



ANNUAL ADMINISTRATIVE FACULTY SELF-EVALUATION

Academic Affairs

PURPOSE:

This self-evaluation component serves five main purposes within the overall evaluation process for faculty with administrative appointments:

1. to encourage faculty members to engage in serious reflection about our own recent performance in the areas of teaching, administration, service and professional development and achievement;
2. to foster fresh ideas for our continuous improvement and engagement in teaching, administration, service and professional development and achievement;
3. to document our insights and ideas so they can become part of a dialogue with our faculty peers, and Deans;
4. to help the College identify and align its professional development initiatives with the true needs and interests of faculty;
5. to support fair and consistent decision making on personnel issues by assessing faculty performance from multiple perspectives.

Name:			Faculty Rank / Status:			Date of Hire:		
Division:			Program(s) : List all					
Number of Faculty (FT & Adjuncts) Supervised (by Program if applicable):			Number of Students in Program(s), if applicable:					
Number of Program Courses, if applicable:			Administrative Load (in credit equivalents):					
Evaluation Period:					Date Completed:			
Course(s) Taught	Term	# of Students	Typical Student Class Level	Content Evolution			Required or Elective?	Other

Participated in Peer Exchange: Yes No	Date(s) of Participation:
Participated in DEI work: Yes No	<i>Reflection on this work should be included below where appropriate.</i>

Allocation %	Teaching	Administration	Service	Professional Development
Planned allocation				
Actual/Revised allocation				

PART A. INSTRUCTIONS:

Please respond to the items identified in this evaluation and forward it to your Dean with any accompanying support materials you wish to attach. Rather than just record what you accomplished, you should engage in reflective analysis of the effectiveness, value and impact of your work over this past year. Your narrative should identify areas of success that you want to sustain and areas where you believe improvement is needed.

REFLECTIONS ON THE PRECEDING APPOINTMENT TERM.

1. Discuss your performance, effectiveness and impact in the area of **Teaching**. For ideas, refer to the document, *Champlain College: Characteristics of Effective Teaching*, attached as Appendix A for your reference.
 - a. Reflect on your personal instructional goals or changes you made in content and/or design of your courses within the appointment term as a result of faculty development, burgeoning interest, developments in the field/topic area, etc. May include a discussion of any insights or suggestions that were offered by peers, instructional designers or other colleagues this year.
 - b. Reflect specifically on the results of your student course evaluations within the appointment term. Identify any patterns within the student responses that indicate areas of consistent strength or areas that may need to be improved.
 - c. Discuss the progress you made in achieving any **Teaching** related short- and long-term goals you identified in your previous self-evaluation.

- 2.

Discuss your performance, effectiveness and impact in **Administration** during the appointment term. Refer to the activities included in your administrative appointment letter and the form for planning and evaluating administrative faculty duties for guidance.

3.

Discuss how you achieved the **Service** related short- and long-term goals established in your previous self-evaluation. Indicate and discuss any changes that occurred over the recent appointment term. Describe how two to three of your Service activities contributed to the betterment of your Division, the College or the community. Refer to the *Menu of Service Opportunities* document, attached in Appendix B, for ideas to stimulate your thinking in this area.

4.

Discuss how you achieved the **Professional Development & Achievement** related short- and long-term goals established in your previous self-evaluation. Indicate and discuss any changes that occurred over the recent appointment term. Describe how two to three of your Professional Development & Achievement activities contributed to improving your teaching and/or the betterment of your Division or to the College. Refer to the *Menu of Professional Development and Achievement Opportunities* document for ideas, attached in Appendix B, to stimulate your thinking in this area.

B. GOALS AND COMMITMENTS FOR THE NEXT APPOINTMENT TERM

As a result of the reflection on teaching, administration, service and professional development & achievement in Part A of this self-evaluation, you may have identified areas that offer opportunities for improvement. Please consider how you would like to focus your attention in the upcoming year(s) by establishing goals and commitments that will result in improvements that would be meaningful to you, your students, and the College. Once you have chosen the areas that you would like to focus on, please write a total of three to five goals that you believe are achievable during the next academic year and answer the following questions for each. How will your achieving the goal result in improvements that are meaningful to you, your students and/or the College? What particular actions will you take to achieve this goal? How will you know if you have been successful in achieving the goal? **Please note: Faculty members who are undergoing evaluation at the beginning of a multi-year contract should set goals that span the time period until their next full evaluation.**

It would be helpful if you could format this section something like the following:

Goal/Commitment 1: Provide a description of the specific goal/commitment including how it will result in meaningful improvements.

Anticipated Action(s):

Indicator(s) of Success:

Goal/Commitment 2: etc.

We offer some possible areas of focus in item # 1 below.

1. What plans / goals do you have relating directly to the areas of **Teaching, Administration, Service, and Professional Development & Achievement**?
 - a. For **Teaching**, consider: new courses, course revisions, fresh syllabus, new outcomes, new course delivery techniques, improved course management, more frequent assessment, more student involvement, etc.
 - b. For **Administration**, consider: curriculum and/or course revision, planning, retention, faculty hiring and supervision, advisory boards, etc.
 - c. For **Service**, consider: committee work, program development, co-curricular activities, mentoring, community connections, etc.
 - d. For **Professional Development & Achievement** consider: memberships, subscriptions, conferences, courses, certifications, publications, reading, subject mastery, sabbatical, grants, etc.
2. Do any of your plans or goals require support or assistance from your Dean or colleagues? From the Division or the College? From other sources? Identify clearly the nature of the support or assistance needed.
3. Do you anticipate a change in your allocation? If so, please indicate the expected allocations
Teaching: _____ Administration: _____ Service: _____ Professional Development: _____
4. Add any other comments that you believe are relevant to your plans for the next year.

