

5-year Review Guidelines (UHCCP #9.203)

The purpose of the self-assessment and review of faculty is to improve the overall instruction of and/or service to students and the service to the community by the faculty; and to increase awareness among students and in the community of the resources available to them within the community college faculty.

All community college faculty members should strive for excellence in the performance of their primary responsibilities. Where appropriate, faculty members design measurable or observable learning outcomes and assess and provide evidence of student learning. Above all, faculty members work to improve student achievement and success.

The Vice Chancellor for Academic Affairs or equivalent shall notify faculty members of their scheduled five-year evaluations with a copy to their respective Division Chairs or equivalent by **May 1** during the academic year prior to the scheduled evaluations.

Faculty members who have been notified that they are scheduled for a five-year review shall submit a review document to their Division Chairs (or equivalent) by **February 1**.

Each faculty is to fill out two forms as listed below:

Teaching faculty is to fill out

1. The 5-Year Review for BLT Teaching Faculty
2. The Rank form for which the teaching faculty is at currently.

Counselors are to fill out

1. The 5-Year Review for Counselors
2. The Rank form for which the counselor is at currently

Name:

Date:

5-Year Review for BLT Faculty

Accomplishment Yes/No	Description	Brief Statement of Accomplishment
	<p>Instructional Primary Duties (July 17, 1992)</p> <p>This primary focus entails the responsibility to develop an educational philosophy and methodology that will challenge and stimulate students; to require academic rigor and discipline; and to assist students to understand concepts, solve problems, and learn to think independently.</p>	
	<p>At the same time, faculty members need to be responsive to students, be concerned with developing their potential, and be willing to serve as role models, academic advisors, mentors, and leaders.</p>	
	<p>Faculty must motivate students, work with a wide diversity of student abilities and needs, and develop within them the capacity to become life-long learners. In this manner, faculty members promote social responsibility while providing professional assessment of student learning.</p>	
	<p>To carry out these responsibilities, faculty members must maintain currency and understanding in their fields, must continually search for the most effective means of teaching, and must contribute to the development of the curriculum and program improvement.</p>	
	<p>Institutional Service</p> <p>This category refers to a broad spectrum of activities, including general administration (serving as department or division head or faculty senate chair); attending meetings and functions common to university campuses; serving on University committees; system-wide special project coordination; acting as a campus public relations liaison; technical systems designer; holding office or serving and actively participating on committees of faculty senates and other recognized faculty organizations; acting as special project leader or conference</p>	

	<p>coordinator; engaging in major curriculum revision; new program development including marketing and promotion of classes, and proposal or grant application writing; assignment as student activities coordinator, student development coordinator; coordinating with outside agencies; serving as a mentor to junior faculty members and lecturers; and other academic duties that are part of the assigned responsibility.</p>	
	<p>Professional Service</p> <p>This category includes serving a State, national, or international organization, related to the faculty member's professional status, as an officer, board member, journal editor, etc.</p>	
	<p>Public Service</p> <p>This category refers to activities which normally occur outside of the college and are related to the faculty member's professional status. These activities include consulting; making speeches to public groups; playing a leadership role in public organizations; conducting on-campus conferences and workshops for the benefit of the community at-large; writing for non-academic publications; providing expert testimony; providing expert technical assistance to Federal, State, or county agencies; and other related activities that serve the public.</p>	

Name:

Date:

5-Year Review for BLT Counselors

Accomplishment Yes/No	Description	Brief Statement of Accomplishment
	<p>Counselors Primary Duties (July 17, 1992; am: Nov 15, 2007)</p> <p>Counselors help students to integrate educational and career-life goals by improving student ability at problem-solving, decision-making, interpersonal skills, self-management, and self-expression.</p>	
	<p>In addition, counselors assist students to remove barriers that impede academic progress and to establish and work towards realistic career goals.</p>	
	<p>Counselors facilitate such instructional activities as workshops and seminars to assist students to examine personal, educational, and social values; establish and work towards realistic career goals; and identify appropriate resources to meet individual needs.</p>	
	<p>Counseling faculty must also be sensitive to the needs of a widely diverse student population and to specific groups of students with special needs - for example, immigrants, students with disabilities, persons with limited English proficiency, and adult learners, among others.</p>	
	<p>Counselors must, therefore, be familiar with the stages of student development and with new developments in counseling theory. It is expected that they will constantly refine their skills in interpersonal relations and communication.</p>	
	<p>Institutional Service</p> <p>This category refers to a broad spectrum of activities, including general administration (serving as department or division head or faculty senate chair); attending meetings and functions common to university campuses; serving on University committees; system-wide special project coordination; acting as a campus public relations liaison; technical systems designer; holding office or serving and actively</p>	

