

<b>TITLE: FACULTY EVALUATION POLICY</b>	<b>EFFECTIVE DATE:7/1/09</b>
<b>Senate Recommendation: Sondra Cosgrove</b>	<b>APPROVED DATE: 4/10/09</b>
<b>Approved: Michael D. Richards</b>	<b>APPROVED DATE: 5/15/09</b>
<b>CSN President</b>	

- [Purpose](#)
- [Policy Statement](#)
- [Authority and Cross Reference](#)
- [Procedures](#)
  - [Evaluation Standards](#)
  - [Supervisory & Peer Reviews](#)
  - [Categories & Performance Levels](#)
  - [Category Rating Information](#)
  - [Overall Ratings](#)
    - [Satisfactory Primary Job Responsibilities for Teaching Faculty](#)
    - [Commendable & Excellent Primary Job Responsibilities for Teaching Faculty](#)
    - [Satisfactory Primary Job Responsibilities for Counseling Faculty](#)
    - [Commendable & Excellent Primary Job Responsibilities for Counseling Faculty](#)
    - [Satisfactory Primary Job Responsibilities for Library Faculty](#)
    - [Commendable & Excellent Primary Job Responsibilities for Library Faculty](#)
    - [Satisfactory Professional Development](#)
    - [Commendable & Excellent Professional Development](#)
    - [Satisfactory Service to the College or Community](#)
    - [Commendable & Excellent Service to the College or Community](#)
- [Self-Evaluation](#)
- [Growth Plan](#)
- [Supervisor Evaluation of Faculty](#)
- [Part-Time Instructor Evaluation](#)
- [Evaluation of Part-Time Teaching Faculty Professional Performance](#)

[Appendix A: Teaching Faculty Job Description](#)

[Appendix B: Counseling Faculty Job Description](#)

[Appendix C: Library Faculty Job Description](#)

[Appendix D: Part-Time Teaching Faculty Job Description](#)

## 1. PURPOSE:

**This policy provides directives and procedures for faculty evaluation.**

## 2. POLICY STATEMENT:

In accordance with the [NSHE Board of Regents Handbook, Title 2, Chapter 5](#), Section 12 (p 22), 'All performance evaluations shall include a rating of (i) "excellent," (ii) "commendable," (iii) "satisfactory," or (iv) "unsatisfactory." The areas of evaluation and procedures for evaluation of academic faculty and administrative faculty shall be established in Board policies and institutional bylaws. Evaluations of instructional faculty shall include an assessment of teaching evaluations completed by their students.'

CSN Faculty will receive an overall evaluation rating based upon their performance in three categories: 1. Primary Job Responsibilities, 2. Professional Development, and 3. Service to the College or Community. Specific items in those categories come from the Position Descriptions ([CSN Professional Staff Handbook](#), Section 3.12 (pp 46-48) – Job Descriptions for Full-time Teaching, Counseling, Library, and Part-time Teaching Faculty are also copied into APPENDIX A, B, C, and D, respectively) and the Faculty Workload Policies ([CSN Faculty Workload Policy](#) and [Board of Regents Handbook, Title 4, Chapter 3](#), Section 3 (pp 4-5)).

The Self Evaluation is a summary of all the activities performed by the faculty member over the course of the past academic year. The Growth Plan is a general statement of activities the faculty member intends to complete in the coming academic year.

Non-tenured faculty members must complete a Self Evaluation and a Growth Plan each year. Tenured faculty members are to complete a Self-Evaluation every year, and Growth Plan every third year after tenure is awarded. For all faculty members, a classroom/lab observation will take place in the years in which a Growth Plan is completed. The Self Evaluation and Growth Plan must be completed and turned in to the Dean/Director/Chair by November 15 of each year for non-tenured faculty. The Self Evaluation for tenured faculty must be completed and turned in to the Dean/Director/Chair by April 15 of each year and will be accompanied by their Growth Plan every third year.

