

SFC FULL-TIME FACULTY SELF-EVALUATION GUIDELINES

PART I: DESCRIPTION OF ACCOMPLISHMENTS

A: Designing Courses, Delivering Instruction, and Evaluating Student Learning

Faculty's major responsibility is delivering quality instruction to students. In constructing your narrative, you may want to consider the following areas in describing your teaching experiences:

- What were your teaching objectives for the preceding year?
- How has your plan of instruction incorporated the needs of students, your teaching style, the goals of your courses, and the nature of your subject matter?
- How have you established high expectations for student achievement?
- What methods have you found most effective in communicating your goals and guidelines for student success?
- What methods have you used to provide feedback to students?
- Have you made any changes to your style of presentation or management of class time that have positively impacted student learning?
- What assessment tools have you used to measure student learning outcomes? Please evaluate the effectiveness of these assessment strategies.
- In the courses you taught this year, were there any you had not taught recently or that required a new preparation?
- Evaluate the success of any new or innovative approaches that you tried.
- What successes did you achieve as an instructor?
- What unsolved problems do you perceive in your teaching and classroom activities?
- Please comment on successes or issues highlighted in the student opinion surveys from the past year.

B: Providing Service to the Department or Program and to the College

Service to the department or program, college, profession, and/or larger community is an integral part of a faculty member's commitment to SFC's mission and values. In constructing your narrative, you may want to consider the following areas in describing service to your department or program and the College:

- Did you participate in any curriculum review on the department, program, or state-wide level?
- Did you participate in any cross-departmental, team-teaching, or other collaborative curriculum projects?
- In what other ways did you contribute to planning for and assessment of the College and your department or program?
- Describe your participation in committees, taskforces, or college governance.
- Did you perform any additional duties or services for the College or your department or program?

If any part of your loading for the past year has been non-instructional, please briefly describe the activities that you have undertaken. In constructing your narrative, you may want to consider the following areas:

- What were the objectives of your assignment?
- How successful was your assignment?
- Did your assignment result in a final product or project?
- How did your non-instructional loading support the department or program and the College?
-

C: Possessing Subject Matter Expertise and Engaging in Professional Development

A faculty member's success as a classroom instructor and vital member of the academic community depends upon an understanding of current trends and developments in the instructor's discipline. In constructing your narrative, you may want to consider the following areas in describing the activities that you have undertaken to maintain and enhance your scholarship and professional development:

- Are you a member of any discipline-related professional organizations?
- Did you attend any conferences?
- Have you given any professional presentations at conferences?
- Did you publish any journal articles, textbooks, or other materials?
- Did you perform any service for your profession or discipline?
- Have you completed any courses or workshops within your discipline area?
- What textbooks, journal articles, or other professional materials did you read?
- Have you learned any new technologies or software programs?
- Did you participate in other professional development activities?
- How have your professional development activities improved your teaching and service to college?

PART II: GOALS

A: Evaluating Progress Toward Goals

List and briefly discuss your progress towards achieving the goals established in your last self-evaluation, if not addressed in Part I.

B: Describing Proposed Goals and Activities for the Upcoming Evaluation Period

List proposed goals for the upcoming evaluation period that reflect your professional development needs and interests. In structuring each goal, you may want to consider the following areas:

- How is this goal important to your professional growth and to student learning?
- How does this goal address institutional, departmental and/or discipline initiatives?

- How might this goal be furthered through a sabbatical?
- Will funding be required to achieve this goal?
- What timeline should be established for achieving this goal?
- What improvements do you expect when the goal is achieved?
- How will you evaluate the successful completion of this goal?

PART III: SUPPORT AND INSTITUTIONAL PLANNING

A: Evaluating College Support and Resources

Please evaluate the effectiveness of the College's support. In constructing your narrative, you may want to consider the following areas:

- In the preceding year, how has the College supported your work as an instructor?
- What special assistance have particular offices and programs provided you?
- What problems have you encountered that should be addressed by the College?

B: Recommendations

Identify ways in which the College can better support your work as an instructor. In constructing your narrative, you may want to consider the following areas:

- What additional resources (e.g. equipment, software, training, and seminars) do you feel would enable or improve your teaching? How would they do so?
- In what ways could the College better support your work as an instructor?
- How will these changes improve your quality of instruction and service to the College?