1	Before Feb 1	Feb 1	Feb 10	Feb 20	Last Day of Feb
Tenure Track in 4 <sup>th</sup> Year	See Tenure Policy					
Tenured	Before Apr 1	Before April 1	April 1	April 15	Last Day of Apr	Last Day of Spring Sem

**Note: For faculty in their first year that were hired at the start of the spring term, time must be afforded for the supervisor to review the classroom evaluations completed by the students. The timeline for the meeting between the faculty member and the evaluator, the due date for the final self-evaluation by the faculty member, the supervisor’s submission to the dean, and the dean’s submission to the VP will be determined by those involved parties. The timeline will be agreed upon by May 1, and will ensure the faculty member’s completed evaluation will be submitted to HR by June 1.**

**\*Revised Spring 2017**

**APPENDIX K: Full-Time Teaching Faculty Job Description****POSITION DESCRIPTION: COMMUNITY COLLEGE PROFESSOR/INSTRUCTOR**

## Summary Statement of Responsibilities:

Full-time teaching faculty are responsible for performing diverse professional activities including the delivery of quality instruction to students, advisement of students, development, implementation and evaluation of curricula and service at the college.

## Organizational Relationship:

- a. Full-time teaching faculty report directly to, and are responsible to, the Chair of the Department to which they are assigned.
- b. This position does not require the supervision of staff.
- c. Full-time teaching faculty coordinate most closely with other faculty, the Department Chair, Provosts, Associate Vice President and the Vice President for Academic Affairs.

## I. Duties: The primary responsibilities of full-time teaching faculty are:

## A. Teaching:

1. Meeting all classes at the time, place and length of time designated.
2. Teaching courses as assigned which correlate with the catalog descriptions and course outlines in a manner designed to assist the student to achieve the specific objectives of the course.
3. Providing each student at the beginning of each course with a course outline which may include the following information:
  - a. The goals, objectives and content for the course of study.
  - b. Required and supplementary textbooks to be used.
  - c. Attendance requirements.
  - d. Behavior and discipline requirements.
  - e. Planned schedule of examinations, field trips or other special activities.
  - f. Out-of-class assignment policy.
  - g. Method of evaluating student progress toward an achievement of course goals and objectives, including the method by which the final grade is derived.
  - h. Information about office hour availability and appointment procedures.
  - i. Other information, which advises students of those requirements established by the instructor for meeting the course objectives.

## B. Student Evaluation:

- a. Periodically examining and informing each student of his/ her progress toward achieving the course's objectives.
- b. Preparing and administering examinations, which measure the students' attainment of the course's objectives.
- c. Preparing and administering at the prescribed time, a final examination that appropriately measures the student's attainment of the course's objectives.
- d. Assigning grades to students.

## C. Student Advising:

1. Advise students enrolled in the instructor's classes on those matters which relate to: Supplemental reading or experience opportunities for further understanding of the subject area.
2. Career alternatives and opportunities related to the subject area.
3. The types of services and assistance that are available to students who are failing to make satisfactory progress toward meeting the course's objectives.
4. Additional courses that might be taken by the student in the subject area or in related subject areas.

## D. Curricula Development and Evaluation:

1. Researching and recommending the revision, deletion or addition of programs and courses to reflect the changes occurring within the subject area.
2. Participating in evaluation of curricula and instruction.
3. Participating in the evaluation of instructional takeout materials.
4. Evaluating and recommending catalog revisions.
5. Participating in college accreditation processes.

## II. Duties: The secondary responsibilities for full-time teaching faculty are:

## A. Professional Development:

1. Participating in scheduled, faculty development programs.
2. Participating in voluntary peer evaluations in accordance with college procedure.
3. Participating in grant writing activities appropriate to the department.

## B. Other:

1. Providing accurate and timely information as requested by the college's administration.
2. Supervising students engaged in approved on campus meetings, activities or events, scheduled as a part of instructional activities.
3. Submitting requests for textbooks, equipment, supplies, personnel, facilities, library materials and other resources necessary for the conduct of courses and programs to the Department Chair.

