The electronic version of this policy has a bookmark to each Appendix. You can utilize these bookmarks to access a specific Appendix without scrolling through the entire document. They can be found by clicking on the ribbon in toolbar to the left.

CSN Policy Faculty Evaluation Policy Faculty Policy #1, Version 3

Number: FAC 1.3 Effective Date: 05/07/2014

# MOST RECENT CHANGES

#### Version 3:

- 1. Standards identified for teaching, library and counseling faculty, instead of the previous three categories (Primary Job Responsibilities, Professional Development, and Service).
- 2. Use of the term EVALUATION "STANDARDS" was changed to "GUIDELINES" to avoid confusion with the remainder of the policy changes.
- 3. 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.
- 4. 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.
- 5. Section III.H.2: 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.
- 6. Other edits and organizational revisions are listed in detail in the History page, attached as Attachment 1 hereto.

### 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.
  - 1. 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.
  - 2. 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
  - 3. Reference/Instructional Services Library Faculty Standards:
    - Standard 1: Reference & Research Assistance
    - Standard 2: Instruction Sessions
    - Standard 3: Instructional Assessment
    - Standard 4: Instructional Content Development
    - Standard 5: Collection Selection, Evaluation and Maintenance
    - Standard 6: Collaborative Work with CSN Faculty and Staff
    - Standard 7: Library Leadership & Library Team Participation
    - Standard 8: Professional Development and/or Service
  - 4. Technical Services Library Faculty Standards:
    - Standard 1: Acquisitions and Collection Analysis
    - Standard 2: Technical Services, Cataloging and Interlibrary Loan
    - Standard 3: Library Systems Maintenance

Standard 4: Contracts and Agreements

Standard 5: Reference & Research Assistance

Standard 6: Collection Selection, Evaluation, and Maintenance

Standard 7: Library Leadership & Library Team Participation

Standard 8: Professional Development and/or Service

5. Digital Services Library Faculty Standards:

Standard 1: Web Content

Standard 2: Technology Guidance and Planning

Standard 3: Access to Electronic Resources

Standard 4: Management of Electronic Resources

Standard 5: Reference & Research Assistance

Standard 6: Collection Selection, Evaluation, and Maintenance

Standard 7: Library Leadership & Library Team Participation

Standard 8: Professional Development and/or Service

6. 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 Worksheets** found in **Appendix C**, **Appendix E**, and **Appendix G**.
  - 3. Counseling faculty will complete the Faculty Member's portions the **Counseling Faculty Evaluation Worksheet** found in **Appendix I**.
  - 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, E, G** or **I**, 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**.
    - Classroom observation evaluations may include the evaluation of online classes and components.
    - 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.

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- 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, F, H** or **J**.
  - 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 K, 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 L**, 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 M**. 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

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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:

- An evaluator using the Evaluation of Part-Time Teaching Faculty form found in Appendix S shall evaluate part-time teaching faculty periodically, based on the criteria as described in the Part-Time Teaching Faculty Job Description found in Appendix R. 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:

- 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 N**.
- 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.
  - 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.

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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 Position Descriptions for Librarian and Counselor:

http://www.csn.edu/uploadedfiles/General%20Counsel/Policies%20&%20Procedures/FAC%2018.2%20-%20Position%20Descriptions%20for%20Librarian%20and%20Counselor.pdf

**CSN Faculty Workload Policy:** 

http://www.csn.edu/uploadedfiles/General Counsel/Policies & Procedures/FAC 17.1 - Workload Policy.POSTED.pdf

CSN Course Syllabus Policy:

http://www.csn.edu/uploadedfiles/General Counsel/Policies & Procedures/FAC 8.2 - Course Syllabus Policy - POSTED.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 (<a href="mailto:general.counsel@csn.edu">general.counsel@csn.edu</a>, 702.651.7488) and/or the Faculty Senate Chair (<a href="mailto:general.counsel@csn.edu">general.counsel@csn.edu</a>, 702.651.7330).

SIGNATURES	
Recommended by:	
Darin Dockstader	5/15/2014
Signature	Date
Faculty Senate Chair	
Recommending Authority Title	
Reviewed for Legal Sufficiency:  Richard Hinckley	5/6/14
General Counsel	
Approved by:	
Michael D. Richards	5/7/14
CSN President	Date

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#### 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: Reference/Instructional Service Library Faculty Evaluation Worksheet
- 6. APPENDIX D: Reference/Instructional Service Library Faculty Final Evaluation Summary
- 7. APPENDIX E: Technical Services Library Faculty Evaluation Worksheet
- 8. APPENDIX F: Technical Services Library Faculty Final Evaluation Summary
- 9. APPENDIX G: Digital Services Library Faculty Evaluation Worksheet
- 10. APPENDIX H: Digital Services Library Faculty Final Evaluation Summary
- 11. APPENDIX I: Counseling Faculty Evaluation Worksheet
- 12. APPENDIX J: Counseling Faculty Final Evaluation Summary
- 13. APPENDIX K: Substitution Evaluation for Tenure Applicant
- 14. APPENDIX L: Substitution Evaluation for Sabbatical Recipient
- 15. APPENDIX M: Application for Waiver of Self-Evaluation
- 16. APPENDIX N: Schedule of Dates & Deadlines
- 17. APPENDIX O: Full-Time Teaching Faculty Job Description
- 18. APPENDIX P: Library Faculty Job Descriptions
- 19. APPENDIX Q: Counseling Faculty Job Description
- 20. APPENDIX R: Part-Time Teaching Faculty Job Description
- 21. APPENDIX S: Part-Time Teaching Faculty Evaluation Form

#### **HISTORY**

- Version 3:
  - o 05/07/2014: Approved by CSN President (M. Richards)
  - 04/23/2014: Reviewed for Legal Sufficiency (R. Hinckley)
  - o 03/07/2014: Recommended by Faculty Senate (D. Dockstader)
  - o 10/04/2013: 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.
    - 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 EVAULATION "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.
    - 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.
- 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)
  - o 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.