FACULTY MEMBER'S SIGNATURE

DATE

Appendix A: Characteristics of Effective Teaching

COURSE DESIGN & ASSESSMENT

- a. Chooses textbook and develops other reading assignments considering currency, appropriate level, and relevance.
- b. Designs course assignments & chooses class activities by considering desired student learning outcomes.
- c. Establishes appropriate rigor for course level (volume of work, cognitive demand, and quality of work).
- d. Creates clear grading and evaluation systems and sets standards that support student learning outcomes
- e. Uses a variety of instructional approaches to encourage student engagement.
- f. Plans activities in order to provide feedback to students throughout the course.
- g. Encourages student accountability for their learning.
- h. Analyzes student achievement of learning outcomes to inform course revisions and enhance learning.
- i. Seeks to improve course design through the use of various sources.
- j. Supports the integration of CORE curriculum courses with courses in the major and co-curricular activities.
- k. Collaborates and dialogues with other faculty, including cross-section discussion.
- l. Reflects in course design the current best practices in teaching and in the discipline.

COURSE DELIVERY & LEARNING ENVIRONMENT

- a. Establishes a learning environment based on high performance standards for students.
- b. Demonstrates enthusiasm for the subject and a passion for teaching.
- c. Communicates in a manner that is clear & understandable.
- d. Comes to class prepared and focused so that class is conducted in an organized manner.
- e. Motivates students to do their best.
- f. Presents material in an engaging and interesting manner.
- g. Uses appropriate technology effectively.
- h. Uses flexible teaching methods and materials to reflect differences in students and classroom environment.
- i. Encourages interaction among students outside of class.
- j. Is reasonably and appropriately available to students outside of class.
- k. Encourages student questions and discussion.
- l. Displays a personal interest in students and their learning.
- m. Stimulates interest in the course and the subject.
- n. Uses relevant examples to increase understanding.
- o. Identifies and emphasizes important ideas/concepts.
- p. Creates a learning environment that values students and their perspectives and encourages mutual respect and trust.

MASTERY OF SUBJECT

- a. Demonstrates command of the subject matter.
- b. Maintains currency in field through professional development.
- c. Seeks and/or maintains current professional licenses/certifications.
- d. Pursues current reading in the field.
- e. Shares disciplinary expertise with colleagues to enhance integration in the curriculum (core, program and co-curricular)
- f. Practices within the field and/or maintains an active presence in the professional community.

COURSE MANAGEMENT

- a. Solicits student feedback about their learning throughout the course and adapts to that feedback.
- b. Provides appropriate and timely feedback on course work.
- c. Applies course policies consistently.
- d. Makes class behavioral expectations clear.
- e. Manages the pace of the course appropriately.
- f. Utilizes required textbooks and other course resources effectively.

ADMINISTRATIVE

- a. Sets and adheres to office hours.
- b. Meets classes for scheduled time and duration.
- c. Follows established procedures for conducting student evaluations of teaching.
- d. Takes attendance and completes attendance verification requirements.
- e. Submits grades on time (midterm and final).
- f. Submits textbook orders by due dates.
- g. Maintains documentation of student grades.
- h. Submits syllabus for each course to Division file.
- i. Participates in library collection development.

Appendix B: Menus of Service and Professional Development & Achievement Opportunities

Service

- Advise students
- Chair committees
- Serve on committees (College and Division)
- Participate in development / fund-raising activities, including grant writing
- Teach in off-campus / overseas locations
- Work on College/Division approved projects
- Mentor peers / adjunct faculty
- Create / modify curriculum
- Meet with program advisory boards
- Maintain labs, dedicated classrooms and supplemental resources
- Pursue / maintain institutional or program accreditations
- Serve as liaison / coordinator with outside organizations
- Assume leadership role Faculty Senate
- Participate in Faculty Senate meetings
- Participate in College and Division meetings
- Participate in faculty peer evaluation
- Participate in co- and extra-curricular activities
- Participate in College-wide activities (admissions, orientation, parents' weekend, community book, career planning, etc.)
- Conduct faculty development workshops
- Present talks / symposia to community groups
- Provide professional advice or services to community groups
- Participate on cultural, educational or governmental committees
- Consult (unpaid) to government, non-profit or business

Professional Development & Achievement Opportunities

- Attend conferences in field
- Enroll in graduate courses in field
- Participate in Faculty Collaborative workshops and activities
- Use the services of the College's CORE Learning Center
- Subscribe to/read relevant professional books/magazines/journals
- Practice within one's professional field
- Serve as an officer in professional or scholarly organizations
- Maintain active membership in professional organizations
- Serve on conference organizing committees
- Review conference proposals and edit proceedings
- Complete a sabbatical project
- Conduct action research
- Present papers at conferences
- Edit an academic or professional journal
- Publish books, journal articles, stories, poetry, monographs, reviews of books / articles, etc.
- Conduct and present research – funded / unfunded
- Exhibit or perform professional/artistic/educational creations
- Earn awards and honors related to one's field or teaching
- Acquire professional certifications / designations
- Secure grants
- Make progress toward or complete degrees/certificates /diplomas
- Receive mention in press releases