



OFFICE OF ACADEMIC LIFE

**FACULTY PROMOTION EVALUATION
PROCESS, DIRECTIONS, AND PERFORMANCE MEASURES**

- Definition and Criteria for Full-time Faculty at Louisburg College
- Self-Assessment and Record of Achievement
- Procedures for the Peer Review of Instructional Performance

Name:

Academic Year:

Division:

Academic Rank:

FACULTY PROMOTION EVALUATION

Definition and Criteria for Full-time Faculty at Louisburg College

Faculty

According to the Louisburg College Bylaws (Amended February 21, 2019), ARTICLE XX, the College faculty shall be composed of (a) the President of the College and such other officers designated by the President as are primarily responsible for instruction and research; (b) all persons of the rank of full instructor or above who are engaged in work from which recognized college degrees are awarded; and (c) members of the faculty EMERITI.

Definition of Full-time Faculty

- Have been accorded faculty status and rank by the President
- Have been designated as having full-time faculty status
- Primarily responsible for teaching courses in the programs offered by the College
- Are responsible for providing effective, quality instruction
- Usually teach thirty credit hours per academic year (fall and spring semester). If a faculty member does not meet his or her teaching load during the fall and spring semesters, he or she must meet their responsibilities by teaching in the summer.
- May serve in an academic leadership role in order to meet their responsibilities to the College. These roles include but are not limited to: Executive Director of an academic division, coordinator of an academic department, or coordinator of a program or academic support service.

Faculty Rank

Faculty at Louisburg College hold the rank Instructor, Assistant Professor, Associate Professor, and Professor. The minimum standards for full-time faculty rank (including coaching faculty) is as follows:

- Instructors must hold a Master's degree with 18 graduate credits in the discipline that they teach.
- Assistant Professors must hold a Doctorate or meet the criteria of an Instructor and have obtained twelve semester hours beyond that requirement with four years of service.
- Associate Professors must hold a Doctorate with four years of service or meet the criteria of an Assistant Professor and have obtained six semester hours beyond that requirement with eight years of service.
- Professors must hold a Doctorate with eight years of service or meet the criteria of an Associate Professor and have eighteen semester hours beyond that requirement with twelve years of service.
- Years of service are defined as years in which the faculty served as a full-time faculty member at any college or university.

Full-time Faculty Policy

Full-time instructional employees who have been assigned faculty status and rank (beginning with instructor) by the President. They have been designated as having full-time status.

At Louisburg, the faculty are full-time instructional faculty and coaching faculty who are also full-time employees. Coaching faculty serve the Health and Physical Education Department in the Division of Mathematics, Science, and Health. All other full-time instructional employees:

- Teach at least 15 credits per semester, 30 credits per year
- Advise students
- Support the mission of Louisburg College
- Are non-tenured faculty (as of January 25, 2001)
- Provide active support for all planning, retention, accreditation, and assessment tasks.
- Participate in scheduled campus faculty development opportunities and workshops (including Quality Enhancement Plan related and non-Quality Enhancement Plan related). The QEP requires:
 - participation in several full-day, on-campus professional development sessions each year;
 - regular engagement with QEP programs throughout the academic year.
- Support academic governance by serving on College committees and task forces.
- Remain engaged in the campus community by supporting academic events, athletic events, convocations, faculty meetings, and the College's chapel program.
- Faculty may also be required to attend other academic events, at the request of the Vice President for Academic Life. If the faculty member is unable to attend a required event, he/she must contact the Vice President for Academic Life to discuss the circumstances of the absence in advance.
- Support student recruitment and orientation events
- Maintain effective communication with the College via the Vice President of Academic Life. During the academic year and summer, the official form of communication between the College and the faculty is via campus e-mail and so it is important for the faculty to check and respond to their College e-mail frequently.
- Spend at least 30 hours each week on campus involved in providing effective, relevant instruction and performing other College responsibilities, including 10 hours each week on campus providing office hours to students. Office hours should occur when classes are in session during each of the five days of the workweek for the full duration of each semester. Faculty must post office hours on his or her door and schedule them at times when students can reasonably make use of them. Faculty can be approved by the Vice President of Academic Life to provide at least 4 virtual office hours each week to students.
- Each faculty member must teach at least one course each of the five days of the workweek with at least one class taught in the morning and one class taught in the afternoon each day.
- Faculty members must provide written syllabi to students on the first day of class of each term involving the policies regarding course requirements, grading policies, attendance policies, name of division chair, and other relevant information pertaining to instructional

matters. The syllabi and final exam for each course must be sent to the Office of Academic Life.

- Faculty are expected to respond to student emails within 48 hours of receipt.
- The Faculty shall not have the right to make any contract or commitments for or on behalf of the College without the express or written authorization of the College.
- As full-time employees, faculty are also eligible to receive benefits including, but not limited to medical, dental, vision, life & disability benefits
- Faculty are also eligible to participate (make contributions) in the retirement plan.