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- Version 1
  - o 5/14/10: Revised by Faculty Senate (N. M. Rauls)
    - 1. EXCEPTIONS Created
    - 2. Language Cleaned Up and Changed to Reflect Online Process
  - o 11/13/09: Revised by Faculty Senate (N. M. Rauls)
    - 1. DATES AND DEADLINES Section Updated and Corrected
  - o 5/15/09: Approved by CSN President Richards
  - o 4/10/09: Recommended by Faculty Senate (Sondra Cosgrove)

### **GLOSSARY**

- <u>Course Objectives:</u> Learning Outcomes for a course. The phrases "Course Objectives" and "Learning Outcomes" are used interchangeably.
- **<u>Department Chair or Equivalent:</u>** The faculty member's immediate supervisor.
- <u>Growth Plan:</u> A general statement of activities the faculty member intends to complete in the coming evaluation period.
- <u>Self Evaluation:</u> A summary of all the activities performed by the faculty member over the course of the evaluation period.
- <u>Subject Matter Expert:</u> A faculty member in the same discipline or department who possesses the appropriate academic qualifications.

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Last Revised: 5/7/14

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

Instructor Name:	Date:				
Dept./Program:	Evaluation Period:				
Evaluator:					
INSTRUCTIONS: On the scales provided below, ranging from Unacceptable ratings must be justified. The rating levels for the extremiti	to Exceptional, indicate a rating for each Standard. All				
STANDARD 1: Syllabus Development & Presentation:	1				
Faculty members do not need to fulfill all of the listed example.	nples 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:  l. Other, as agreed upon by the department/program:					
Faculty Member's Justification:	Evaluator's Justification:				
Faculty Member's Self-Rating:  U	Evaluator's Rating:  U				

# **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.

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- 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.

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:
Table 1 Table	
Faculty Member's Self-Rating:	Evaluator's Rating:
U <del>                                     </del>	U <del>                                     </del>

#### **STANDARD 3: Content Presentation:**

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

- 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.

Other, as agreed upon by	/	
( )that ac agradd linan h	N/tha danartmant/program:	
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- k. Other, as agreed upon by the department/program:
- I. Other, as agreed upon by the department/program:

culty Member's Justification:	Evaluator's Justification: (Only If Classroom Observation Required)
	Course: Day/Time:
	Number of Students:
To soult a Marine broke Collé Destinan	Fuch retails Datings
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 class discussions, when appropriate.
- b. Engages students with questions.

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- 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.

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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: _		
acu	Ity Member's Justification:	Evaluator's Justification: (Only If Classroom Observation Required)	
		Course: Day/Time:	
		Number of Students:	
acu	Ity Member's Self-Rating:	Evaluator's Rating:	

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

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

- 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 b	v the de	partment/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:
-aculty 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.

- 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.

ĺ.	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:

aculty Member's Justification:	Evaluator's Justification:
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culty 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.

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- i. Attend and participate in School/Department/Program meetings.
- j. Cooperate with supervisors and the college administration to achieve the goals of the institution.

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

- k. Treat students, colleagues and staff with courtesy and respect.
- I. Comply with all sections of the NSHE code and policies concerning Professional Conduct applicable to faculty.

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:
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### 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:
U	U

Growth Plan (To be completed by the faculty member.): In relation to the provided justifications and ratings, and the information gleaned from the meeting with the evaluator, develop a Professional Growth Plan indicating how you intend to improve your performance in subsequent evaluation period.

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

	Faculty Member:							u		
	Evaluation Period:					ating	vatic			
	Evaluator:					ting	Evaluator Rating	Observation	Ф	
						Self-Rating	aluat	Class C	Average	
				Rating Sou	ırce:	Se	Ē	Cls	Š	
	Standard 1: Syllabus Devel	opment a	nd Pres	sentation				><		
	Standard 2: Course Materia	ıls and Cu	ırricula	Development				$\times$		
	Standard 3: Content Preser	ntation					$\times$			
	Standard 4: Student Engagement and Participation						$\times$			
	Standard 5: Evaluation of Student Performance							$\times$		
	Standard 6: Student Comm	and Su	pport				$\supset$			
	Standard 7: Course Logistics, Proficiency and Profes				m			$\supset$		
	Standard 8: Professional Development and/or Service							$\supset$		
					Ove	erall R	ating S	core:		
32 25 19	e following scale: .00 – 26.00: Excellent .99 – 20.00: Commendable .99 – 12.00: Satisfactory ss than 12: Unsatisfactory			ulty Member <b>Ove</b> atisfactory Sat	rall Ra		Circle C		Exc	cellent
Faculty	Member: Check One of the F ee ☐ Disagree, but			nd Date Disagree, Request Peer R	≀eview		Disag Reque	ree, est Sup	ervisor	y Reviev
Faculty	Member Signature	Date		Dean Siç	gnatur	е			Date	 Э
Evaluat	or Signature	 Date		VP Signa	ature				 Date	 e