This evaluation policy will be periodically reviewed by the CSN Faculty Senate and revised as necessary.

## 3. AUTHORITY AND CROSS REFERENCE:

### NSHE CODE:

**Title II, Chapter 5, Section 5.12.1** Faculty shall be evaluated at least once annually by Department Chairs, supervisors, or heads of administrative units.

**Title II, Chapter 5, Section 5.12.2** Procedures for evaluation shall be established in institutional bylaws.

**Title II, Chapter 5, Section 5.13.2** Evaluation Procedure.

- (a) If the annual performance evaluations provided for in Title II, Chapter 5, Section 5.12 of the Nevada System of Higher Education ("NSHE") Code result in a tenured faculty member receiving an overall unsatisfactory rating for two consecutive years, a hearing shall be held for the purpose of determining if the tenured faculty member should be retained in employment.
- (b) Failure of a tenured faculty member to maintain at least a satisfactory rating in two consecutive, annual performance evaluations as provided in this section shall be cause for termination of employment. Hearings to consider terminations initiated by this section shall be held by a special hearing officer and special hearing committee under Title II, Chapter 6, Section 6.11 of the NSHE Code shall be followed to the extent applicable.

Notwithstanding the provisions of Title II, Chapter 6, Sections 6.11.4, 6.12.1 and 6.13.2 of the NSHE Code, the only option for recommendations or decisions upon the completion of the hearing or appeal process is the continuation or termination of employment of the tenured faculty member. If, after the hearing or appeal process is completed, the decision is made to continue the tenured faculty member's employment, the annual performance evaluations which initiated the hearing shall be revised to eliminate the unsatisfactory ratings. The burden of demonstrating that termination of employment should occur lies with the administrative authorities of the System Institution.

#### **CSN BY-LAWS:**

##### **Performance Expectations**

It shall be the responsibility of the faculty to determine performance expectations in harmony with college goals. The faculty shall be substantially involved in the development and implementation of evaluation methods. The Procedures for the annual evaluation of Faculty are contained within this policy.

Evaluation of the faculty at the College of Southern Nevada shall be designed to ensure effective performance of professional responsibilities. The primary emphasis of faculty evaluation shall be for developmental and constructive purposes.

#### **4. PROCEDURES:**

##### **EVALUATION STANDARDS:**

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)

In conducting and using faculty evaluations, the College of Southern Nevada embraces the following standards:

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. The administration and faculty will use multiple indices in the continuing evaluation of faculty performance. Each of these data sources is to be related to the faculty member in carrying out the mission of the institution. The multiple indices include: self, student, peer and administrative assessment. No one index, including student evaluations, may be the sole basis for initiation of any disciplinary action or termination proceeding. Evaluations shall be constructive so that they help the institution develop human resources and encourage and assist those evaluated to provide excellent service. Measurement procedures should be chosen or developed to assure reliability so that the information obtained will provide consistent indications of the performance of the evaluatees.

The evaluation process shall provide safeguards against bias so that the evaluatee's performance or qualifications are assessed fairly. 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.

Evaluations of faculty will be conducted legally, ethically, and with due regard for the welfare of evaluatees and clients of evaluation. Guidelines for personnel evaluation should be recorded in statements of policy so that evaluations are

consistent, equitable, and in accordance with pertinent laws and ethical codes. All evaluation indices will be held in confidence and only made available to the faculty member, the evaluating peer, and appropriate administrators. Evaluations should address evaluatees in a professional, considerate and courteous manner, so that their self-esteem, motivation, professional reputations, performance, and attitudes toward faculty evaluation are enhanced.

### **SUPERVISORY & PEER REVIEWS:**

Should a faculty member disagree with a 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.

A Supervisory Review shall be conducted by the evaluator's immediate supervisor. 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 two weeks of its request.

