

**COLUMBUS STATE COMMUNITY COLLEGE
ANNUAL FACULTY PERFORMANCE APPRAISAL**

Always check the Promotion and Tenure page to make sure you have the most up-to-date copy of this form.

FACULTY MEMBER'S NAME:

DEPARTMENT:

DEPARTMENT CHAIRPERSON'S NAME:

APPRAISAL PERIOD: **THROUGH:**

If you teach in the summer, the appraisal starts summer semester and runs through spring of the next year (e.g., SU25-SP26). If you take summers off, it covers fall through spring (e.g., AU25-SP26).

*Within this performance appraisal, faculty are encouraged to detail specific responsibilities and time/frequency commitments for each activity and to provide explanations that will be clear to an audience outside of the discipline. Activities should be related to the promotion and tenure categories of teaching and learning activities, professional activities, and service activities, supporting the overall goals and initiatives of the college. Consult the **Promotion and Tenure Handbook** for specific examples of the types of activities expected within each category.*

Every area has slightly different conventions and expectations for the appraisal. In some departments, faculty are expected to write in flowing paragraphs while in others, bulleted lists with succinct explanations are the norm. Below, you'll find some general tips, but it's also a good idea to ask several of your department colleagues if you can read through their recent appraisals. Keep in mind that faculty from a wide variety of areas will be reading the appraisals in your promotion portfolio, so be sure to explain everything in enough detail that a person outside your discipline would understand your activities and contributions.

TEACHING AND LEARNING ACTIVITIES – *Describe the work you engaged in this year that directly impacted your students. This can include creating/revising course lesson plans, presentations, and assessments; mentoring and advising students; and contributing to broader curriculum, assessment, and advising projects.*

In this section, you'll mention the specific courses you've taught over the past year. You might choose to mention the modalities if you feel it's relevant. You might discuss some of the everyday things that you do in order to teach the course effectively. You might explain the big changes that you've made to structure, content, assignments, etc. Faculty often discuss things like researching and creating new lectures, new assignments, new activities, or new digital features;

revising tests or test types; advising students formally or informally, etc. It might make sense to set this up by course if you teach many different courses. It also might make sense to divide it up by teaching, assessing, and advising if that better fits the situation.

Most people approach this section narratively and explain the rationale for their changes, the impact, and the time involved. In some cases, your work will have primarily affected your own classroom, but in other cases, you may have shared your work with other faculty for use in their classrooms. Remember that readers are looking for both growth and continuity.

You might boldface important activities if you write in full paragraphs, or you might bullet some information and provide explanations. Think like your readers and try to ensure that they'll take note of significant information if they're reading quickly.

Almost everyone should have a fairly extensive T&L section because no matter what rank you're at, teaching is our primary activity. Even though this is not the "reflection" section of the appraisal, readers expect to see your analysis of what you did this year to ensure a successful experience for students.

PROFESSIONAL ACTIVITIES – *Describe the activities you have engaged in this year that contributed to your professional development and the professional development of others. This can include attending conferences, workshops, and seminars; giving presentations, performances, or exhibitions; publishing original works; and participating in professional organizations.*

Consider starting with a paragraph that gives us an overview of your professional activities. It might talk about what types of learning experiences you gravitated toward and why, how sharing knowledge with others impacted you, or how you were able to use your talents in a professional organization. Again, keep in mind that readers are looking for both growth and continuity.

Instead of listing your activities in chronological order, consider grouping them by type or topic. For instance, you might divide this section into learning opportunities (input), sharing opportunities (output), and service to the profession as a whole. You might subdivide the categories by types of learning (e.g., technology, college knowledge, pedagogy, or discipline-related) or by modality (e.g., webinars, workshops, conferences) or by location (e.g., CSCC, state, national, digital).

You might consider a brief blurb after each activity that explains the most important take-aways from the event, or you may do a little intro to each of your sections or subsections.

This section should definitely be organized, but how you organize it is determined by your preferences and what you did during the year. And your organization may change from year to year based on your activities.

Do specific dates matter? Yes and no. You might choose to list the specific dates each event occurred, or you might list the semester instead. It's sometimes handy to have the dates for your own future reference even if the readers aren't that concerned.