# **APPENDIX C: Reference/Instructional Service Library Faculty Evaluation Worksheet**

Instructor Name:	Date:						
Dept./Program:	Evaluation Period:						
Evaluator:							
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: Reference & Research Assistance:							
Faculty members do not need to fulfill all of the listed criter	ia to be considered exceptional.						
Examples of exceptional performance might include:  a. Provide effective reference assistance as scheduled b. Utilize best practices in regard to reference interactic c. Demonstrate appropriate and effective communication need.  d. Assist with the effective management of public services shifts.  e. Provide specialized research assistance to faculty, so the faculty of the communication of the communication need.  d. Assist with the effective management of public services shifts.  e. Provide specialized research assistance to faculty, so the communication need.  G. Other, as agreed upon by the department/program:  h. Other, as agreed upon by the department/program:	ons. on in order to connect with students at their level of ces and related classified staff during reference desk students, and/or staff. e responses for virtual reference services.						
Faculty Member's Justification:	Evaluator's Justification:						
Faculty Member's Self-Rating:  U	Evaluator's Rating:           U						

#### **STANDARD 2: Instruction Sessions:**

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

Examples of exceptional performance might include:

- a. Coordinate, schedule, and conduct well organized information literacy skills instruction sessions at the time, place, and length of time designated.
- b. Utilize best practices regarding information literacy instruction and, in the case of drop-in workshops, provide required instruction as defined by the Instructional Services and Technology (IST) Team.
- Demonstrate appropriate and effective classroom communication in order to connect with students at their level of need.
- d. Deliver information literacy instruction with the goal of helping students efficiently complete assignments and persist in courses.
- e. Engage students and faculty in order to promote continued use of library resources and services.

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

- f. Utilize instructional technology and the library website, taking full advantage of Subject Guides, tutorials, and other online instructional resources.
- g. Provide effective solution-based feedback to the IST Team contributing to continuous improvement of library instruction activities.

i. Other, as agreed upon by the department/progr	am:
j. Other, as agreed upon by the department/progra	am:
Faculty Member's Justification:	Evaluator's Justification:
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Faculty Member's Self-Rating:	Evaluator's Rating:
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#### **STANDARD 3: Instructional Assessment:**

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

- a. When appropriate, collaborate with faculty to design an assessable goal for the instruction session.
- b. Collaborate with the IST Team to develop and administer assessments including the information literacy quiz, individual classroom assessments, and annual assessment reports and plans.
- c. Assess and implement improvements to instruction based on faculty, colleague, and/or student feedback.
- 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:
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# **STANDARD 4: Instructional Content Development:**

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

- a. Work with individual departments and/or individual faculty to develop course-specific instructional resources.
- b. Develop appropriate classroom and/or reference desk materials, including handouts, guides, or bibliographies.
- c. Work with faculty to embed specialized instructional content into online or classroom coursework.
- d. Actively participate in IST Team efforts to maintain, develop, and improve curriculum or program-based Subject Guides and tutorials.
- e. Develop new online resources to further support information literacy goals as defined by the library.

f.	Other, as agreed	upon b	v the de	partment/program:	

- g. Other, as agreed upon by the department/program:
- h. Other, as agreed upon by the department/program: \_\_\_\_\_\_

Faculty Member's Justification:	Evaluator's Justification:
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Faculty Member's Self-Rating:	Evaluator's Rating:
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### **STANDARD 5: Collection Selection, Evaluation and Maintenance:**

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

- a. Select materials in all formats in assigned subject areas in accordance with the guidelines of the Collection Development Team (CDT).
- b. Work collaboratively with faculty to obtain and evaluate collections to ensure that they are relevant given current curricular and disciplinary need.
- c. Utilize best practices in order to develop collections that are balanced and supportive of current curriculum.
- d. Provide an annual evaluation in all selection areas based on currency, evolving curricular needs, balance, and user preference for format.
- e. Demonstrate proactive awareness of any specialized accreditation standards and evaluate collections on that basis.
- f. Positively contribute to discussions on new electronic resources under consideration for the collections. Provide relevant feedback that relates electronic resources to student success initiatives and/or current curriculum.
- g. Weed collections meeting established deadlines in accordance with current collection development policy and in consultation with the CDT.
- h. Implement all recommendations from the CDT in regard to collection maintenance.
- Demonstrate understanding of current trends with regard to publishing, evolving curricular needs and user preferences for format.

j. Other, as agreed upon by the department/progra	m:
Faculty Member's Justification:	Evaluator's Justification:
	_
Faculty Member's Self-Rating:	Evaluator's Rating:
U <del>                                     </del>	U <del>                                     </del>

# STANDARD 6: Collaborative Work with CSN Faculty & Staff:

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

Examples of exceptional performance might include:

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- a. Partner with faculty and professional staff to implement institution-wide student success goals and objectives.
- b. Develop and promote library initiatives at appropriate faculty and/or administration forums.
- c. Work with a department or program to embed library resources or develop cooperative teaching opportunities.
- d. Effectively support library adjunct faculty by mentoring, provide training and support on reference services, and/or developing support materials for the adjuncts.
- 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:
U H	U H H H E

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

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

- 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:	
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- 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:
U	U

### **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:

- 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:
U	U <del>                                     </del>

Growth Plan (To be completed by the faculty member.): In relation to the provided justifications and ratings, and the information gleaned from the meeting with the evaluator, develop a Professional Growth Plan indicating how you intend to improve your performance in subsequent evaluation period.