Coaching Faculty

Coaching faculty are full-time athletic coaches and/or athletic trainers who serve as the faculty for the Health and Physical Education department in the Mathematics, Science, and Health division. Coaching faculty teach courses and advise students, which accounts for more than 50% of their required responsibilities as full-time employees. These faculty members are responsible for performing other daily and weekly duties that are assigned to full-time faculty. These faculty are responsible for teaching health, fitness, and physical education courses as part of their full-time employment. Coaching faculty directly report to the Athletic Director, who is also the Coordinator of the Health and Physical Education department.

The coaching faculty are expected to: (a) support the mission of Louisburg College; (b) advise students; (c) provide active support for all planning, retention, accreditation, and assessment tasks; (d) participate in scheduled campus faculty development opportunities and workshops; (e) support academic governance by serving on College committees and task forces; (f) support student recruitment and orientation events (g) remain engaged in the campus community by supporting academic events, athletic events, convocations, faculty meetings, and the College's chapel program.

(From the Louisburg College Employee Handbook, Effective March 1, 2022)

FACULTY PROMOTION EVALUATION
Self-Assessment and Record of Achievement
(Related to behavioral criteria for current rank)

Determine a focus for your self-assessment. In this section of the evaluation, provide an analysis and evaluation of your performance in each area listed. What was distinctive about your performance in this area? What has been the impact of your work? What have been areas of significant professional development? Also, remember that through this process, you are documenting the activities that you have been engaged in this year. Please make sure to attach your documents as evidence of the work that you are discussing in this evaluation.

Performance Standards	Narrative and Supporting Evidence/Documentation
<p style="text-align: center;">Teaching Excellence</p> <p>Duties include but are not limited to:</p> <p><i>Content Expertise</i></p> <ul style="list-style-type: none"> ● Credentials ● Professional experience directly related to current teaching responsibilities ● Scholarship <p><i>Instructional Duties (Instructional Design, Delivery, and Course Management)</i></p> <ul style="list-style-type: none"> ● Course organization and delivery, teaching face to face or online ● Adequacy and frequency of assessing student learning outcomes ● Course and curriculum development ● Technology-integration and/or innovative utilization ● Engaging and stimulating instruction that celebrates the diversity of the student <p>Required Supporting Evidence</p> <ul style="list-style-type: none"> ● Teaching Observation Conducted by Division Executive Director ● Teaching Observation Conducted by Assigned Peer ● Course Evaluations Completed by Students ● Course Management review and evaluation completed by the 	

<p>Dean of Academic Operations, Policies, and Supports and the Vice President of Academic Life</p>	
<p>Scholarship/Creative Activity Duties include but are not limited to:</p> <ul style="list-style-type: none"> ● Program specific course and curriculum development ● Mentoring of student research or creative projects ● Involvement in professional development activities (Academic Innovation and Creativity, Research Presentations, Research Publications, etc.) ● Involvement in development and/or implementation of experiential learning <p>Required Supporting Evidence</p> <ul style="list-style-type: none"> ● Submission of supporting evidence demonstrating scholarship, scholarly work, or creative activity ● Supporting Evidence reviewed and evaluated by the Dean of Academic Operations, Policies, and Supports and the Vice President of Academic Life 	
<p>Effective Academic Advising Duties include but are not limited to:</p> <ul style="list-style-type: none"> ● Effective and frequent student advising ● Accurate and appropriate student advising ● Advising practices according to the requirements of the Vice President of Academic Life <p>Required Supporting Evidence</p> <ul style="list-style-type: none"> ● Academic Advising review and evaluation completed by the Registrar, Dean of Academic Operations, Policies, and Supports, and the Vice President of Academic Life 	

<p style="text-align: center;">Service</p> <p>Duties include but are not limited to:</p> <ul style="list-style-type: none"> ● Involvement with institutional initiatives ● Committee Membership (campus or wider community) ● Involvement in professional development communities (campus-based or discipline-specific) including Community Service <p>Required Supporting Evidence</p> <ul style="list-style-type: none"> ● Supporting Evidence review and evaluation completed by the Dean of Academic Operations, Policies, and Supports, the Vice President of Academic Life 	
<p style="text-align: center;">Professional Growth</p> <ul style="list-style-type: none"> ● Programmatic curriculum development ● Involvement in Professional Activities that are mission-minded, innovative, and assist with moving the College forward. ● Continuing Education that expands faculty credentials through additional coursework ● Continuing Education that expands faculty credentials through obtaining a higher degree. <p>Required Supporting Evidence</p> <ul style="list-style-type: none"> ● Supporting Evidence review and evaluation completed by the Dean of Academic Operations, Policies, and Supports, the Vice President of Academic Life. ● Supporting Evidence must include official transcripts from a regionally accredited institution for Continuing Education to be considered. 	