A Peer Review shall be conducted by a committee consisting of three faculty members. One of the Peer Review Committee (PRC) members shall be selected by the faculty member, one will be selected by the evaluator, and the third PRC member shall be chosen in agreement with the faculty member and the evaluator. In the event that no agreement can be reached on the third member of the PRC, that member shall be chosen by the immediate supervisor of the evaluator. 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 two weeks of its request.

The results of the Supervisor or Peer Review will be retained in the faculty member's personnel file along with any other recommendations from a review process. 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 change the faculty member's evaluation by means of an addendum attached to the front of the evaluation stating how the evaluation is being changed and the reasons for the change. If the President or designee does not change the evaluation, the reasons shall also be stated by means of an addendum attached to the front of the evaluation. The President or designee shall sign the addendum and provide a copy to the faculty member.

### **CATEGORIES AND PERFORMANCE LEVELS:**

**1. Primary Job Responsibilities:** The Primary Job Responsibilities are divided into those for Teaching Faculty, Counseling Faculty, and Library Faculty. In order to earn a Satisfactory rating in the Primary Job Responsibilities category, the faculty member must satisfactorily fulfill the duties summarized in the appropriate Section S.1, and the corresponding job description & workload agreements. In order to earn a Commendable rating, the faculty member must complete at least two of the items listed in the appropriate Section CE.1. In order to earn an Excellent rating, the faculty member must complete at least two additional items, for a total of at least four of the items listed in the appropriate Section CE.1.

#### **Secondary Job Responsibilities:**

**2. Professional Development:** In order to earn a Satisfactory rating in the Professional Development category, the faculty member must complete at least one of the duties listed in Section S.2. In order to earn a Commendable rating, the faculty member must complete at least one of the duties listed in Section CE.2. In order to earn an Excellent rating, the faculty member must complete at least one additional item, for a total of at least two of the items listed in Section CE.2.

**3. Service to the College or Community:** In order to earn a Satisfactory rating in the Service category, the faculty member must complete at least one of the duties listed in Section S.3. In order to earn a Commendable rating, the faculty member must complete at least one of the duties listed in Section CE.3. In order to earn an Excellent rating, the faculty member must complete at least one additional item, for a total of at least two of the items listed in Section CE.3.

**CATEGORY RATING INFORMATION:**

The faculty member's supervisor will determine if the faculty member has satisfactorily fulfilled the duties summarized in the appropriate Primary Job Responsibilities Section.

Outside of the Satisfactory Primary Job Responsibilities, listed items are merely suggested and, hence, additional items may be created with supervisor approval.

Unless otherwise noted, if an activity is performed multiple times, it can be listed multiple times in the faculty member's Self-Evaluation.

Documentation for specific duties and activities must be maintained by the faculty member, but need only be provided upon request.

With appropriate justification and documentation, a faculty member's supervisor may raise any specific category rating one level. In such an event, the documentation must be attached to the Supervisor Evaluation form for the said faculty member.

In order to attain a specific category rating of Commendable, the faculty member must first satisfy the requirements for a Satisfactory rating. Likewise, in order to attain a specific category rating of Excellent, the faculty member must first satisfy the requirements for a Commendable rating.

**Unsatisfactory Category Ratings:**

Upon providing appropriate justification and documentation, a faculty member's supervisor shall excuse specific activities or duties normally required for a Satisfactory evaluation for a specific category.

Unless excused by the faculty member's supervisor, any faculty member who neglects to fulfill the duties and activities listed under the Satisfactory rating for a specific category may be issued an Unsatisfactory (U) rating for that category.

**OVERALL RATINGS:**

A faculty member's overall rating cannot exceed the rating awarded in the Primary Job Responsibilities category.

In order to attain an overall rating of Commendable, the faculty member must have a Commendable rating in the Primary Job Responsibilities and at least a Satisfactory rating in both of the other two categories.

In order to attain an overall rating of Excellent, the faculty member must have an Excellent rating in the Primary Job Responsibilities and at least a Commendable rating in both of the other two categories.