# APPENDIX D: Reference/Instructional Service Library Faculty Final Evaluation Summary

	Faculty Member:								
	Evaluation Period: _						ating		
						ing	or Ra	-	
	Evaluator:				<del></del>	Self-Rating	Evaluator Rating	Average	
				Rat	ing Source:	Self	Eva	Ave	
	Standard 1: Reference &	Research	n Assi						1
	Standard 2: Instruction S	Sessions							1
	Standard 3: Instructional	Assessm	ent						1
	Standard 4: Instructional	Content [	Develo	pment					1
	Standard 5: Collection S	election, E	valua	tion and Mair	ntenance				
	Standard 6: Collaborative	e Work wi	th CSI	N Faculty & S	Staff				1
	Standard 7: Library Lead	lership & L	ibrary	Team Partic	ipation				
	Standard 8: Professional	Developr	nent a	nd/or Service	Э				]
					Overall R	ating S	Score:		]
32.00 25.99 19.99	lowing scale:  – 26.00: Excellent  – 20.00: Commendable  – 12.00: Satisfactory han 12: Unsatisfactory			ulty Member of the state of the	Overall Ratir Satisfactory	•	cle One		Excellent
Faculty Me	mber: Check One of the Fo ☐ Disagree, but A		ign ar □	nd Date Disagree, Request Pe	eer Review		sagree,		isory Reviev
Faculty Me	mber Signature	Date		Dea	n Signature				Date
Evaluator \$	Signature	Date		VP S	Signature				 Date

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Policy	FAC 1.3: Fa	aculty Evaluation Policy, Version 3			Last	Revised	<u>: 5/7/14</u>
		APPENDIX E: Technical Services L	_ib	rary Faculty Evaluation Worl	ksheet		
Instruc	ctor Name:				Date:		
Dept	./Program:			Evaluation	Period:		
	Evaluator:			Τ.	enured:	□ Y	Пи
On the		vided below, indicate a rating for each a Unacceptable (U) and Exceptional (E		andard. All ratings must be just	ified. Th	e rating le	evels for
		equisitions and Collection Analysis: do not need to fulfill all of the listed crit		a to be considered exceptional			
a. I	Manage the	otional performance might include: library acquisitions (electronic and prin			e library	collection	1
b. 1	Maintain fisc NSHE Finar	t policy and in support of the current co cal control of library materials budget the scial Data Warehouse and Advantage so formation necessary for operational dec	nro sys	ugh use of library acquisitions/ stems. Work closely with librar			
c. I	Maintain cur	rrent knowledge of, and compliance wit paperwork. Serve as point of contact for	th,	all NSHE and CSN purchasing	g policies	s, proced	ures
d. (	Collaborate	with other NSHE institutions in regard serving on joint committees as needed	to		stems, a	nd acquis	sitions
e. I	Monitor tren	ds in publishing, products, and access	m	odels and produce data used f	or makin	ıg eviden	ce
f. (	Compare an	nd negotiate pricing and evaluate produtions format at competitive prices.	uct	s to ensure the library receives	relevan	t content	in the
g. F ເ	Produce dat usage, cost	a driven customized reports on library per use, size of collection, expenditure mended analyses.					
	•	, when possible, implement technologi		• .			_
(	CDT's evalu	oduce and distribute walkthrough repor ation of each campus library's use of s					
	oolicy. Manage dor	nations to the library's collections using	j ef	ficient and effective processes			
k. (	Other, as ag	reed upon by the department/program	n: _				
Faculty	y Member's	Justification:		Evaluator's Justification:			
Faculty	y Member's	Self-Rating:		Evaluator's Rating:			

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# STANDARD 2: Technical Services, Cataloging and Interlibrary Loan:

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

Examples of exceptional performance might include:

- a. Actively ensure that cataloging, classification and collection records are in compliance with all national coding standards.
- b. Manage the department in charge of cataloging and processing of materials received.
- c. Actively maintain the library catalog by ensuring new records are loaded and inappropriate records are corrected in a timely and responsive manner.
- d. Write and update policies pertaining to technical services functions and proactively share with other departments.
- e. Manage Interlibrary Loan (ILL) operations including all functions related to lending and borrowing of materials to outside institutions. Continually evaluate interlibrary loan workflow and policies and implement changes necessary for improvement.
- f. Maintain current knowledge of all ILL systems, services, processes and procedures.

h. Other, as agreed upon by the department/program:

g. Supervise, evaluate and serve as backup for interlibrary loan staff and for the lead technical services department staff.

<ul><li>i. Other, as agreed upon by the department/program:</li><li>j. Other, as agreed upon by the department/program:</li></ul>	
Faculty Member's Justification:	Evaluator's Justification:
Faculty Member's Self-Rating:	Evaluator's Rating:
U <del>                                     </del>	U <del>                                     </del>

### **STANDARD 3: Library Systems Maintenance:**

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

Examples of exceptional performance might include:

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

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- a. Participate in the management of Innovative Interfaces Millennium system including creating and updating policies and proving training to library staff.
- b. Coordinate the workflow and policies related to all integrated systems in cataloging, acquisitions, interlibrary loan, library catalog and serials.
- c. Investigate and solve problems and issues regarding library system including acquisitions/accounting, cataloging, circulation, serials, interlibrary loan and library catalog modules and assist with implementation of upgrades or service enhancements to library system modules.
- d. Serve as liaison to and collaborate with UNLV and NSHE in matters regarding shared library system issues, maintenance and any agreements and/or memorandums of understanding.
- e. Actively promote effective use of Innovative Interfaces library system modules, OCLC, Financial Data Warehouse, Advantage, and other library systems.
- f. Collaborate with the digital services librarian and staff to ensure seamless access to resources in all formats across all delivery platforms.