Procedures for the Peer Review of Instructional Performance

Educator being reviewed:

Semester/Year:

Reviewer:

Date of Evaluation:

Course Number and Title:

No. of Students in Class:

In the space provide next to each criterion, provide evidence to support your evaluation of the instructor.

- If an item is not applicable, indicate this by writing "not applicable."
- Please make arrangements for at least one classroom visit and at least one follow-up discussion.
- Obtain the instructor's objectives for the class session and course materials listed below prior to the visit.
- If the candidate teaches a course involving a laboratory, clinical experience, or practicum, the evaluation of both aspects of the course should be concurrent.
- The educator being evaluated is at liberty to submit to her/his reviewer and to the Vice President of Academic Affairs a critique of the performance review she/he received.

Peer Review Evaluative Criteria	Topic of Class Session:
<p>Preparation and Planning: The course materials provide to the peer reviewer by the instructor included the following:</p> <ul style="list-style-type: none"> ● Syllabus ● Learning activities and/or assignments. ● Assessment methods. ● Proof of a relationship between division/program goals and objectives, program as well as course outcomes and assigned activities. <p>What formats are utilized by the faculty member? (face-to-face, online, hybrid, lecture, experiential learning, lab, etc.)</p> <p>The objectives of the instruction are made clear. How does the instructor define the objectives for the class session?</p> <p>The instructor is well prepared and the instruction is organized. How does the instructor organize</p>	

<p>learning situations to meet the objectives of the class session, such as organizing in class activities, group discussions effectively, uses lecture appropriately, utilizes online discussion boards or chats, etc.)?</p> <p>How does the instructor use teaching methods that promote student engagement, active participation in the learning process (i.e., encourages the student to draw inferences, formulate implications)?</p> <p>What technology or other course materials did the instructor use? Were they appropriate for the class session?</p>	
<p>Content: The instructor demonstrated knowledge and command of the subject matter. (Please explain.)</p> <p>The instructor clearly conveyed essential subject matter. (Please elaborate.)</p> <p>How did the course content contribute to student mastery of the division/program goals and objectives?</p> <p>How did the instructor's chosen instructional method encourage integration of the learning process with content?</p>	
<p>Methodology: Is the instructor experimenting with innovative and/or new teaching strategies?</p> <p>Describe the teaching method(s) utilized. Are these methods conducive to learning and are they appropriate for the material?</p> <p>When presenting material to students, does the instructor demonstrate an enthusiasm for teaching? (Please describe.)</p>	

<p>Describe the physical environment in the classroom and the methods the instructor used to either maximize or to work within any environmental limitation (e.g., heat, noise, etc.)</p> <p>Illustrations, examples and/analogies are clear, relevant, and related to objectives. (Please elaborate.)</p>	
<p>Faculty/Student Relationships: (Please give illustrations and/or examples.)</p> <p>The instructor demonstrates interest in the material.</p> <p>The instructor demonstrates a concern for student mastery of the material.</p> <p>The instructor communicates clearly and effectively (e.g., uses examples and illustrations which help to clarify material; uses helpful and appropriate visual aids).</p> <p>The students respond by exhibiting interest in the material.</p> <p>The instructor encourages student involvement in the class.</p> <p>The instructor responds well to questions and opinions from the students.</p> <p>Responds appropriately to student questions (e.g., answers student's question; defers questions as necessary, if unrelated to current topic).</p> <p>The instructor demonstrates respect for all students in the class.</p> <p>Demonstrates positive regard for students and concern for students' learning process (e.g., available for student conferences; keeps</p>	

<p>appointments; respects student confidences).</p> <p>The instructor demonstrates ability to incorporate students' ideas and opinions into class discussions.</p>	
<p>Post-Evaluation Discussion:</p> <p>How does the instructor indicate evidence of self-reflection on the teaching/learning experience?</p> <p>How does the instructor currently or plan to effectively use institutional resources, community resources, and/or professional development to enhance his or her teaching?</p>	
<p>Additional Feedback:</p> <p>Please indicate any other behaviors this instructor demonstrates which are not covered by the above items.</p> <p>Please add suggestions for improvement or any additional comments.</p>	

Reviewer and Instructor Agreement: This review is an overall representation of this instructor's performance as an educator.

Peer Reviewer

Date

Louisburg College Faculty

Date

FACULTY PROMOTION EVALUATION
Division Executive Director's Feedback

Process: The Division Executive Director responds to the qualitative assessment, goals, teaching evaluations from students, and teaching observation evaluations. The Chair will discuss strengths and areas for future development.