	<p>participating on committees of faculty senates and other recognized faculty organizations; acting as special project leader or conference coordinator; engaging in major curriculum revision; new program development including marketing and promotion of classes, and proposal or grant application writing; assignment as student activities coordinator, student development coordinator; coordinating with outside agencies; serving as a mentor to junior faculty members and lecturers; and other academic duties that are part of the assigned responsibility.</p>	
	<p>Professional Service</p> <p>This category includes serving a State, national, or international organization, related to the faculty member's professional status, as an officer, board member, journal editor, etc.</p>	
	<p>Public Service</p> <p>This category refers to activities which normally occur outside of the college and are related to the faculty member's professional status. These activities include consulting; making speeches to public groups; playing a leadership role in public organizations; conducting on-campus conferences and workshops for the benefit of the community at-large; writing for non-academic publications; providing expert testimony; providing expert technical assistance to Federal, State, or county agencies; and other related activities that serve the public.</p>	

C-3 Range

Accomplishment Yes/No	Range Description	Brief Statement of Accomplishment
	They maintain a professional level of performance and productivity in the area of primary responsibilities.	
	They maintain their expertise in current discipline content and methodologies, and in the understanding of student educational needs.	
	They develop an understanding of the relationship of their discipline to the students' total instructional program and they contribute to the development activities at the discipline and campus level.	
	They work independently and with colleagues to develop, revise and select curriculum materials, instructional techniques, and student-needs-assessment strategies at the course or discipline level.	
	They also provide service to the college and community outside of the area of primary responsibilities and leadership in discipline, department, or college activities.	
	They sustain involvement in professional and self-development activities. At this rank, faculty members begin to serve as Division Personnel Committee members, provide leadership in campus committees or task groups and serve as mentors or resources to other faculty.	
	Faculty members begin to serve as Division Personnel Committee members, provide leadership in campus committees or task groups and serve as mentors or resources to other faculty.	

Approval
 Disapproval

DC Comments:

Department Chairperson

Date

Faculty Comments:

Faculty

Date

C-4 Range

Accomplishment Yes/No	Range Description	Brief Statement of Accomplishment
	They perform consistently at a highly effective professional and productive level in the area of primary responsibilities.	
	They maintain their expertise in current discipline content and methodologies, and in the understanding of student needs.	
	They provide individual leadership to colleagues in their discipline area, college, or university.	
	They work with colleagues in other disciplines to facilitate student learning.	
	They initiate, coordinate, and participate in discipline-related projects at the campus or system level to include significant program or curricular modification.	
	It is expected that they will provide significant service to the college and community outside of the area of primary responsibilities and that they will sustain involvement in professional and self-development activities.	
	Faculty at this rank are expected to accept appointments to serve as Division or Department Chairpersons. Other examples of leadership may include involvement in program review and other assessment and planning activities for the campus.	

___ Approval
 ___ Disapproval

DC Comments:

Department Chairperson

Date

Faculty Comments:

Faculty

Date

C-5 Range

Accomplishment Yes/No	Range Description	Brief Statement of Accomplishment
	They sustain excellence in the area of primary responsibilities and demonstrate versatility and depth in the mastery of strategies which effectively meet student needs at the course, or discipline or program level.	
	They sustain leadership and service to the discipline, college, or university; demonstrate expertise; and serve as resources to other faculty, businesses, and the community.	
	They serve as mentors to junior faculty.	
	Faculty sustain involvement in professional and self-development activities at an appropriately high level is expected.	
	Faculty at this rank are expected to accept appointments to serve as Division or Department Chairpersons. Other examples of leadership may include leading program review, serving on institutional assessment and planning groups on the campus and system levels.	

- ___ Approval
- ___ Disapproval

DC Comments:

Department Chairperson

Date

Faculty Comments:

Faculty

Date