Member's Justification:	Evaluator's Justif	ication:	
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# **STANDARD 4: Contracts and Agreements:**

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

- a. Maintain files of licenses and contracts with electronic resources vendors and NSHE institutions.
- b. Ensure ongoing license compliance and record keeping for digital and print acquisitions and services.
- c. Obtain purchasing director approval and necessary signatures on all required contracts/agreement for all materials purchases, subscriptions, renewals and leases.
- d. Update all contracts, agreements and memorandums of understanding according to CSN purchasing and NSHE policies.
- e. Obtain countersignatures on all contracts, agreements, and memorandums of understanding.
- f. Serve as point of contact with purchasing for communications between vendor and purchasing department.

	g.	Other, as agreed upon by the department/program	
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- 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:
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Faculty Member's Self-Rating:	Evaluator's Rating:
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### STANDARD 5: Reference & Research Assistance:

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

- a. Provide effective reference assistance as scheduled.
- b. Utilize best practices in regard to reference interactions.
- c. Demonstrate appropriate and effective communication in order to connect with students at their level of need.
- Assist with the effective management of public services and related classified staff during reference desk shifts.
- e. Provide specialized research assistance to faculty, students, and/or staff.
- f. When assigned, monitor and provide timely effective responses for virtual reference services.

g.	Other, as agreed upor	n by the department/program:	
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- h. Other, as agreed upon by the department/program:
- i. Other, as agreed upon by the department/program:

aculty Member's Justification:	Evaluator's Justification:	
culty Member's Self-Rating:	Evaluator's Rating:	
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### STANDARD 6: Collection Selection, Evaluation, and Maintenance:

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

- a. Select materials in all formats in assigned subject areas in accordance with the guidelines of the CDT.
- b. Work collaboratively with faculty to obtain and evaluate collections to ensure that they are relevant given current curricular and disciplinary need.
- c. Utilize best practices in order to develop collections that are balanced and supportive of current curriculum.
- d. Provide an annual evaluation in all selection areas based on currency, evolving curricular needs, balance, and user preference for format.
- e. Demonstrate proactive awareness of any specialized accreditation standards and evaluate collections on that basis.
- f. Positively contribute to discussions on new electronic resources under consideration for the collections. Provide relevant feedback that relates electronic resources to student success initiatives and/or current curriculum.
- g. Weed collections meeting established deadlines in accordance with current collection development policy and in consultation with the CDT.
- Implement all recommendations from the CDT in regard to collection maintenance.
   Demonstrate understanding of current trends with regard to publishing, evolving curricular needs and user preferences for format.

i. Other, as agreed upon by the department/program:	i. Oth	ner, as agreed upon by	the department/program:	
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Faculty Member's Justification:	Evaluator's Justification:
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Faculty Member's Self-Rating:  ∪ ├───────────────────────────────────	Evaluator's Rating:  U ├───────────────────────────────────
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### **STANDARD 7: Library Leadership & Library Team Participation:**

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

- 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:	h.	h.	. Other, as a	agreed	upon	by t	the departmer	nt/program:	
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- 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:
U	U

### **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:
U	U

Growth Plan (To be completed by the faculty member.): In relation to the provided justifications and ratings, and the information gleaned from the meeting with the evaluator, develop a Professional Growth Plan indicating how you intend to improve your performance in subsequent evaluation period.

## **APPENDIX F: Technical Services Library Faculty Final Evaluation Summary**

	Faculty Member:								
							ting		
		Evaluation Period:							
	Evaluator:					_ Self-Rating	Evaluator Rating	Average	
			Rating Source:		Self	Eva	Ave		
	Standard 1: Acquisitions	and Colle	ection /		ting Cource.				1
	Standard 2: Technical Se				orary Loan				1
	Standard 3: Library Syste	ems Main	tenano	e					1
	Standard 4: Contracts ar	nd Agreen	nents						1
	Standard 5: Reference &	Researc	h Assi	stance					1
	Standard 6: Collection S	election, I	Evalua	tion and Mai	ntenance				1
	Standard 7: Library Lead	ership &	Library	Team Parti	cipation				1
	Standard 8: Professional	Develop	ment a	nd/or Servic	е				1
					Overall F	Rating S	core:		1
32.00 25.99 19.99	- 26.00: Excellent - 20.00: Commendable - 12.00: Satisfactory han 12: Unsatisfactory			ulty Member atisfactory	Overall Rati		le One		Excellent
Faculty Me	mber: Check One of the Fo ☐ Disagree, but <i>i</i>	0.	Sign ar □	Disagree,	eer Review		sagree equest		isory Reviev
Faculty Me	mber Signature	Date		Dea	n Signature				Date
Evaluator S	Signature	Date		VP	Signature				 Date

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## **APPENDIX G: Digital Services Library Faculty Evaluation Worksheet**

Instructor Name:	Date:
Dept./Program:	
Evaluator:	
the extremities are Unacceptable (U) and Exceptional (E	Standard. All ratings must be justified. The rating levels for ).
STANDARD 1: Web Content:	
Faculty members do not need to fulfill all of the listed crite	eria to be considered exceptional.
instruction librarians.  e. Other, as agreed upon by the department/program	spond to trends in user behavior. mming languages and popular devices. n accordance with best practices and in cooperation with :
Faculty Member's Justification:	Evaluator's Justification:
Faculty Member's Self-Rating:  U	Evaluator's Rating:

### **STANDARD 2: Technology Guidance and Planning:**

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

- a. Make recommendations to strategic planning teams on technical trends, digital products and services, and needed enhancements to our current digital offerings in support of distance education faculty.
- b. Organize web project tasks and disperse responsibilities among appropriate library faculty.
- c. Contribute to projects and/or strategies in order to develop and accomplish the library's strategic goals
- d. Monitor all goals and tasks set for digital services in accordance with current strategic plan.
- e. Monitor technical trends, digital products and services, and possible enhancements to our current digital systems through regular reading of technology news articles, publications, and related websites.

k. Other, as agreed upon by the department/program:	K.	Other, as agreed upon by the	department/program:	
---	----	------------------------------	---------------------	--

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

Faculty Member's Justification:	Evaluator's Justification:
Faculty Member's Self-Rating:	Evaluator's Rating:
U <del>       </del> E 0 1 2 3 4	U