## III. Additional Responsibilities Include:

1. Attending faculty, program and department meetings.
2. Serving on program, department, senate and all college committees.
3. Assisting the appropriate Department Chair in planning and conducting department affairs, selection and orientation of new faculty, securing substitutes, and providing community groups and individuals with information regarding programs and courses.
4. Contributing to the development of a positive image of the college in the community.

**APPENDIX L: Library Faculty Job Description****POSITION DESCRIPTION: COMMUNITY COLLEGE LIBRARIANS**

**Summary Statement of Responsibilities:** Full-time CSN library faculty use their diverse professional knowledge and skills to work as a team to ensure the CSN community has access to high quality information sources, systems to make the content easily accessible in appropriate formats and teach the skills necessary to find and navigate these sources in an environment that promotes open discovery and exploration of information sources.

**The responsibilities of full-time library faculty are:**

- a. Provide reference and research assistance to students and faculty in keeping with campus library desk schedules and the daily demands of the campus.
- b. Select information resources in appropriate formats to support campus programs, professional growth and independent learning in keeping with current campus acquisitions budgets and current library collection development policies.
- c. Evaluate collections through regular analysis based on national standards and best practices.
- d. Create, develop, and edit print and web content in accordance with current library content policies and CSN guidelines.
- e. Create, implement and monitor library policies and procedures including documentation and training as appropriate.
- f. Participate in developing policies, procedures, content, or outreach/marketing strategies as part of closing the loop based on assessment results.
- g. Comply with all sections of the NSHE code and policies concerning Professional Conduct applicable to faculty.
- h. Participate in the College, School, and/or Program accreditation process, as requested.
- i. Attend Department meetings and Management Team meetings, as requested.
- j. Understand and communicate to students, faculty, and community members library policies and procedures.
- k. Submit a detailed self-evaluation and a growth plan as per policy.
- l. Maintain progress as identified in growth plan, or submit revised growth plan, if necessary.

**In addition, to general responsibilities librarians have one or more of the below duties as assigned by the Director of Libraries:**

- a. Coordinate, schedule, and conduct information literacy skills instructional sessions at the time, place and length of time designated in keeping with the demands of the campus.
- b. Conduct assessments and student evaluations of teaching, and implement appropriate and corresponding changes to improve content, assessment of student learning, and delivery, as necessary.
- c. Execute library access and technical services operations including the planning, developing, and coordinating of interlibrary loan services and services and resources related to acquisitions, cataloging, classification, and processing of library materials and maintenance of the catalog of library holdings.
- d. Effectively use current systems for acquisitions, cataloging, electronic resources, interlibrary loan, and circulation modules.
- e. Maintain financial information with regard to acquisitions and related access services maintaining linkages to and compliance with CSN Financial Services current practice and policies.
- f. Manage off-campus access to electronic resources.
- g. Maintain access to physical and electronic library collections and services.
- h. Provide statistics and expenditure reporting to appropriate library staff as needed.
- i. Oversee the creation and maintenance of library web content.
- j. Manage electronic resources and library system administrative accounts.
- k. Work with vendor technical support staff to ensure access to electronic resources.
- l. Act as liaison with online and distance education students, faculty, and administration.

**APPENDIX M: Counseling Faculty Job Description****POSITION DESCRIPTION: COMMUNITY COLLEGE COUNSELING FACULTY**

- a. Comply with all sections of the NSHE code and policies concerning Professional Conduct applicable to faculty.
- b. In designated years, faculty must earn at least a satisfactory counseling observation, as conducted by the appropriate supervisor, or designee.
- c. Conduct assessment of counseling approaches, theories and academic advising tools for supporting and counseling students, which correspond to changes that improve counseling approaches and assessment of outcomes.
- d. Submit a detailed Self Evaluation and, in designated years, a Growth Plan in a timely manner, or as requested by a supervisor/director/chair.
- e. Maintain progress as identified in Growth Plan, or submit revised Growth Plan, if necessary.
- f. Provide reliable and objective advice and assistance to students in developing their educational goals, and occupational and career plans to ensure student success and retention; identify and assist students in resolving problems that interfere with their educational progress; clarify information regarding transfer issues; and see students by drop in basis and by appointment.
- g. Meet and establish rapport with and provide academic advising and counseling to students and prospective students.
- h. Utilize results of placement tests and interest inventories for advising and counseling students regarding career options, course selection and personal interests.
- i. Provide students with current information pertaining to academic programs and assist new students with the orientation process.
- j. Maintain a 35-hour workweek, which includes a minimum of five (5) hours on average spent on flexible institutional service, staff development, etc.
- k. Serve as student advocate to mediate issues with other faculty and/or other departments.
- l. Advise students regarding progress toward degree requirements. Complete unofficial transcript evaluations for graduation and provide counseling and advice to students who plan to matriculate at four-year colleges and universities. Provide consistent articulation with Nevada colleges and universities. Also provide counseling and advice to students who are transferring from other colleges and universities to CSN.
- m. Inform students of current trends in the job market.
- n. Refer students who present with mental health and emotional concerns to CSN Counseling and Psychological Services (CAPS).
- o. Attend School and Program/Department meetings.