An overall rating of Unsatisfactory shall be awarded if the faculty member has an Unsatisfactory rating in any of the three categories.

Any faculty member receiving an overall rating of Unsatisfactory on their evaluation shall be provided with constructive feedback for improving his/her performance. This constructive feedback must include a written plan for improvement, which must be specific and must be provided at the time of the first Unsatisfactory rating.

**S.1 – Satisfactory Primary Job Responsibilities for Teaching Faculty** – Satisfactorily complete the following.

- a. Comply with all sections of the NSHE code and policies concerning Professional Conduct applicable to faculty.
- b. Earn, in designated years, at least a satisfactory classroom/lab observation appropriate for instruction modality, as conducted by the appropriate supervisor, or designee.
- c. Conduct assessment of own class materials and student evaluations of teaching, and implement appropriate and corresponding changes to improve content, assessment of student learning, and delivery, as necessary.
- d. Submit a detailed Self Evaluation and, in designated years, a Growth Plan in a timely manner, or as requested by the administration.
- e. Maintain progress as identified in Growth Plan, or submit revised Growth Plan, if necessary.
- f. The faculty member's supervisor will determine if the faculty member has satisfactorily fulfilled the duties summarized in the Teaching Faculty Job Description (Appendix A), except for items pertaining to Professional Development and Service to the College or Community, which are evaluated separately under this policy.

**CE.1 – Commendable & Excellent Primary Job Responsibilities for Teaching Faculty:** - Complete at least two of the following for a Commendable rating. Complete at least four of the following for an Excellent rating.

- a. Teach an established course for the first time.
- b. Create a new course.
- c. Teach a DE class for the first time.
- d. Create a DE course, in accordance with the [CSN Distance Education Standards and Guidelines](#).
- e. Teach six or more different courses in an academic year, excluding the Summer and Winter terms.
- f. Improve an existing class by refocusing content and/or assignments, changing textbook(s), changing Learning Management System, etc.
- g. Create student books for a specific class.
- h. In any given semester, integrate internet activities into courses by using Smart Technology.
- i. In any given semester, use a Learning Management System or other platform to create communication interfaces.
- j. In any given semester, use a personal website for instructional help.
- k. Supervise students engaged in approved on- or off-campus meetings, activities or events, scheduled as a part of instructional activities.
- l. Work with full-time or part-time faculty to maintain consistent curriculum.
- m. Present in a fellow instructor's class.
- n. Present to other faculty a creative or unique assignment used during the academic year.
- o. Arrange a peer review of teaching with a colleague, and implement recommendations, if necessary.
- p. Observe another faculty member teach, and collaborate regarding pedagogy and other instructional issues.
- q. Actively tutor students in a college learning center.
- r. Write letters of recommendation for students applying for scholarships, internships, admittance to other institutions of higher learning, etc.
- s. Perform other activities as agreed upon with Dean/Director/Chair.

**S.1 – Satisfactory Primary Job Responsibilities for Counseling Faculty** – Satisfactorily complete the following.

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

**CE.1 – Commendable & Excellent Primary Job Responsibilities for Counseling Faculty:** - Complete at least two of the following for a Commendable rating. Complete at least four of the following for an Excellent rating.

- a. Assist in creating and developing a new counseling and student advising program for the first time.
- b. Participate in relevant professional development programs to enhance departmental and institutional programs, and services provided to students.
- c. Work as the internet (email) and online counselor for the first time.
- d. Assist in revising student advising programs.
- e. Improve counseling and advising programs by refocusing content and/or advisement, changing outreach, etc.
- f. Create new student outreach and counseling programs for student advising.
- g. In any given semester, integrate internet activities into counseling and advising activities.
- h. In any given semester, teach Human Services, Study Skills and other courses in an academic discipline.
- i. Work with academic advisors to maintain consistent counseling and advising.
- j. Consult with fellow counselors and advisors and/or provide supervision and training for counseling interns from four-year colleges and universities.
- k. Arrange a peer review of counseling with a colleague and implement recommendations, if necessary.
- l. Observe another counselor and collaborate regarding counseling concepts, and practical applications for improving counseling and advising techniques.
- m. Actively mentor students in their career and academic fields of endeavor.
- n. Write letters of recommendation for students applying for scholarships, internships, admittance to other institutions of higher learning, etc.
- o. Perform other activities as agreed upon with the Director and/or Chair.