### **STANDARD 3: Access to Electronic Resources:**

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

- a. Set up off-campus access to electronic resources using EZproxy or similar system.
- b. Monitor changes in vendor process or platform and make appropriate changes in proxy system to maintain access.
- c. Work with technical services staff to coordinate access to electronic resources through the library catalog.
- d. Monitor the library email account in regard to service, access, and information issues.
- e. Collaborate with vendor technical support staff to ensure access to electronic resources.
- f. Provide proactive troubleshooting in regard to maintaining 24/7 access to all online systems, services, and resources.
- g. As appropriate, effectively communicate trends and technical issues to library faculty.

		department/program:	

- k. Other, as agreed upon by the department/program:
- I. Other, as agreed upon by the department/program:

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

### **STANDARD 4: Management of Electronic Resources:**

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

- a. Maintain access to all electronic resource administrative accounts.
- b. Where appropriate, customize resource interfaces to maximize student success.
- c. Monitor compliance with access agreements relating to online systems, services, and resources.
- d. Maintain information on the usage of digital resources and provide an analysis of those findings to the department and CSN administration.
- e. Monitor indexing and coverage of resources in our Discovery Platform and advise librarians accordingly when purchasing decisions are made.
- f. Other, as agreed upon by the department/program:
- g. Other, as agreed upon by the department/program:
- h. Other, as agreed upon by the department/program:

Faculty Member's Justification:	Evaluator's Justification:
Faculty Member's Self-Rating:	Evaluator's Rating:
U <del>l      </del> E	U <del>l l l</del> E
U <del>       </del> E 0 1 2 3 4	U <del>       </del> E 0 1 2 3 4

### STANDARD 5: Reference & Research Assistance:

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

- a. Provide effective reference assistance as scheduled.
- b. Utilize best practices in regard to reference interactions.
- c. Demonstrate appropriate and effective communication in order to connect with students at their level of need.
- d. Assist with the effective management of public services and related classified staff during reference desk shifts.
- e. Provide specialized research assistance to faculty, students, and/or staff.
- f. When assigned, monitor and provide timely effective responses for virtual reference services.

<ul> <li>g. Other, as agreed upon by the departmen</li> </ul>	nt/program:
---	-------------

- h. Other, as agreed upon by the department/program:
- i. Other, as agreed upon by the department/program: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

aculty Member's Justification:	Evaluator's Justification:	
aculty Member's Self-Rating:	Evaluator's Rating:	
U		

### STANDARD 6: Collection Selection, Evaluation, and Maintenance:

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 all formats in assigned subject areas in accordance with the guidelines of the CDT.
- b. Work collaboratively with faculty to obtain and evaluate collections to ensure that they are relevant given current curricular and disciplinary need.
- c. Utilize best practices in order to develop collections that are balanced and supportive of current curriculum.
- d. Provide an annual evaluation in all selection areas based on currency, evolving curricular needs, balance, and user preference for format.
- e. Demonstrate proactive awareness of any specialized accreditation standards and evaluate collections on that basis.
- f. Positively contribute to discussions on new electronic resources under consideration for the collections. Provide relevant feedback that relates electronic resources to student success initiatives and/or current curriculum.
- g. Weed collections meeting established deadlines in accordance with current collection development policy and in consultation with the CDT.
- h. Implement all recommendations from the CDT in regard to collection maintenance.

Other, as agreed upon by the department/program:

 Demonstrate understanding of current trends with regard to publishing, evolving curricular needs and user preferences for format.

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

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

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

- 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	l 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:
U <del>                                     </del>	U <del>       </del> E
0 1 2 3 4	0 1 2 3 4

### 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:
U	U

Growth Plan (To be completed by the faculty member.): In relation to the provided justifications and ratings, and the information gleaned from the meeting with the evaluator, develop a Professional Growth Plan indicating how you intend to improve your performance in subsequent evaluation period.

## **APPENDIX H: Digital Services Library Faculty Final Evaluation Summary**

	Faculty Member: _						D		
	Evaluation Period:						Evaluator Rating		
	Evaluator:					Self-Rating	tor R	<u>o</u>	
						If-Ra	alua	Average	
				Ra	ting Source:	Se	<u>ā</u>	¥	
	Standard 1: Web Conte	nt							
	Standard 2: Technology	Guidance	and Plani	ning					
	Standard 3: Access to E	lectronic I	Resources						
	Standard 4: Manageme	nt of Elect	ronic Reso	urces					
	Standard 5: Reference	& Researc	h Assistan	се					
	Standard 6: Collection S	Selection,	Evaluation	and Mai	intenance				
	Standard 7: Library Lea	dership &	Library Te	am Parti	cipation				
	Standard 8: Professiona	l Develop	ment and/o	or Servic	е				
					Overall R	ating S	Score:		
32.00 25.99 19.99	<ul> <li>lowing scale:</li> <li>26.00: Excellent</li> <li>20.00: Commendable</li> <li>12.00: Satisfactory</li> <li>han 12: Unsatisfactory</li> </ul>		Faculty Unsatisf		Overall Ratin		cle One		Excellent
•	mber: Check One of the F ☐ Disagree, but	Ç.	☐ Dis	sagree,	eer Review	□ Di Re	sagree, equest s	Superv	isory Reviev
Faculty Me	mber Signature	Date		Dea	an Signature				Date
Evaluator \$	Signature	Date		$\overline{VP}$	Signature				 Date

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## **APPENDIX I: Counseling Faculty Evaluation Worksheet**