**APPENDIX N: Part-Time Teaching Faculty Job Description****POSITION DESCRIPTION: COMMUNITY COLLEGE PART-TIME INSTRUCTOR****Duties:**

The responsibilities of part-time teaching faculty are:

**A. Teaching:**

1. Meeting all classes at the time, place and length of time designated.
2. Teaching courses as assigned which correlate with the catalog descriptions and course outlines in a manner designed to assist the student to achieve the specific objectives of the course.
3. Providing each student at the beginning of each course with a course outline which may include the following information:
  - a. The goals, objectives and content for the course of study.
  - b. Required and supplementary textbooks to be used.
  - c. Attendance requirements.
  - d. Behavior and discipline requirements.
  - e. Planned schedule of examinations, field trips or other special activities.
  - f. Out-of-class assignment policy.
  - g. Method of evaluating student progress toward an achievement of course goals and objectives, including the method by which the final grade is derived.
  - h. Information about office hour availability and appointment procedures.
  - i. Other information, which advises students of those requirements established by the instructor for meeting the course objectives.

**B. Student Evaluation:**

1. Periodically examining and informing each student of his/ her progress toward achieving the course's objectives.
2. Preparing and administering examinations, which measure the students' attainment of the course's objectives.
3. Preparing and administering at the prescribed time, a final examination that appropriately measures the student's attainment of the course's objectives.
4. Assigning grades to students.

**Recommended Activities:**

Part-time instructors are not specifically evaluated on Professional Development, or Service to the College or Community. However, CSN encourages part-time instructors to continue to develop their skills, further their education, and contribute to the college and community through service activities. Therefore, space will be provided on the evaluation form where, as an option, the evaluator can list various activities in which the part-time instructor has been engaged during the evaluation period, which contributes to either professional development or college/community service.



**APPENDIX O: Part-Time Teaching Faculty Evaluation Form**

Instructor Name: \_\_\_\_\_

Date: \_\_\_\_\_

Dept./Program: \_\_\_\_\_

Evaluation Period: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Last Evaluation: \_\_\_\_\_

**INSTRUCTIONS:**

On the scales provided below, ranging from Unacceptable to Exceptional, indicate a rating for each item. All ratings must be justified. The rating levels for the extremities are Unacceptable (U) and Exceptional (E).

**Syllabus Development & Presentation:**

Examples of exceptional performance might include:

- Syllabus has all the applicable elements as indicated in CSN Syllabus Policy.
- Syllabus learning outcomes meet program accreditation needs, if applicable.
- Syllabus has a clear description of grading.
- Syllabus is clear, organized, relevant, easy to read, and free of grammatical errors & typos.
- Syllabus is consistent in appearance (font size, face, style, etc.).
- Faculty assesses student understanding of course policies, procedures and syllabus.
- Faculty makes syllabus and all relevant policies available in electronic format.

Evaluator's Justification:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Evaluator's Rating: U |-----| E  
0 1 2 3 4

**Course Materials and Curricula Development:**

Examples of exceptional performance might include:

- Course materials are current and reflect knowledge of best practices in the field.
- Course materials are developed and updated so that they correspond to the catalog description and student learning outcomes.
- Course materials demonstrate a variety of teaching strategies.
- Assessment tools measure the students' attainment of the course objectives.
- Creates textbook and/or computerized materials for specific classes.
- Participate in the evaluation of instructional takeout materials.