**S.1 – Satisfactory Primary Job Responsibilities for Library Faculty** – Satisfactorily complete the following.

**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 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.

**S.1 – Satisfactory Primary Job Responsibilities for Library Faculty – Satisfactorily complete the following.**

**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 with Technical Services staff to electronic resources through the library catalog.
- 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.

**CE.1 – Commendable & Excellent Primary Job Responsibilities for Library Faculty** - Complete at least two of the following for a Commendable rating. Complete at least four of the following for an Excellent rating.

**All Reference/Instructional Services Librarians**

- a. Participate in planning/assessment activities as member of the Instructional Services, Web Content, Access and Acquisitions, or Marketing Teams.
- b. Arrange a peer review of teaching with a colleague, and implement recommendations, if necessary.
- c. Work with full or part-time faculty to create discipline specific information literacy instruction.
- d. Work with full or part-time faculty to develop discipline specific resource collections.
- e. Develop web-based instructional content for Department web pages.
- f. Create effective instructional research guides for specific disciplines for students and/or faculty.
- g. Actively participate in Department strategic planning sessions and activities including ongoing service quality assessments.
- h. Actively work with students beyond reference desk and instructional duties in active one-on-one tutoring and/or in-depth research assistance.
- i. Actively organize and participate in ongoing drop-in or subject focused research skills workshops.
- j. Serve as lead faculty at a campus library.
- k. Perform other activities as agreed upon with Director.

**CE.1 – Commendable & Excellent Primary Job Responsibilities for Library Faculty** - Complete at least two of the following for a Commendable rating. Complete at least four of the following for an Excellent rating.

**All Technical Services Librarians**

- a. Monitor all goals and tasks set for technical services in accordance with current Strategic Plan.
- b. Develop and review policies, procedures, and workflow related to acquisitions, cataloging, ILL, and collection development functions making recommendations for change, as necessary.
- c. Lead the Access and Acquisitions Team in accordance with current Department planning.
- d. Monitor and communicate to library faculty all established licenses and contracts with electronic resources vendors.
- e. Ensure timely license compliance and record keeping for digital acquisitions.
- f. Provide staff training in all aspects of technical services including circulation systems, ILL, acquisitions, and cataloging systems, and collection development.
- g. Investigate and make recommendations on acquisitions spending in regard to consortium discounts, special rates, and scheduling of expenditures.
- h. Provide special training sessions for faculty in regard to collection analysis consistent with national standards in specific disciplines.
- i. Perform other activities as agreed upon with Director.

**CE.1 – Commendable & Excellent Primary Job Responsibilities for Library Faculty** - Complete at least two of the following for a Commendable rating. Complete at least four of the following for an Excellent rating.

**All Digital Services Librarians**

- a. Create original effective instructional content for web site for both faculty and student users.
- b. Lead the Web Content Team.
- c. Make recommendations to strategic planning teams on technical trends, digital products and services, and needed enhancements to our current digital offerings to assist distance education faculty.
- d. Provide proactive troubleshooting in regard to maintaining 24/7 access to all online systems, services, and resources.
- e. Provide training to faculty and staff on digital resources and services at faculty forums, workshops, convocation sessions, and department/school meetings.
- f. Monitor all goals and tasks set for digital services in accordance with current Strategic Plan.
- g. Maintain information on the usage of digital resources and provide an analysis of those findings to the department and CSN administration.
- h. Provide collaborative support for distance education faculty and administration in regard to enhanced course research resources, information skills instruction, and services and resources planning.
- i. Perform other activities as agreed upon with Director.