Instructor Name:	Date:
Dept./Program:	Evaluation Period:
Evaluator:	
INSTRUCTIONS: On the scales provided below, indicate a rating for each the extremities are Unacceptable (U) and Exceptional (E)	
STANDARD 1: Serve a Diverse Population of Declare	d Student Major:
Faculty members do not need to fulfill all of the listed crite	-
	ments.  elf-sufficient in their academic planning. s needed.
Faculty Member's Justification:	Evaluator's Justification:
Faculty Member's Self-Rating:  U	Evaluator's Rating:  U

## STANDARD 2: Provide Effective Counseling Experiences, Retention, Graduation and Transfer Evaluation:

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

Examples of exceptional performance might include:

- a. Assess students understanding of college policies.
- b. Identify challenges that may impede academic progress.
- c. Determine proper referrals for students.
- d. Counsel students in developing academic plans.
- e. Encourage students to continue evaluating and/or updating their academic plans.
- f. Counsel students on utilizing of college support services and resources.
- g. Promote retention by encouraging students to work closely with faculty especially if they are having problems.
- h. Perform graduation and degree completion audits.
- i. Counsel students regarding their degree requirements to completion.
- j. Counsel students regarding transferability of their coursework from outside the college (out-of-state and/or NSHE institutions).
- k. Counsel student regarding their transferring to other colleges and universities.

ΗE

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

Uŀ

ΗE

### **STANDARD 3: Proficiency:**

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

- a. Participate in professional development and training when approved.
- b. Maintains proficiency in counseling area, which may include but is not limited to the following: course selection, graduation check/degree audit, major exploration, transfer exploration, and probation/suspension.
- c. Collaborate with tenured counselors to evaluate colleagues counseling techniques.
- 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:
U	U

### STANDARD 4: Student Engagement and Participation:

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

- 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: \_\_\_\_\_

culty Member's Justification:	Evaluator	's Justification	on:	
culty 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.

- 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:
U <del>                                     </del>	

### **STANDARD 6: Processes and Procedures:**

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

- 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:
U <del>l      </del> E	U <del>                                     </del>

### **STANDARD 7: Professional Responsibilities:**

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

- 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.

<b>~</b> :	y the department/program:	
Chier as adreed doon t	v me debammem/brodnam	

- k. 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:
U <del>l l l</del> E	U <del>                                     </del>
0 1 2 3 4	0 1 2 3 4

### 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:
	U <del>     </del> E
0 1 2 3 4	0 1 2 3 4

Growth Plan (To be completed by the faculty member.): In relation to the provided justifications and ratings, and the information gleaned from the meeting with the evaluator, develop a Professional Growth Plan indicating how you intend to improve your performance in subsequent evaluation period.

## **APPENDIX J: Counseling Faculty Final Evaluation Summary**

ſ									
	Faculty Member:						g		
	Evaluation Period	:			<del></del>		tatin		
	Evaluator:					Self-Rating	Evaluator Rating	Average	
_					Dating Carrier	Self-	Eval	Aver	
-	Standard 1: Serve a Diver	se Populatio	n of I		Rating Source:				
-	Standard 2: Provide Effection Graduation and	tive Counsel	ing E	xperiences,					
	Standard 3: Proficiency								
Standard 4: Student Engagement and Participation									
- 	Standard 5: College Liaiso	on							
	Standard 6: Processes an	d Procedure	s						
-  -	Standard 7: Professional F	Responsibilit	ies						
- 	Standard 8: Professional Development and/or Service								
ŀ					Overall R	ating S	ating Score:		
32.0 25.9 19.9	ollowing scale:  0 – 26.00: Excellent 9 – 20.00: Commendable 9 – 12.00: Satisfactory than 12: Unsatisfactory			ulty Member atisfactory	Overall Rating Satisfactory		One): endable	e Ex	cellent
Faculty M	lember: Check One of the leed		ign ar	nd Date Disagree, Request Pe	eer Review	l Disag Requ		ervisor	y Reviev
Faculty M	lember Signature	Date		Dea	n Signature			Date	e
Evaluator	Signature	Date		VP	Signature			Date	

## **APPENDIX K: Substitution Evaluation for Tenure Applicant**

NAME:			EVALUATI	DATE:		
TITLE:		PROG	/DEPT:	SCHOOL:		
			s applied for tenure. In a Tenure Committee assi		Faculty Evaluation Policy, the	
OVERALL	_RATING:	Excellent	Commendable	Satisfactory	Unsatisfactory	
Signature:	Supervisor				Date	
Signature:	Person Eva	aluated			Date	
REVIEWE	D:					
Signature:	Dean				Date	
REVIEWE	D:					
Signature:	Vice Presid	dent			Date	

## **APPENDIX L: Substitution Evaluation for Sabbatical Recipient**

NAME:		EVALUATIO	DATE:	
TITLE:	PROG/D	EPT:	SCHOOL:	
accordance with the I individual's immediate	Faculty Evaluation Post supervisor.	olicy, the overall rating		for the evaluation period. In consultation with the
Justification for the as	ssigned rating must b	oe attached.		
OVERALL RATING:	Excellent	Commendable	Satisfactory	Unsatisfactory
Signature: Superviso	r			Date
	☐ AG	REE	☐ DISAGREE	<u> </u>
☐ RE	QUEST SUPERVISO	DRY REVIEW	☐ REQUE	ST PEER REVIEW
Any r	equest for a Supervi	sory or Peer Review m	ust be accompanied t	oy a written appeal.
Signature: Person Ev	valuated			Date
REVIEWED:				
Signature: Dean				Date
REVIEWED:				
Signature:Vice Presi	ident			 Date