Purpose: To recognize faculty member's contributions to the college community; to assess faculty performance in relationship to college expectations; and to communicate clearly and document accurately the faculty member's annual progress

Performance Standard	Exemplary 100%	Proficient 75%	Opportunities for Improvement 30%	Final Score
<p><i>Teaching Excellence – Instructional Duties (Course Management and Delivery)</i> 10 points</p> <p>Course organization and delivery (teaching face to face or online*) *Use of Brightspace as a learning management system</p>	<p>Exceeds all performance measures as evidenced by supporting documentation. Supporting documentation demonstrates an evidence-based teaching model using appropriate learning outcomes and teaching standards.</p>	<p>Meets all performance measures as evidenced by supporting documentation. Supporting documentation demonstrates a discipline specific teaching model.</p>	<p>Did not meet all performance measures. Missing supporting documentation. Evaluations reflect use of a teaching model during instruction.</p>	
<p><i>Teaching Excellence – Instructional Duties (Instructional Design)</i> 10 points</p> <p>Adequacy and frequency of assessing student learning outcomes</p>	<p>Exceeds all performance measures for assessing student learning outcomes as evidenced by supporting documentation. Utilizes innovation, high-quality, evidence-based best practices concerning assessment strategies.</p>	<p>Meets all performance measures for assessing student learning outcomes as evidenced by supporting documentation. Utilizes standard assessment strategies.</p>	<p>Does not meet all performance measures for assessing student learning outcomes. Supporting documentation is lackluster and assessment strategies are outdated.</p>	

<p>Teaching Excellence – Instructional Duties (Instructional Delivery) 10 points</p> <p>Technology-integration and/or innovative utilization</p>	<p>Exceeds performance measures by maintaining course materials, grades, and attendance in Brightspace. Integrates technology into face-to-face instruction. Integrates other technological tools in teaching and learning and ties all activities to student learning outcomes. Participates in e-learning professional development opportunities.</p>	<p>Achieves performance measures by meeting the minimum College standards for Brightspace activity and course management.</p>	<p>Does not meet minimum performance measures. Does not utilize Brightspace as required. Does not provide evidence of technological usage during instruction and learning.</p>	
<p>Teaching Excellence – Instructional Duties 5 points</p> <p>Engaging and stimulating instruction that celebrates the diversity of the student</p>	<p>Exceeds performance measures by providing effective and engaging instruction that stimulates learning as well as celebrates the diversity of the overall student population. Demonstrates knowledge and understanding of cultural competence and cultural relevant teaching by utilizing appropriate strategies and methods.</p>	<p>Meets performance standards by providing effective and engaging instruction that stimulates learning that meets the needs of all students and celebrates diversity in general. Demonstrates a general understanding of cultural relevant teaching.</p>	<p>Does not meet the minimum performance measures. Does not provide engaging and stimulating instruction. Does not consider students’ diversity when planning and preparing instruction.</p>	
<p>Teaching Excellence – Content Expertise and Instructional Duties 15 points</p> <p>Course and curriculum development Based on Faculty’s - Credentials - Professional experience directly</p>	<p>Exceeds performance measures for course and curriculum development. Demonstrates contemporary understanding of curriculum and instruction by utilizing best practices and integrates</p>	<p>Meets performance standards for course and curriculum development. Meets basic institutional requirements for utilization of Brightspace and CAMS for instruction and grades. Meets</p>	<p>Does not meet minimal standards for course and curriculum development. Does not utilize Brightspace or CAMS as required. Does not adequately meet minimal standards</p>	

<p>related to current teaching responsibilities</p> <ul style="list-style-type: none"> - Scholarship 	<p>technological tools into teaching strategies. Promotes hybrid/online learning and stays current on program assessment deadlines. Refines courses, utilizes Brightspace and CAMS for instruction and grades.</p>	<p>minimal standards for course and curriculum assessment.</p>	<p>for course and curriculum assessment.</p>	
<p>Scholarship/Creative Activity 10 points</p> <ul style="list-style-type: none"> - Program specific course and curriculum development - Involvement in professional development activities (Academic Innovation and Creativity, Research Publications, Research Presentations, etc.) - Mentoring of student research or creative projects - Involvement in development and/or implementation of experiential learning 	<p>Exceeds performance measures by developing courses specific to field of study and division that lead to new programs. Exceeds performance measures for professional development activities by actively pursuing innovative academic activities, research opportunities, grants, publications and presents at professional conferences. Exceeds performance measures for mentoring student research or creative projects. Students are involved and engaged in experiential and/or co-curricular learning. Exceeds performance measures in promoting, implementing, and supervising experiential learning opportunities. Students exhibit a quest to seek</p>	<p>Meets performance measures by developing courses specific to field of study and division. Meets performance measures for professional development activities. Pursues at least one innovative academic activity or grant. Presents at one conference during the academic year. Attends at least one conference during the academic year. Meets performance measures for mentoring of student research or creative projects as evidenced by routine student involvement in experiential and/or co-curricular learning. Meets performance measures for promoting and implementing experiential learning</p>	<p>Does not develop new courses. Continues to teach the same courses with only providing minimal refreshes to the content. Fails to meet performance measures. Does not pursue at least one grant. Does not present or attend at least one professional conference. Does not meet standards for mentoring of student research or creative projects. There is limited involvement with students beyond standard classroom activities. Has not encouraged student experiential or co-curricular learning. Does not meet performance measures for</p>	