**S.2 – Satisfactory Professional Development** - Complete at least one of the following.

- a. Participate in a training session sponsored by CAPE or School/Program/Department.
- b. Attend a conference or professional development seminar/workshop not sponsored by CAPE or the School/Program/Department.
- c. Complete an approved course at an accredited college or university.
- d. Update academic preparations through approved independent study.
- e. Maintain licensure or certification in area related to discipline.
- f. Perform other activities as agreed upon with Dean/Director/Chair.

**CE.2 – Commendable & Excellent Professional Development** - Complete at least one of the following for a Commendable rating. Complete at least two of the following for an Excellent rating.

- a. Complete additional or unidentified activities as listed in Section S.2.a-e.
- b. Participate in a State-Offered, In-Service Training Session.
- c. Maintain membership in one or more discipline-related organization or association.
- d. Hold an office or serve on a committee in one or more discipline-related organization or association.
- e. Present professional materials at a conference or seminar.
- f. Upgrade academic/teaching credentials through approved coursework.
- g. Publish professional material.
- h. Conduct discipline-related research.
- i. Write or participate in a research grant.
- j. Perform other activities as agreed upon with Dean/Director/Chair.

**S.3 – Satisfactory Service to the College or Community** - Complete at least one of the following.

- a. Actively participate in one of the following:
  - 1. Standing All-College or Senate Committee
  - 2. Ad-Hoc All-College or Senate Committee
  - 3. Screening, Hiring, or Tenure Committee
  - 4. School, Program, or Department Committee
  - 5. Accreditation and/or Program Review Committee
- b. Actively participate as a Faculty Senator
- c. Actively participate in community volunteer work.
- d. Perform other activities as agreed upon with Dean/Director/Chair.

**CE.3 – Commendable & Excellent Service to the College or Community** – Complete at least one of the following for a Commendable rating. Complete at least two of the following for an Excellent rating.

- a. Actively participate in additional or unidentified Committees as listed in Section S.3.a-c.
- b. Serve as Chair for a Committee.
- c. Serve as Faculty Senate Chair, Chair-Elect, or Past Chair.
- d. Serve as a Program Director or Department Chair.
- e. Actively serve as Department Assistant Chair, Program Director, Course Coordinator, Lead Faculty, Parliamentarian, Webmaster, or other official position of stature within the School/Program/Department.
- f. Evaluate Part-Time Instructors.
- g. Actively participate in student recruitment and/or organizations.
- h. Significant involvement with Clark County School District (CCSD) in student advisement and recruiting.
- i. Significant involvement with NSHE college-related issues.
- j. Significant involvement on community advisory, government, and/or school boards.
- k. Develop significant community contacts to promote a program or advance college goals.
- l. Write or participate in a non-research grant.
- m. Mentor a new or part-time instructor.
- n. Teach a workshop or seminar.
- o. Perform outside teaching-related activities that center on teaching pedagogy (Forums, Projects, etc.).
- p. Perform other activities as agreed upon with Dean/Director/Chair.



**SECONDARY JOB RESPONSIBILITIES**

**2. PROFESSIONAL DEVELOPMENT**

**S.2: SATISFACTORY PROFESSIONAL DEVELOPMENT:**

ITEM	BRIEF DESCRIPTION

**CE.2: COMMENDABLE AND EXCELLENT PROFESSIONAL DEVELOPMENT:**

ITEM	BRIEF DESCRIPTION

**3. SERVICE TO THE COLLEGE OR COMMUNITY**

**S.3: SATISFACTORY SERVICE TO THE COLLEGE OR COMMUNITY:**

ITEM	BRIEF DESCRIPTION

**CE.3: COMMENDABLE AND EXCELLENT SERVICE TO THE COLLEGE OR COMMUNITY:**

ITEM	BRIEF DESCRIPTION

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

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

**GROWTH PLAN**

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

POSITION TITLE: \_\_\_\_\_ ACADEMIC YEAR: \_\_\_\_\_

Professional Growth Plans are to be agreed upon by person being evaluated and the supervisor. Progress will be included as part of the following year's evaluation.