## **APPENDIX M: Application for Waiver of Self-Evaluation**

NAME:	EVA	EVALUATION PERIOD:				
TITLE:	PROG/DEPT:	SCHOOL:				
Self Evaluation for the	on of the equivalent of at least one fe indicated period. Should my reque frequired, a Growth Plan, through the	est be denied, I acknowledg				
evaluation period also	oved, my overall evaluation shall be o required a classroom/lab observati uring the period of my next Self-Eval	on and the submission of a				
	sideration, this request must be sub- plicy, and appropriate documentation		ne deadlines as identified in the			
Signature: Faculty Me	ember Requesting Waiver		Date			
To Be Completed By	<b>/ the Supervisor/Chair:</b>					
☐ Waiver Not App	proved					
Signature: Superviso	r/Chair		Date			
REVIEWED:						
Signature: Dean			Date			
REVIEWED:						
Signature: Vice Presi	dent		Date			

### **APPENDIX N: 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	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		
Tenure Track in 1 <sup>st</sup> Year (Spring Hire)	Before April 1	Before April 1	April 1	April 15	Apr 30	Last Day of Spring Sem		
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		

### **APPENDIX O: 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:

- 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 P: Library Faculty Job Descriptions**

### POSITION DESCRIPTION: COMMUNITY COLLEGE LIBRARIANS

### **All Library Faculty:**

- a. Comply with all sections of the NSHE code and policies concerning Professional Conduct applicable to faculty.
- b. Submit a detailed Self-Evaluation and, in designated years, a Growth Plan in a timely manner, or as requested by the administration.
- c. Participate in the College, School, and/or Program accreditation process, as requested.
- d. Attend all Department meetings and Management Team meetings, as requested.
- e. Maintain progress as identified in Growth Plan, or submit revised Growth Plan, if necessary.

#### All Reference/Instructional Services Librarians:

- 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. 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.
- c. Select information resources in all formats to support campus programs, professional growth, and independent learning in keeping with current campus acquisitions budgets and the current *Collection Development Policy*.
- d. Conduct assessments and student evaluations of teaching, and implement appropriate and corresponding changes to improve content, assessment of student learning, and delivery, as necessary.
- e. Evaluate collections through regular analysis using national standards practices and appropriate guides to maintain currency and relevancy of collections.
- f. Weed collections in accordance with current Collection Development Policy.
- g. Understand and communicate to students, faculty, and community members all College Library Services policies and procedures in regard to reference, circulation, and interlibrary loan services.

### **All Technical Services Librarians:**

- a. Execute College Library Services technical services and ILL/DD operations including the planning, developing, and coordinating of interlibrary loan services and services and resources related to acquisitions, cataloging, classification, and processing of all library materials and maintenance of the catalog of library holdings.
- b. Effectively use current systems for acquisitions, cataloging, serials, ILL, and circulation modules and solve problems to promote effective use of all functions.
- c. Maintain financial information with regard to acquisitions and related access services maintaining linkages to and compliance with CSN Financial Services current practice and policies.
- d. Provide statistics and expenditure reporting to appropriate library staff as needed.

### **All Digital Services Librarians:**

- a. Update and edit Departmental web pages.
- b. Create, develop, and edit all web content in accordance with current *Web Content Policy* and CSN guidelines.
- c. Oversee and manage the Library Web Account (Content Management System).
- d. Manage all database administrative accounts.
- e. Manage off-campus access to databases.
- f. Manage the Library email account in regard to service, access, and information issues.
- g. Coordinate access to electronic resources through the library catalog with Technical Services staff.
- h. Work with vendor technical support staff to ensure access to electronic resources.
- i. Act as liaison with OTS staff to address library-wide technology issues.
- j. Act as liaison with Distance Education students, faculty, and administration for online research, resources, and reference services.

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### **APPENDIX Q: 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.
- 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 fouryear 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.

Last Revised: 5/7/14

### **APPENDIX R: 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.

Last Revised: 5/7/14

# Last Revised: 5/7/14 Policy FAC 1.3: Faculty Evaluation Policy, Version 3 **APPENDIX S: Part-Time Teaching Faculty Evaluation Form** Instructor Name: \_\_\_\_\_ 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: a. Syllabus has all the applicable elements as indicated in CSN Syllabus Policy. b. Syllabus learning outcomes meet program accreditation needs, if applicable. 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.). Faculty assesses student understanding of course policies, procedures and syllabus. g. Faculty makes syllabus and all relevant policies available in electronic format. Evaluator's Justification: Evaluator's Rating: υĿ $\dashv$ E 4 **Course Materials and Curricula Development:** 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. Participate in the evaluation of instructional takeout materials. Evaluator's Justification:

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N/A

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Evaluator's Rating:

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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 environmer f. Incorporates technology into teaching.  g. Presents material as identified in the course description in accordance with the learn 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 Stud	lents:
Evaluator's Rating:	
Student Engagement and Participation (Requires Classroom Observation):	
<ul> <li>Examples of exceptional performance might include:</li> <li>a. Encourages class discussions and engages students with questions, when appropri</li> <li>b. Uses both individual and group projects and presentations, if appropriate.</li> <li>c. Creates an environment where students feel respected, valued and encouraged to sviewpoints.</li> <li>d. Learns students' names and encourages them to learn and use one another's name</li> <li>e. Responds appropriately to student's questions and challenges within the instructions</li> <li>f. Effectively demonstrates methods to assure frequent student-faculty professional contents.</li> </ul>	share diverse es. al environment.
Classes.  Evaluator's Justification - Course: Day/Time: Number of Stud	lante:

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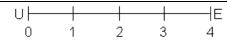
### **Evaluation of Student Learning:**

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:



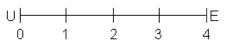
### **Student Communication and Support:**

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:



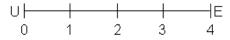
### **Course Logistics, Proficiency and Professionalism:**

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:



Policy FAC 1.3: Faculty Evaluation Policy, Version 3

Last Revised: 5/7/14