	internships, externships, etc.	such as clinicals, labs, field experiences, apprenticeships, or other forms of experiential learning.	promoting experiential learning. Demonstrates very limited evidence of developing or implementing experiential learning opportunities.	
<p><i>Effective Academic Advising</i> 10 points</p> <ul style="list-style-type: none"> - Effective and frequent student advising - Accurate and appropriate student advising - Advising practices according to the Vice President of Academic Life 	<p>Exhibits exemplary performance in effective student advising. Utilizes best practices for advising by going over and above routine advising as evidenced by supporting documentation. Utilizes the parameters for advising provided by the Academic Life Office.</p>	<p>Meets all performance measures for effective student advising. Utilizes a few best practices for advising. Advising is routine. Utilizes the parameters for advising provided by the Academic Life Office.</p>	<p>Does not meet routine standards for student advising. Advisees have issues with scheduling, course sequencing, substitutions, and meeting graduation requirements. Does not follow the parameters provided.</p>	
<p><i>Service</i> 10 points</p> <ul style="list-style-type: none"> - Involvement with institutional initiatives - Committee Membership (campus and/or wider community) - Involvement in professional development communities (campus-based or discipline-specific) including Community Service 	<p>Exceeds performance measures for professional development activities by serving faithfully on College committees and representing the College on community and professional boards or committees. Takes initiative in the division to lead and/or actively assist with the successful completion of institutional initiatives.</p>	<p>Meets performance measures for professional development activities. Participates in College and community committees. Works with other members of the division to complete tasks to successfully complete institutional initiatives.</p>	<p>Fails to meet performance measures. Does not pursue at least one grant. Does not serve on college or community committees or boards. Must be given directives to get involved with tasks required to meet institutional initiatives.</p>	
<p><i>Professional Growth</i> 20 points</p>	<p>Exceeds performance measures by working with the division to</p>	<p>Meets performance measures by contributing to the</p>	<p>Does not get involved with any new program</p>	

<p>- Programmatic curriculum development</p> <p>- Involvement in Professional activities that are mission-minded, innovative, and assist with moving the College forward.</p> <p>- Continuing Education that expands faculty credentials through additional coursework.</p> <p>- Continuing Education that expands faculty credentials through obtaining a higher degree.</p>	<p>create new programs and/or new courses that will lead to new programs.</p> <p>Team-player, self-starter who works well with all colleagues. Actively involved in professional activities that align with the goals of the College.</p> <p>Innovative, Mission-minded, problem-solver, who is motivated to move the College forward.</p> <p>Continues to take courses to expand credentials and knowledge. Continues to expand knowledge and credentials by obtaining a higher degree or degree at the same level but with an additional skill.</p>	<p>work of the division to create new programs.</p> <p>Works well with most if not all colleagues. Works well in team situations.</p> <p>Mission-minded and motivated to move the College forward.</p> <p>Continues to take courses to expand credentials and knowledge and/or skills.</p>	<p>development.</p> <p>Consistently attempts to maintain old curriculum or refuses to refresh current curriculum.</p> <p>Does not work well with colleagues, not a team-player. Does not participate in problem solving activities. Does not maintain Mission-minded goals and objectives. Does not continue to grow by taking additional classes or obtaining a higher degree.</p>	
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Performance Final Scoring Categories:

Exemplary 100-90%, Proficient 89-75%, and Opportunities for Improvement 75%-below.

Additional Comments:

Overall Score Determined by Division Executive Director: _____

**FACULTY PROMOTION EVALUATION
Dean of Academic Operations, Policies, Supports' Feedback**

Process: The Dean responds to the qualitative assessment, goals, teaching evaluations from students, and teaching observation evaluations. The Dean will discuss strengths and areas for future development.