Evaluator's Justification:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Evaluator's Rating:  N/A U |-----| E  
0 1 2 3 4

**Content Presentation (Requires Classroom Observation):**

Examples of exceptional performance might include:

- a. Presentation is well organized, and class time is used efficiently and effectively.
- b. Uses multiple techniques to present material.
- c. Uses ongoing summary and review techniques to ensure student understanding.
- d. Pacing of material is appropriate to meet course objectives.
- e. Utilizes current and up to date information and examples in instructional environment.
- f. Incorporates technology into teaching.
- g. Presents material as identified in the course description in accordance with the learning outcomes.
- h. Effectively uses methods to project enthusiasm when interacting with students.
- i. Demonstration of good English usage and, if applicable, oral presentation skills.

Evaluator's Justification - Course:

Day/Time:

Number of Students:


Evaluator's Rating:     U |-----| E  
                                   0        1        2        3        4

**Student Engagement and Participation (Requires Classroom Observation):**

Examples of exceptional performance might include:

- a. Encourages class discussions and engages students with questions, when appropriate.
- b. Uses both individual and group projects and presentations, if appropriate.
- c. Creates an environment where students feel respected, valued and encouraged to share diverse viewpoints.
- d. Learns students' names and encourages them to learn and use one another's names.
- e. Responds appropriately to student's questions and challenges within the instructional environment.
- f. Effectively demonstrates methods to assure frequent student-faculty professional contact in and out of classes.

Evaluator's Justification - Course:

Day/Time:

Number of Students:


Evaluator's Rating:     U |-----| E  
                                   0        1        2        3        4

**Evaluation of Student Learning:**

Examples of exceptional performance might include:

- a. Graded assessments and other course work are returned to students with feedback and in a timely fashion.
- b. Keeps current and accurate records of student progress and submits grades in conformity with college procedures and deadlines.
- c. Students can always check their cumulative performance at any time during the course.
- d. Explains to students how to understand the provided information on their cumulative performance at any point in the course.

Evaluator's Justification:

Evaluator's Rating: U |-----| E  
0 1 2 3 4

**Student Communication and Support:**

Examples of exceptional performance might include:

- a. Offers students help outside of class environment and answers emails within a timely fashion.
- b. Advise students on supplemental reading or experience opportunities for further understanding of the subject area, and/or career alternatives and opportunities related to the subject area.
- c. Advise students on the types of services and assistance that are available to students who are failing to make satisfactory progress toward meeting the course's objectives.
- d. Advise students on additional courses that might be taken by the student in the subject area or in related subject areas.
- e. Tutor students in related courses.

Evaluator's Justification:

Evaluator's Rating: U |-----| E  
0 1 2 3 4

**Course Logistics, Proficiency and Professionalism:**

Examples of exceptional performance might include:

- a. If applicable, submits textbook and technology requests within the appropriate timeframe.
- b. Requests for photocopies and library materials are timely and in accordance with CSN policies/procedures.
- c. Maintains proficiency and, if necessary, required certifications in academic area.
- d. Invites colleagues to evaluate course materials and instruction, if appropriate.
- e. Cooperate with supervisors and the college administration to achieve the goals of the institution.
- f. Treat students, colleagues and staff with courtesy and respect.
- g. Comply with all sections of the NSHE code and policies concerning professional conduct.

Evaluator's Justification:

Evaluator's Rating: U |-----| E  
0 1 2 3 4

Empty rectangular box for notes or comments.

**Professional Development and/or Service Activities (Optional):**

Four horizontal lines for entering professional development or service activities.

**General Comments:**

Five horizontal lines for providing general comments.

**Overall Rating** (Circle One):    Unsatisfactory            Satisfactory            Commendable            Excellent

**Remedial Actions:**

- A. Recommend instructor meet with Administrator.  Y             N
- B. Recommend instructor be required to:
  - 1. Take course in teaching techniques.  Y             N
  - 2. Study Teaching techniques.  Y             N
  - 3. Observe classes taught by excellent instructors.  Y             N
  - 4. Other (Specify): \_\_\_\_\_  Y             N

\_\_\_\_\_  
Signature: Evaluator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature: Dean/Administrator

\_\_\_\_\_  
Date