SERVICE ACTIVITIES – *Describe the activities you have engaged in this year that furthered the mission of the college. This can include serving on department, division, and college committees; being a lead instructor, program coordinator, or faculty fellow; mentoring faculty; and using your disciplinary expertise to benefit the community.*

As with the others, this section should probably start with an overview of sorts — a brief paragraph that highlights your direction, growth, and/or continuity.

After that, most faculty divide this section by area of service: Department, Division, College, Community. However, depending on your situation, you may have further divisions, such as Program as well as Department. In some cases, you may want to do a combined Division/College because there isn't enough to create a category for each one or the work seems to fit in both. Also, keep in mind that you aren't required to have activities in every area.

When you name an activity within a category, it's a good idea to boldface the name whether you're embedding it within a paragraph or bulleting it. For each activity, most faculty write a brief blurb explaining their role, duties, or deliverables for the committee or activity. The more significant or unusual the activity, the more explanation you'll give. It's also a good idea to arrange activities within a category from most significant to least significant.

Keep in mind that your activities will change as you move up through the ranks. An instructor might be diligent about mentioning every activity, even activities involving only a couple hours of work. At higher ranks, it's assumed that your commitments will require more time and effort, so the brief and/or required commitments will merit less notice in the appraisal. Additionally, as you move up the ranks, more leadership is expected, so be sure to focus on those activities and explain your contributions in detail.

PROFESSIONAL WORK DAYS – *According to Section 47.01 of the faculty contract, "Ten (10) professional work days are required of all faculty. . . . The results of the professional activities performed during these 10 days will be documented through the annual faculty appraisal process." Please use the space below to identify which activities previously discussed in this appraisal were performed during the required time.*

This section doesn't have to be incredibly specific—you don't need to list everything by date and time. Instead, give an overview of what you did over the break to prepare for the new semester and to wrap up the last semester, and add any other work items you took care of during that time. You might choose to divide this into the pre-summer break, pre-fall break, winter break, and spring break if the activities differ significantly, but that isn't always necessary.

REFLECTION AND PLANNING

Thoughtful analysis is critical in improving professionally. The Reflection and Planning portion of this document is intended to be used by the faculty member, the peer review team, and the department chairperson, to assist the faculty member through the promotion and tenure process.

REFLECTION

1. Provide a statement that illustrates how your involvement in the appraisal categories has contributed to your growth as a faculty member. Highlight your specific strengths and possible areas for improvement.

This is where you take a step back to take a more global look at your year's work. In the Promotion and Tenure process, we use the phrase "exemplary performance." In what way has your work been exemplary? What are you the most proud of? Where do you see yourself growing? What is it that you see yourself bringing to your students, your department, and the college as a whole? And what things do you want to continue to work on so that you can become more of an asset to CSCC?

This doesn't have to be extremely long, and you don't want to simply repeat things you've said above, but you can reference the things you've already told us and draw larger conclusions.

2. Identify any trends apparent in your student feedback and discuss how you have used these ideas and concerns to develop and revise course content and/or to deliver content more effectively.

This is the place to show us that you're responsive to student feedback. We want to see that you're soliciting information from your students, reflecting on it, and making changes that will improve students' learning and satisfaction with the course. This doesn't have to be extremely long, but it's helpful to give specific examples of things you've changed due to both explicit, solicited feedback and informal conversations you've had with students.

PLANNING

The plans put forth here are a work in progress involving the faculty member, the peer review team, and the department chairperson. It is recognized that these plans will be adjusted throughout the academic year; therefore, failure to complete these goals should not necessarily reflect negatively on the faculty member.

Current Rank:

Date of last promotion or tenure-track hiring: This will be the specific semester of hire or the autumn semester that your last promotion took effect.

1. When do you plan to apply for promotion? Remember that you will spend 4 years in rank, but you apply for promotion in January of the fourth year. For instance, a faculty member who begins in AU25 would lay it out this way:

2025-2026

2026-2027

2027-2028

2028-2029 This person would apply for promotion in January 2029.