Purpose: To recognize faculty member's contributions to the college community; to assess faculty performance in relationship to college expectations; and to communicate clearly and document accurately the faculty member's annual progress

Performance Standard	Exemplary 100%	Proficient 75%	Opportunities for Improvement 30%	Final Score
<p><i>Teaching Excellence – Instructional Duties (Course Management and Delivery)</i> 10 points</p> <p>Course organization and delivery (teaching face to face or online*) *Use of Brightspace as a learning management system</p>	<p>Exceeds all performance measures as evidenced by supporting documentation. Supporting documentation demonstrates an evidence-based teaching model using appropriate learning outcomes and teaching standards.</p>	<p>Meets all performance measures as evidenced by supporting documentation. Supporting documentation demonstrates a discipline specific teaching model.</p>	<p>Did not meet all performance measures. Missing supporting documentation. Evaluations reflect use of a teaching model during instruction.</p>	
<p><i>Teaching Excellence – Instructional Duties (Instructional Design)</i> 10 points</p> <p>Adequacy and frequency of assessing student learning outcomes</p>	<p>Exceeds all performance measures for assessing student learning outcomes as evidenced by supporting documentation. Utilizes innovation, high-quality, evidence-based best</p>	<p>Meets all performance measures for assessing student learning outcomes as evidenced by supporting documentation. Utilizes standard assessment</p>	<p>Does not meet all performance measures for assessing student learning outcomes. Supporting documentation is lackluster and assessment strategies are</p>	

	practices concerning assessment strategies.	strategies.	outdated.	
<p><i>Teaching Excellence – Instructional Duties (Instructional Delivery)</i> 10 points</p> <p>Technology-integration and/or innovative utilization</p>	<p>Exceeds performance measures by maintaining course materials, grades, and attendance in Brightspace. Integrates technology into face-to-face instruction. Integrates other technological tools in teaching and learning and ties all activities to student learning outcomes. Participates in e-learning professional development opportunities.</p>	<p>Achieves performance measures by meeting the minimum College standards for Brightspace activity and course management.</p>	<p>Does not meet minimum performance measures. Does not utilize Brightspace as required. Does not provide evidence of technological usage during instruction and learning.</p>	
<p><i>Teaching Excellence – Instructional Duties</i> 5 points</p> <p>Engaging and stimulating instruction that celebrates the diversity of the student</p>	<p>Exceeds performance measures by providing effective and engaging instruction that stimulates learning as well as celebrates the diversity of the overall student population. Demonstrates knowledge and understanding of cultural competence and cultural relevant teaching by utilizing appropriate strategies and methods.</p>	<p>Meets performance standards by providing effective and engaging instruction that stimulates learning that meets the needs of all students and celebrates diversity in general. Demonstrates a general understanding of cultural relevant teaching.</p>	<p>Does not meet the minimum performance measures. Does not provide engaging and stimulating instruction. Does not consider students’ diversity when planning and preparing instruction.</p>	
<p><i>Teaching Excellence – Content Expertise and Instructional Duties</i> 15 points</p> <p>Course and curriculum development Based on Faculty’s - Credentials</p>	<p>Exceeds performance measures for course and curriculum development. Demonstrates contemporary understanding of curriculum and instruction by utilizing</p>	<p>Meets performance standards for course and curriculum development. Meets basic institutional requirements for utilization of Brightspace and CAMS for</p>	<p>Does not meet minimal standards for course and curriculum development. Does not utilize Brightspace or CAMS as required. Does not</p>	

<ul style="list-style-type: none"> - Professional experience directly related to current teaching responsibilities - Scholarship 	<p>best practices and integrates technological tools into teaching strategies. Promotes hybrid/online learning and stays current on program assessment deadlines. Refines courses, utilizes Brightspace and CAMS for instruction and grades.</p>	<p>instruction and grades. Meets minimal standards for course and curriculum assessment.</p>	<p>adequately meet minimal standards for course and curriculum assessment.</p>	
<p>Scholarship/Creative Activity 10 points</p> <ul style="list-style-type: none"> - Program specific course and curriculum development - Involvement in professional development activities (Academic Innovation and Creativity, Research Publications, Research Presentations, etc.) - Mentoring of student research or creative projects - Involvement in development and/or implementation of experiential learning 	<p>Exceeds performance measures by developing courses specific to field of study and division that lead to new programs. Exceeds performance measures for professional development activities by actively pursuing innovative academic activities, research opportunities, grants, publications and presents at professional conferences. Exceeds performance measures for mentoring student research or creative projects. Students are involved and engaged in experiential and/or co-curricular learning. Exceeds performance measures in promoting, implementing, and supervising experiential learning opportunities.</p>	<p>Meets performance measures by developing courses specific to field of study and division. Meets performance measures for professional development activities. Pursues at least one innovative academic activity or grant. Presents at one conference during the academic year. Attends at least one conference during the academic year. Meets performance measures for mentoring of student research or creative projects as evidenced by routine student involvement in experiential and/or co-curricular learning. Meets performance measures for promoting and</p>	<p>Does not develop new courses. Continues to teach the same courses with only providing minimal refreshes to the content. Fails to meet performance measures. Does not pursue at least one grant. Does not present or attend at least one professional conference. Does not meet standards for mentoring of student research or creative projects. There is limited involvement with students beyond standard classroom activities. Has not encouraged student experiential or co-curricular learning. Does not meet</p>	