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

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

# SUPERVISOR EVALUATION OF FACULTY

NAME: \_\_\_\_\_ ACADEMIC YEAR: \_\_\_\_\_ DATE: \_\_\_\_\_

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

**Category Ratings:**

	Excellent	Commendable	Satisfactory	Unsatisfactory
1. Primary Job Responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Secondary Job Responsibilities:				
2. Professional Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Service to the College or Community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Growth Plan Reviewed/Approved:**  N/A  YES  NO

**Classroom/Lab Observation:**  N/A  Excellent  Commendable  Satisfactory  Unsatisfactory

**Comments:** Use separate page. Comments are mandatory only if the Overall Rating is Unsatisfactory. Unsatisfactory Rating will trigger a Peer Review Committee.

**OVERALL RATING:**  Excellent  Commendable  Satisfactory  Unsatisfactory

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

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**AGREE**  **DISAGREE**

**REQUEST SUPERVISORY REVIEW**  **REQUEST PEER REVIEW**

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

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

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**REVIEWED**

Signature: \_\_\_\_\_  
Dean/Vice President/President Date

## **PART-TIME INSTRUCTOR EVALUATION:**

### **PROCEDURE:**

1. A full evaluation (student evaluations and classroom observation) will be conducted the first semester of employment. Full evaluations will be conducted a minimum of once out of every six (6) semesters of employment after the first semester.
2. Evaluations will be performed by the Department Chair or Director, or another full-time faculty member within the same discipline may be selected by the Department Chair/Director. Hereafter this person will be referred to as the evaluator.
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. Original copies of the student evaluations will be reviewed by the evaluator and the appropriate administrator. These original copies will be made available to the instructor once grades are posted for the semester for inspection and copying, if desired. The original copies will be retained by the College for at least one (1) year. At the end of this period, the student evaluations will be returned to the faculty member.
5. The evaluator will complete and submit the "Evaluation of Part-Time Teaching Faculty" form, including information from the classroom observation and the student evaluations to the appropriate administrator with a copy sent to the faculty member. This evaluation will be retained for a minimum of one (1) year.
6. Should a potential problem be identified, the evaluator and the appropriate administrator will note the concern and recommend remedial action.

### **EVALUATION CRITERIA:**

For the purposes of evaluation, the responsibilities of the part-time instructor closely resemble the Primary Job Responsibilities of a full-time faculty member.

### **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 which 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.

**EVALUATION RATINGS:**

In accordance with the NSHE Board of Regents Handbook, Title 2, Chapter 5, Section 12 (p 22), 'All performance evaluations shall include a rating of (i) "excellent," (ii) "commendable," (iii) "satisfactory," or (iv) "unsatisfactory." The areas of evaluation and procedures for evaluation of academic faculty and administrative faculty shall be established in Board policies and institutional bylaws. Evaluations of instructional faculty shall include an assessment of teaching evaluations completed by their students.'

The evaluation instrument for teaching will be constructed on a four-point Likert Scale, with the following values:

- 4 = Excellent
- 3 = Commendable
- 2 = Satisfactory
- 1 = Unsatisfactory
- N/A = Not Applicable
- N/O = Not Observed

The overall rating for performance will be the average of the behaviors that were observed and graded. The recommended activities can be used in the consideration of the overall rating, but in no case can the overall rating be lower than the average of the scored items. Any unsatisfactory ratings noted by the evaluator will initiate remedial action.

**EVALUATION OF PART-TIME TEACHING FACULTY  
PROFESSIONAL PERFORMANCE**

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

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

Department: \_\_\_\_\_

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

Course Observed: \_\_\_\_\_

No. of Students: \_\_\_\_\_

**Ratings:**

- 4 = Excellent
- 3 = Commendable
- 2 = Satisfactory
- 1 = Unsatisfactory
- N/A = Not Applicable
- N/O = Not Observed

**I. TEACHING**

**A. Course Preparation**

1. Prepares syllabus with information indicated by current faculty guidelines	4	3	2	1	N/A	N/O
2. Keeps course material current	4	3	2	1	N/A	N/O
3. Correlates course with Catalog description	4	3	2	1	N/A	N/O

**B. Course Presentation**

1. Meets class at the designated time, place, and length of time	4	3	2	1	N/A	N/O
2. Is well prepared for class	4	3	2	1	N/A	N/O
3. Demonstrates full knowledge of subject	4	3	2	1	N/A	N/O
4. Projects enthusiasm for subject	4	3	2	1	N/A	N/O
5. Communicates ideas to students clearly	4	3	2	1	N/A	N/O
6. Demonstrates good English usage	4	3	2	1	N/A	N/O
7. Exhibits oral presentation skills	4	3	2	1	N/A	N/O
8. Uses class time effectively	4	3	2	1	N/A	N/O
9. Emphasizes thinking skills	4	3	2	1	N/A	N/O
10. Uses a variety of teaching techniques	4	3	2	1	N/A	N/O

11. Encourages student participation and interaction	4	3	2	1	N/A	N/O
12. Treats students with respect	4	3	2	1	N/A	N/O
13. Acknowledges and responds to students' questions	4	3	2	1	N/A	N/O
14. Is open to students' ideas	4	3	2	1	N/A	N/O
15. Handles student challenges with poise	4	3	2	1	N/A	N/O
16. Relates subject to students' experiences	4	3	2	1	N/A	N/O
17. Responds to differences in student learning styles	4	3	2	1	N/A	N/O

C. Evaluation of students

1. Uses evaluation procedures which are fair	4	3	2	1	N/A	N/O
2. Gives examinations relevant to course content	4	3	2	1	N/A	N/O

**II. STUDENT CONSULTATION**

A. Patiently assists students with problems	4	3	2	1	N/A	N/O
B. Genuinely concerned with students' progress and is actively helpful	4	3	2	1	N/A	N/O

**PROFESSIONAL DEVELOPMENT ACTIVITIES (Optional):**

**SERVICE TO THE COLLEGE AND/OR COMMUNITY (Optional):**

**GENERAL COMMENTS:**

**III. REMEDIAL ACTION(S):**

A. Recommend instructor meet with Administrator Yes \_\_\_\_\_ No \_\_\_\_\_

B. Recommend instructor be required to:

1. Take course in teaching techniques Yes \_\_\_\_\_ No \_\_\_\_\_

2. Study Teaching techniques Yes \_\_\_\_\_ No \_\_\_\_\_

3. Observe classes taught by excellent instructors Yes \_\_\_\_\_ No \_\_\_\_\_

4. Other (specify) \_\_\_\_\_

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

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

## APPENDIX A: Teaching Faculty Job Description

### POSITION DESCRIPTION: COMMUNITY COLLEGE PROFESSOR/INSTRUCTOR

#### Summary Statement of Responsibilities:

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

#### Organizational Relationship:

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

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

##### A. Teaching:

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

##### B. Student Evaluation:

- a. Periodically examining and informing each student of his/ her progress toward achieving the course's objectives.
- b. Preparing and administering examinations which measure the students' attainment of the course's objectives.
- c. Preparing and administering at the prescribed time, a final examination which 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 which 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 B: Counseling Faculty Job Description

### POSITION DESCRIPTION: COMMUNITY COLLEGE COUNSELING FACULTY

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

## APPENDIX C: Library Faculty Job Description

### 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.

## APPENDIX D: 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 which 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.