2. How do you plan to invest your time and energy within the Teaching and Learning Activities category in the coming academic year?

Write a paragraph describing what changes you plan to make in your courses, your assessments, or the way you advise students. It doesn't have to be incredibly detailed, but mention specific courses or assignments as applicable.

3. How do you plan to invest your time and energy within the Professional Activities category in the coming academic year?

Write a paragraph describing what you want to learn in the coming year, how you'd like to share your knowledge with others, and what professional organizations you'll be a part of. You can name specific conferences or workshops, indicate if you're submitting or accepted to present somewhere, or specify if you're part of a professional board or volunteering at a conference, etc. Keep in mind that CSCC has lots of great opportunities for professional development, so you can name the in-house learning, too.

4. How do you plan to invest your time and energy within the Service Activities category in the coming academic year?

Write a paragraph describing which activities/committees you'll continue, what you'll be joining, the directions you wish to go, etc. What's your niche in this organization? Show where you'll grow!

5. What can the college/department do to help you accomplish your own professional goals in the coming academic year?

This section is usually a sentence or two. Some people express appreciation for support they've gotten over the past year or ask for either general or specific support in a future endeavor. For instance, if you know you need some reassigned time for a project or support for travel, you can mention that here.

General Notes:

In addition to showing others what you've done over the past year, the goal is that you will actively reflect on your experiences—to be intentional in your planning for the future. These appraisals should be both a source of pride and motivation for future growth.

It is not expected or encouraged that you provide or link to documentation of anything mentioned in this appraisal. However, if you wish to get a head start on your promotion portfolio, you could add relevant documentation to digital folders for future use.

Please keep in mind that multiple appraisals will appear back-to-back in your portfolio, so you want to avoid copying and pasting large sections from year to year. Additionally, you want to avoid copying and pasting to or from Committee Contribution Reports, Professional Development Reports, and portfolio narratives since each of these items have separate purposes.

See the P&T webpage for "P&T and AI" guidelines.

APPRAISAL COMMENT BY PEER REVIEW TEAM – *Reflect here on the faculty member’s performance and contributions described in the annual appraisal and on what you have observed this year. Include constructive, detailed feedback on progress toward the faculty member’s next promotion.*

The job of the PRT is to read over a draft of the faculty member’s appraisal, to offer feedback while it’s in draft form, to read the final draft, and to assess the faculty member’s contributions to the classroom, the department, the college, etc. The paragraph that the PRT produces is NOT a summary of the appraisal. Instead, it should be an evaluation of the person’s readiness for promotion and/or tenure. It might highlight some of the exemplary work, but it should also provide guidance for the coming year to ensure that any noted insufficiencies are amended and that strong candidates continue to grow.

The two members of the PRT may either collaborate on one comment or each write a separate comment.

Reviewers may NOT SUBMIT another faculty member’s work to an AI tool. “P&T and AI” guidelines are provided on the P&T webpage.

Date Signed

Peer Review Team Member

Date Signed

Peer Review Team Member

APPRAISAL COMMENT BY CHAIRPERSON – *Reflect here on the faculty member’s performance and contributions described in the annual appraisal and on what you have observed this year. Include constructive, detailed feedback on progress toward the faculty member’s next promotion.*

The chairperson should carefully read the appraisal to assess the faculty member’s contributions to the classroom, the department, the college, etc. The comment should NOT be a summary of the appraisal. Instead, it should be an evaluation of the person’s progress toward promotion and/or tenure. It may highlight some of the exemplary work, possibly note other work-related qualities that are not addressed elsewhere, and provide guidance for the coming year.

Reviewers may NOT SUBMIT a faculty member’s work to an AI tool. “P&T and AI” guidelines are provided on the P&T webpage.

Date Signed

Department Chairperson

COMMENTS BY FACULTY MEMBER

After you receive your PRT and chairperson comments, you are welcome to respond in this area if you wish, but it’s not required.

Date Signed

Faculty Member

The signature above confirms that the faculty member has reviewed the preceding comments and has been given the opportunity to discuss the appraisal with the chairperson and Peer Review Team.

CONCURRENCE BY DEAN

Date Signed

Dean