	Students exhibit a quest to seek internships, externships, etc.	implementing experiential learning such as clinicals, labs, field experiences, apprenticeships, or other forms of experiential learning.	performance measures for promoting experiential learning. Demonstrates very limited evidence of developing or implementing experiential learning opportunities.	
<p><i>Effective Academic Advising</i> 10 points</p> <ul style="list-style-type: none"> - Effective and frequent student advising - Accurate and appropriate student advising - Advising practices according to the Vice President of Academic Life 	Exhibits exemplary performance in effective student advising. Utilizes best practices for advising by going over and above routine advising as evidenced by supporting documentation. Utilizes the parameters for advising provided by the Academic Life Office.	Meets all performance measures for effective student advising. Utilizes a few best practices for advising. Advising is routine. Utilizes the parameters for advising provided by the Academic Life Office.	Does not meet routine standards for student advising. Advisees have issues with scheduling, course sequencing, substitutions, and meeting graduation requirements. Does not follow the parameters provided.	
<p><i>Service</i> 10 points</p> <ul style="list-style-type: none"> - Involvement with institutional initiatives - Committee Membership (campus and/or wider community) - Involvement in professional development communities (campus-based or discipline-specific) including Community Service 	Exceeds performance measures for professional development activities by serving faithfully on College committees and representing the College on community and professional boards or committees. Takes initiative in the division to lead and/or actively assist with the successful completion of institutional initiatives.	Meets performance measures for professional development activities. Participates in College and community committees. Works with other members of the division to complete tasks to successfully complete institutional initiatives.	Fails to meet performance measures. Does not pursue at least one grant. Does not serve on college or community committees or boards. Must be given directives to get involved with tasks required to meet institutional initiatives.	

<p>Professional Growth 20 points</p> <ul style="list-style-type: none"> - Programmatic curriculum development - Involvement in Professional activities that are mission-minded, innovative, and assist with moving the College forward. - Continuing Education that expands faculty credentials through additional coursework. - Continuing Education that expands faculty credentials through obtaining a higher degree. 	<p>Exceeds performance measures by working with the division to create new programs and/or new courses that will lead to new programs. Team-player, self-starter who works well with all colleagues. Actively involved in professional activities that align with the goals of the College. Innovative, Mission-minded, problem-solver, who is motivated to move the College forward. Continues to take courses to expand credentials and knowledge. Continues to expand knowledge and credentials by obtaining a higher degree or degree at the same level but with an additional skill.</p>	<p>Meets performance measures by contributing to the work of the division to create new programs. Works well with most if not all colleagues. Works well in team situations. Mission-minded and motivated to move the College forward. Continues to take courses to expand credentials and knowledge and/or skills.</p>	<p>Does not get involved with any new program development. Consistently attempts to maintain old curriculum or refuses to refresh current curriculum. Does not work well with colleagues, not a team-player. Does not participate in problem solving activities. Does not maintain Mission-minded goals and objectives. Does not continue to grow by taking additional classes or obtaining a higher degree.</p>	
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Performance Final Scoring Categories:

Exemplary 100-90%, Proficient 89-75%, and Opportunities for Improvement 75%-below.

Additional Comments:

Overall Score Determined by Dean: _____

**FACULTY PROMOTION EVALUATION
Vice President of Academic Life's Evaluation**

Process: The Vice President of Academic Affairs responds to the qualitative assessment, goals, teaching evaluations from students, and teaching observation evaluations. The Vice President of Academic Affairs will discuss strengths and areas for future development.

Purpose: To recognize faculty member's contributions to the college community; to assess faculty performance in relationship to college expectations; and to communicate clearly and document accurately the faculty member's annual progress

Performance Standard	Exemplary 100%	Proficient 75%	Opportunities for Improvement 30%	Final Score
<p><i>Teaching - Instruction</i> 20 points</p> <p>Course organization and delivery (teaching face to face or online)</p>	Exceeds all performance measures as evidenced by supporting documentation. Supporting documentation demonstrates an evidence-based teaching model using appropriate learning outcomes and teaching standards.	Meets all performance measures as evidenced by supporting documentation. Supporting documentation demonstrates a discipline specific teaching model.	Did not meet all performance measures. Missing supporting documentation. Evaluations reflect use of a teaching model during instruction.	
<p><i>Teaching - Instruction</i> 15 points</p> <p>Technology-integration and/or innovative utilization</p>	Exceeds performance measures by maintaining course materials, grades, and attendance in Brightspace. Integrates technology into face-to-face	Achieves performance measures by meeting the minimum College standards for Brightspace activity and course	Does not meet minimum performance measures. Does not utilize Brightspace as required. Does not provide evidence	

	instruction. Integrates other technological tools in teaching and learning and ties all activities to student learning outcomes. Participates in e-learning professional development opportunities and trainings.	management.	of technological usage during instruction learning.	
Teaching - Instruction 15 points Adequacy and frequency of assessing student learning outcomes	Exceeds all performance measures for assessing student learning outcomes as evidenced by supporting documentation. Utilizes innovation, high-quality, evidence-based best practices concerning assessment strategies.	Meets all performance measures for assessing student learning outcomes as evidenced by supporting documentation. Utilizes standard assessment strategies.	Does not meet all performance measures for assessing student learning outcomes. Supporting documentation is lackluster and assessment strategies are outdated.	
Teaching - Instruction 10 points Course and curriculum development	Exceeds performance measures for course and curriculum development. Demonstrates contemporary understanding of curriculum and instruction by utilizing best practices and integrates technological tools into teaching strategies. Promotes hybrid/online learning and stays current on program assessment deadlines. Refines courses, utilizes Brightspace and CAMS for instruction and grades.	Meets performance standards for course and curriculum development. Meets basic institutional requirements for utilization of Brightspace and CAMS for instruction and grades. Meets minimal standards for course and curriculum assessment.	Does not meet minimal standards for course and curriculum development. Does not utilize Brightspace or CAMS as required. Does not adequately meet minimal standards for course and curriculum assessment.	

<p>Teaching - Advising 10 points</p> <p>Effective and frequent student advising</p>	<p>Exhibits exemplary performance in effective student advising. Utilizes best practices for advising by going over and above routine advising as evidenced by supporting documentation.</p>	<p>Meets all performance measures for effective student advising. Utilizes a few best practices for advising. Advising is routine.</p>	<p>Does not meet routine standards for student advising. Advisees have issues with scheduling, course sequencing, substitutions, and meeting graduation requirements.</p>	
<p>Scholarly Work/Scholarship 5 points</p> <p>Involvement in professional development activities (Academic Innovation and Creativity, Research Publications, Research Presentations, etc.)</p>	<p>Exceeds performance measures for professional development activities by actively pursuing innovative academic activities, research opportunities, grants, publications and presents at professional conferences.</p>	<p>Meets performance measures for professional development activities. Pursues at least one innovative academic activity or grant. Presents at one conference during the academic year. Attends at least one conference during the academic year.</p>	<p>Fails to meet performance measures. Does not pursue at least one grant. Does not present or attend at least one professional conference.</p>	
<p>Scholarly Work/Scholarship 5 points</p> <p>Mentoring of student research or creative projects</p>	<p>Exceeds performance measures for mentoring student research or creative projects. Students are involved and engaged in experiential and/or co-curricular learning.</p>	<p>Meets performance measures for mentoring of student research or creative projects as evidenced by routine student involvement in experiential and/or co-curricular learning.</p>	<p>Does not meet standards for mentoring of student research or creative projects. There is limited involvement with students beyond standard classroom activities. Has not encouraged student experiential or co-curricular learning.</p>	
<p>Scholarly Work/Scholarship 5 points</p> <p>Involvement in</p>	<p>Exceeds performance measures in promoting, implementing, and supervising</p>	<p>Meets performance measures for promoting and implementing experiential learning</p>	<p>Does not meet performance measures for promoting experiential</p>	

development and/or implementation of experiential learning	experiential learning opportunities. Students exhibit a quest to seek internships, externships, etc.	such as clinicals, labs, field experiences, apprenticeships, or other forms of experiential learning.	learning. Demonstrates very limited evidence of developing or implementing experiential learning opportunities.	
Service 5 points Involvement in College Committee Membership and professional development communities (campus-based or discipline-specific) including Community Service	Exceeds performance measures for professional development activities by serving faithfully on College committees and representing the College on community and professional boards or committees.	Meets performance measures for professional development activities. Participates in College and community committees.	Fails to meet performance measures. Does not pursue at least one grant. Does not serve on college or community committees or boards.	
Service 10 points Collaboratively works with colleagues to maintain College mission and complete tasks.	Team-player, self-starter who works well with all colleagues. Innovative, Mission-minded, problem-solver, who is motivated to move the College forward	Works well with most if not all colleagues. Works well in team situations. Mission-minded and motivated to move the College forward.	Does not work well with colleagues, not a team-player. Does not participate in problem solving activities. Does not maintain Mission-minded goals and objectives.	

Performance Final Scoring Categories:

Exemplary 100-90%, Proficient 89-75%, and Opportunities for Improvement 75%-below.

Additional Comments:

Final Overall Score Determined by Vice President of Academic Life: _____

Recommendation of the Vice President of Academic Life to the President: