



Full-Time Faculty Guidelines

2017-2018

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Introduction

Granite State College is proud of its outstanding faculty. Whether you are teaching at the undergraduate or graduate level, you join over 300 individuals who have chosen to help adults from New Hampshire and beyond to achieve their educational goals.

While our faculty members are geographically dispersed across the region and bring varied backgrounds and teaching expertise to Granite State College, they have much in common. They have a passion for teaching in a nontraditional institution with an access mission, the ability to bring knowledge in and enthusiasm for their academic discipline to life, and enjoy working with our students.

When asked why they teach for Granite State College, many cite a desire to help adults achieve their educational goals. They view teaching and mentoring adults as a way to contribute or give back in a way that is meaningful to them. Regardless of the format that their teaching takes, Granite State College faculty are intellectually curious lifelong learners and dedicated to ongoing growth as teachers.

This document provides information for full-time faculty members about responsibilities in addition to course planning, teaching, and inquiry ([located in the Faculty Handbook and associated Expectations checklists](#)). It also includes the annual performance evaluation process and point allocation guidelines.

Annual Performance Review

The period from your first day of work up to six months following is considered an Introductory Period. The Introductory Period provides opportunities to become familiar with the duties of the position and for supervisors to evaluate performance and determine the employee's success in meeting position requirements. Supervisors will complete a six-month evaluation prior to the end of the Introductory Period. [The HR Forms & Resources](#) area on my.granite.edu includes the six-month review form. Continuing faculty will then enter GSC's annual performance evaluation cycle.

Supervisors and full-time faculty should check in with one another at least three times each year to explore progress and insights that will be helpful for both the supervisor and full-time faculty member. These check-ins are intended to ensure that annual performance reviews are a culmination of year-long efforts and include both a review of current work as well as planning for the year ahead.

Annual performance evaluations for full-time faculty include:

INSTRUCTIONAL ACTIVITIES

Student Course Evaluations - All faculty receive student course evaluations for each course after each term of teaching. Surveys are conducted through a web-based survey with a consistent instrument. The goal of this component is to provide timely reporting of aggregate data to the faculty member. Key staff members from Academic Affairs review evaluations each term and provide faculty with encouragement, support, and guidance as needed.

Self-Assessment – Faculty will use the Annual Full-Time Faculty Performance Evaluation form to provide a self-assessment of instructional activities. Faculty may attach or link to artifacts to support the self-assessment. Faculty may also find it helpful to draw from the:

Reflective Teaching Analysis (formerly known as the annual Self-Assessment): Full-time faculty complete this activity annually, which is intended to help faculty reflect on ways to enhance teaching and provide data for GSC to expand faculty development activities and supports.

Peer Review – All full-time faculty are required to participate in a peer review during the first year teaching and every two years thereafter. A college-wide rubric for peer review may be found in Appendix F.

NON-INSTRUCTIONAL ACTIVITIES

Self-Assessment – Faculty will use the Annual Full-Time Faculty Performance Evaluation form to provide a self-assessment of non-instructional activities. Faculty may attach or link to artifacts to support the self-assessment narrative.

After faculty complete their portion of the performance evaluation form, supervisors will complete relevant sections to provide evaluation feedback and meet with faculty to review and approve the form. Completed annual performance evaluation reviews will be presented by the division Dean and/or supervisor to the associated Vice Provost/Provost. Once approved, these documents will become part of the employee's personnel file. Any questions about performance evaluations or performance-related issues should be directed to GSC's Human Resource Director. Full-time faculty will be eligible for pay increases in keeping with the processes and on the same cycle that applies to

full-time staff of the College, whether such increases are across the board, merit-based, or another appropriate distribution.

Materials Required & Process for the Annual Performance Review

Annual performance evaluations for full-time faculty includes assessment of instructional and non-instructional activities. The following table provides an overview of the process and required materials:

Timeline	Faculty	Supervisor
June – July	<input type="checkbox"/> Meet with supervisor for check-in; finalize work plan for coming year with supervisor	<input type="checkbox"/> Meet with faculty for check-in; finalize work plan for coming year with faculty
July	<input type="checkbox"/> Complete Annual Reflective Teaching Analysis (formerly known as the annual Self-Assessment)	<input type="checkbox"/> Review work plan for coming year; this work plan informs upcoming budget considerations
August		
September		
October	<input type="checkbox"/> Begin annual performance evaluation form and submit to supervisor; include course evaluations and annual Reflective Teaching Analysis and related artifacts as links or attachments	
November	<input type="checkbox"/> Finalize the faculty portion of the annual performance evaluation form; submit to supervisor by first weekday in November if not submitted in October <input type="checkbox"/> Meet with supervisor to complete annual performance review (check-in)	<input type="checkbox"/> Share peer reviews with faculty if not shared during prior check-ins <input type="checkbox"/> Complete annual performance evaluation form and meet with faculty to review and finalize; check in with faculty about work plan
December		<input type="checkbox"/> Submit performance evaluation to Vice Provost/Provost for approval by mid-December <input type="checkbox"/> Final signed performance evaluation submitted to HR by end of December
January		<input type="checkbox"/> Merit review by supervisor based on performance evaluation
February		
March-April	<input type="checkbox"/> Meet with supervisor for check-in; begin to explore workload planning (also review Peer Review, as applicable)	<input type="checkbox"/> Meet with faculty for check-in; begin to explore workload planning (share Peer Review in advance, as applicable)
May		
Ongoing/ Other	<input type="checkbox"/> Review Student Course Evaluations <input type="checkbox"/> Participate in Peer Review process (first year teaching, then every other year)	<input type="checkbox"/> Review Student Course Evaluations <input type="checkbox"/> Review Peer Reviews, as applicable

Faculty Point Allocation System

Full-time faculty members at Granite State College contribute 40 annual points through faculty activities as explained in the Definition of Key Elements. A description of categories and a worksheet that is used to set goals for the coming year are located in the Appendix.

Full-time faculty instructional activities are assigned 1.0 contribution point for each semester hour per course at the undergraduate level and 1.0 point for each semester hour plus 1 additional point per course for graduate level instructional activities. In the School of Education, the division Dean will determine whether contribution points are allocated at the undergraduate, post-bachelor or master's level based upon the course assigned.

Faculty Instructional Activities also include such work as course and syllabus development, regularly-scheduled and documented student contact hours for advising and support related to course requirements, and practitioner and scholarly based research to maintain "state-of-the-art" expertise and background to support course development and instruction. Independent learning contracts and low enrolled courses are assigned at varying rates (0.3-2.0 points per section).

Non-instructional activities related to such areas as new program development, a leadership role in accreditation reviews, undergraduate or graduate specialization/concentration leadership, program administration responsibilities or task force work on college or program issues are assigned at a range of 0.25-25 contribution points, as determined by supervisors and approved by next-level managers and the associated Vice Provost/Provost. Non-instructional academic activities, such as scholarly research, conference papers and publication and other scholarly activities that enhance the intellectual capital, pedagogical expertise, and/or research status of both faculty and GSC may be considered in the annual review of the faculty member if not already accounted for in the contribution points system.

In some circumstances, full-time faculty members may engage in or be assigned activities beyond the 40 point annual base. Assignments above and beyond a full-time faculty member's annual 40 point load are considered "off load." Proposed off-load assignments are subject to final approval by the Dean and select Academic Affairs administrators and will require the completion of documents in keeping with University System Policy.

Faculty and hiring supervisors should hold check-in meetings three time per year to determine whether satisfactory progress is being achieved on work related to all contribution points, whether in-load or off-load. Off-load activities in a division of Granite State College other than the faculty member's home division will be by coordination and agreement among the appropriate Academic Administrators. Adjustments to the original workload plan must be reviewed and documents using the check-in form, to be approved by the employee, hiring supervisor, and the Vice Provost/Provost.

This process helps full-time faculty and their supervisors set goals and priorities for the coming year, which contribute to the benchmarks for annual performance evaluation activities.

Definition of Key Elements

Full-time Faculty Workload Planning - Faculty workload planning, assignment, management and accountability process. The Full-time Faculty Workload Process documents specific courses and class contact hours for which each faculty member provides instruction to students, as well as non-instructional assigned or budgeted effort (e.g., sponsored research; department, college, institutional, professional field and public service; and/or administration).

Full-time Faculty – Non-tenured faculty members who hold positions with the College. Full-time faculty members can hold a minimum of 40 semester workload points with the titles of Lecturer or Senior Lecturer.

Lecturer - Full-time Lecturers will have demonstrated successful college teaching and hold a minimum of a graduate degree in the field of instruction. Lecturers will be expected to demonstrate aptitude for teaching in all course delivery formats and to demonstrate proficiency to teach in online and hybrid/blended formats. Lecturers will participate in faculty development meetings and major college events, as specified by the Division. Full-time lecturers must attend commencement.

Senior Lecturer - Full-time Senior Lecturers will normally hold a terminal degree, and exhibit outstanding teaching performance within their discipline. Senior Lecturers will demonstrate aptitude for teaching in all course delivery formats and to demonstrate proficiency to teach in online and hybrid/blended formats. Full-time Senior Lecturers will participate in faculty development meetings and major college events as specified by the Division. Full-time Senior Lecturers also engage in service to the college, committee work, and scholarship. Senior Lecturers must attend commencement.

Instructional & Non-Instructional Activities

Instructional Activities – All activities that involve instruction of enrolled students. In addition to teaching courses, other instructional activities may include:

- Independent Learning Contracts: Teaching of undergraduate and graduate students, registered with the faculty member one-on-one or on a small group basis in an online or face-to-face format.
- Supervision of student research projects, internships and field-work: this activity involves the placement of students in an internship or field-experience with the subsequent supervision, guidance and evaluation.
- Supervision of Capstone: This activity involves selection and definition of the project, the subsequent supervision, guidance and evaluation.
- Field-Based Faculty: This activity involves direct supervision and documenting demonstrated mastery of competencies of GSC students, as well as mandatory meetings and other responsibilities as outlined in the project contract.

- E-Portfolio Coordinator: This activity involves coordination of e-portfolio systems to link program curricula and assignments to assessments, as well as advising, training faculty, coaching, and managing curricular updates. This project-based work may also require mandatory meetings and other responsibilities as outlined in the project contract.
- Peer Reviewer: Evaluate qualifying faculty as part of the GSC three-pronged evaluation process

Non-Instructional Activities – A variety of activities and projects within the discipline, division, College, or community. These activities may include faculty leadership and projects related to curriculum, academic success, outreach, and other activities such as:

- Lead Faculty work may include but not be limited to: Supervise and provide training to faculty, align program outcomes with course design to ensure continuity and consistency, and other responsibilities as outlined.
- Grant writing and/or program development as distinguished from course development which is considered part of instructional responsibilities.
- Research Activities – Research, scholarship, and creative activity that have a focus within the discipline, division, College, or community, *and* that represent a body of work that is pre-approved by the division Dean and recognized by professional peers:
 - Learning outcome assessment projects designed to answer questions relevant to teaching and learning at Granite State College and provide evidence to affirm or change practices at the course, program, or institutional level.
 - Peer-reviewed or professionally reviewed publications or creative exhibitions.
 - National and international professional presentations, conference or professional meeting keynote addresses, conference panel or respondent presentations.
- Service Activities – A variety of service activities such as:
 - *Service to the Institution* through administrative activities in leadership roles at the department, college, division, program or College level such as serving as a program director. Service activities could also include active participation on committees that focus on issues or directives of the institution, which includes assuming a leadership role on one or more committees or actively participating on one or more committees per year. For senior faculty, service would also include formal mentoring of junior faculty.
 - *Service to the Discipline* through active participation in professional or governmental organizations at the local, state, regional, national, or international level. This participation may include serving on committees, being an officer in an organization, and/or developing a conference program. It also includes providing professional

peer reviews, news releases, or other means for informing the popular media; serving on external review teams; and presenting keynote addresses to local, regional, national, and professional agencies.

Promotion

Faculty members in the rank of Lecturer may request consideration for promotion to Senior Lecturer rank after completing at least three years of service to the College. To be considered, the candidate must prepare and submit a promotion portfolio to the respective Academic Affairs administrator. The portfolio should include the following, at minimum:

- Recent CV – demonstrating academic credentials;
- Copies of annual performance evaluations;
- Summary of teaching assignments and teaching evaluations;
- Evidence of effectiveness in any other requirements of the position.

Promotion shall be determined by the respective Academic Affairs administrator, Vice Provost, and Provost. Final approval will be decided by the Provost. Denial of promotion does not impact the current faculty rank, nor does it preclude reconsideration for promotion at a later date. A faculty member may not be reconsidered for promotion until two years after the previous unsuccessful promotion consideration.

Personnel Files, Policies & Resolution of Complaints and Grievances

Personnel Files

The Human Resources Office maintains a personnel file for each full-time faculty member. This file serves as the official record of your personnel history as a University System employee. Documents in your personnel file may include your application form, payroll and benefit forms, performance-related materials, transcripts, resumes, and employment verifications. You may review the material in your personnel file by contacting the campus Human Resources Office. Please note that third parties are not allowed to review a personnel file. A third party is any person or group other than you or your designee, USNH Human Resource Staff, or other appropriate officials of the University System.

When working through annual performance evaluations and check-in meetings, supervisors and employees should secure draft files in a secure location to ensure privacy. Scanned and/or printed forms should be kept in a locked file cabinet; electronic forms should be password-protected and kept in a secure server folder. In addition, it may be helpful to password-protect draft documents so that only the supervisor and employee can access the files. This password protection can be removed once submitted to Human Resources, as the department stores files in a secure location.

Policies

You are encouraged to learn about the policies and procedures that affect you as a USNH employee and to discuss your concerns and seek information on matters affecting your job from your supervisor or the Human Resources Office. Granite State College's Human Resources department offers resources on its website (my.granite.edu) that explain the College's employee relations policies. If you have any questions about these policies, please contact GSC's Director of Human Resources.

GSC Grievance Policy

Whenever possible, you are encouraged to resolve problems informally as they arise, rather than through the more formal and lengthy complaint resolution and grievance procedures. Issues regarding termination may only be addressed through the grievance procedure. Unless you believe a violation of the University System's non-discrimination policy has occurred, concerns related to judgments about performance, supervisory style, and job classification are not eligible to be heard under these procedures. Decisions made during the complaint resolution or grievance procedures are on a case-by-case basis and are not precedent setting. A decision in one case will not necessarily apply to another. All decisions made as part of the grievance procedure will comply with applicable state and federal law. No employee shall be subject to discrimination or adverse treatment for using the complaint resolution or grievance procedures. Granite State College's Human Resources department offers resources on its website (my.granite.edu) that explain the College's employee relations policies. If you have any questions about these policies, please contact GSC's Director of Human Resources.

Appendix A

Note: The categories below are commonly used descriptors and categories for work within the College. Your descriptors, to be approved by your supervisor, may be different and/or include additional items. These are intended to help guide your language when completing the Full-Time Faculty Workload Sheet.

Categories for Instructional Contribution Points

Course Instructional Activities (points as described below)

Full-time faculty instructional activities are assigned 1.0 contribution point for each semester hour per course at the undergraduate level and 1.0 point for each semester hour plus 1 additional point per course for graduate level instructional activities. In the School of Education, the division Dean will determine whether contribution points are allocated at the undergraduate, post-bachelor or master's level based upon the course assigned.

Other Instructional Activities (0.3-2.0 points per section)

- Independent Learning Contracts: Teaching undergraduate and graduate students, registered with the faculty member one-on-one or on a small group basis in an online or face-to-face format.
- Supervision of student research projects, internships and field-work: this activity involves the placement of students in an internship or field-experience with the subsequent supervision, guidance and evaluation.
- Supervision of Capstone: This activity involves selection and definition of the project, the subsequent supervision, guidance and evaluation.
- Field-Based Faculty: This activity involves direct supervision and documenting demonstrated mastery of competencies of GSC students, as well as mandatory meetings and other responsibilities as outlined in the project contract.
- E-Portfolio Coordinator: This activity involves coordination of e-portfolio systems to link program curricula and assignments to assessments, as well as advising, training faculty, coaching, and managing curricular updates. This project-based work may also require mandatory meetings and other responsibilities as outlined in the project contract.
- Peer Reviewer: Evaluate qualifying faculty as part of the GSC three-pronged evaluation process.

Categories for Non-Instructional Contribution Points

Faculty Leadership (0.25-25 pts.)

- Plan and deliver faculty orientation
- Assist in review and development of faculty hiring (processes/documentation)
- Serve as hiring manager for discipline / program
- Mentor new faculty
- Meet and communicate regularly with faculty to ensure quality of program delivery
- Plan and deliver faculty professional development
- Plan and implement the class observation schedule for peer review
- Facilitate/participate in cross-discipline collaboration
- Screen and interview applicants for faculty positions
- Monitor and assess faculty performance (peer review duties or other projects as specified)

- Committee/Workgroup Service

Curriculum Leadership (0.25-25 pts.)

- Design and implement a plan for regular curriculum review
- Define, articulate, and regularly review expected student learning outcomes for courses and programs
- Ensure alignment of curriculum with program mission(s) and defined learning outcomes
- Align assessment criteria across course sections and with program goals to ensure consistency of assessment
- Ensure appropriate progression of courses from level to level and integrity of the curriculum as a whole
- Monitor consistency of delivery across course sections
- Serve as lead curriculum faculty for designated course or courses
- Assist in the design of new programs or curricular components
- Committee/Workgroup Service

Academic Success Leadership (0.25-25 pts.)

- Define and implement strategies to maximize student academic success
- Monitor and report on the results of current students in defined subcategories
- Identify students at risk, work with campus teams to implement and monitor individualized success plans
- Directly work with students with academic difficulties in the specified discipline of expertise (poor grades, remediation needs, plagiarism)
- Guide faculty and student problem resolution including academic difficulties and conflicts
- Collaborate with campus teams and adjunct faculty to promote student academic success
- Committee/Workgroup Service

Outreach Leadership (0.25-25 pts.)

- Create and leverage external relationships with College counterparts to include program-specific training of campus staff and consultation with enrollment management/marketing on program content/promotion.
- Present at conferences that strategically advance the academic reputation of Granite State College in keeping with institutional and division goals.
- Publish in journals/newsletters/books that strategically advance the academic reputation of Granite State College in keeping with institutional and division goals
- Confer with prospective students and campus staff on program-specific questions and student goal-setting in specific fields
- Serve as program lead on degree-specific pathways that lead to or enhance Granite State College degree programs, including strategically chosen partnership institutions such as Community Colleges.
- Pursue funding via grants and other sources to advance the academic reputation of Granite State College in keeping with institutional and division goals
- Committee/Workgroup Service

Other Leadership (0.25-25 pts.) as determined by the appropriate academic administrator

- Other

Appendix B

GSC Full-Time Faculty Point Allocation Workload Sheet

Faculty Member Name: Click here to enter text.

Dates (12-month period): Click here to enter text.

The annual workload for full-time GSC faculty is expected to represent 40 semester-based contribution points of activity. Reaching these points can be accomplished through teaching and/or a variety of academic or administrative activities. Each faculty member will have an individualized load that will vary by faculty expertise and the needs of GSC. This sheet is designed to represent individualized load expectations and provide clarity regarding faculty workload for the coming year.

Use this form to create a proposed workload plan to be shared with your supervisor. Begin with goals written in a SMART (Specific, Measurable, Achievable, Realistic, Time-Bound) format and leave the points section blank. Goals and points allocations will be co-constructed by the supervisor and employee, and will form the basis of the employee's annual performance evaluation. Goals should be based on data-driven decision making that will have a direct impact on enrollments, engagement and overall student success.

Instructional Activities

(Courses you plan to teach as part of work load in the coming academic year. Specific courses need not be identified by name if they have not yet been determined.)

- | | | | | |
|----------------|------|---------|------------|--------|
| 1. Course Name | Term | Credits | Section(s) | Points |
| 2. Course Name | Term | Credits | Section(s) | Points |
| 3. Course Name | Term | Credits | Section(s) | Points |
| 4. Course Name | Term | Credits | Section(s) | Points |
| 5. Course Name | Term | Credits | Section(s) | Points |

Other Instructional Activities (if applicable)	Points
Independent Learning Contracts: Teaching undergraduate and graduate students, registered with the faculty member one-on-one or on a small group basis in an online or face-to-face format.	
Supervision of student research projects, internships and field-work: this activity involves the placement of students in an internship or field-experience with the subsequent supervision, guidance and evaluation.	
Supervision of Capstone: This activity involves selection and definition of the project, the subsequent supervision, guidance and evaluation.	
Field-Based Faculty: This activity involves direct supervision and documenting demonstrated mastery of competencies of GSC students, as well as mandatory meetings and other responsibilities as outlined in the project contract.	
E-Portfolio Coordinator: This activity involves coordination of e-portfolio systems to link program curricula and assignments to assessments, as well as advising, training faculty, coaching, and managing curricular updates. This project-based work may also require mandatory meetings and other responsibilities as outlined in the project contract.	
Peer Reviewer: Evaluate qualifying faculty as part of the GSC three-pronged evaluation process.	
Other:	

Non-Instructional Activities

Description of Non-Instructional Activities (work requirements and related points)	Points
Faculty Leadership Activities	
Curriculum Leadership	
Academic Success Leadership	
Outreach Leadership	
Other Activities:	

Total Contribution Points (Instructional / Non-Instructional Activities): Enter Total

I agree with the above workload.

Faculty Signature: _____ **Date:** Click to enter date

Supervisor: _____ **Date:** Click to enter date

Provost: _____ **Date:** Click to enter date

Appendix C

Full-Time Faculty Workload & Performance Check-In Form

This form serves as a full-time faculty workload and performance check-in guide. If applicable, the Addendum section will be completed to represent individualized load expectations and provide clarity regarding faculty workload if priorities and /or workload intensity have changed since the *Full-Time Faculty Workload* Sheet was last approved.

Faculty Member Name: [Click here to enter text.](#)

Date of Check-In (check one):

June-July November-December March-April

Check-In Reflection

Please attach meeting minutes of what was discussed during the check-in meeting. If changes to workload are proposed, please complete the addendum.

Addendum (if applicable)

If workload priorities and/or workload intensity have changed since the last check-in, complete the following Addendum information. If significant changes have been made, please briefly document changes below and attach a new Faculty Full-Time Workload Sheet:

Instructional Activities

Please describe changes in work activities and point allotments: [Click here to enter text.](#)

Non-Instructional Activities

Please describe changes: [Click here to enter text.](#)

New Total Contribution Points (Instructional / Non-Instructional Activities): Enter Total

I agree with the above changes.

Faculty Signature: _____

Date: [Click to enter date](#)

Supervisor: _____

Date: [Click to enter date](#)

Provost: _____

Date: [Click to enter date](#)

Appendix D

Full-Time Faculty Annual Performance Evaluation Form

Granite State College Full-Time Faculty Annual Performance Evaluation and Workload Planning

Name	Click here to enter text.
Review Period	Click here to enter text.
Department	Click here to enter text.
Position	Click here to enter text.

Signatures

I have read and discussed this performance review and goal development plan with my supervisor.

Employee:	Date
Supervisor :	Date
Next-Level Manager:	Date
Provost:	Date

Review of Performance Factors

As you prepare to write your self-assessment, please review the following performance factors and, as appropriate, describe specifically how you have demonstrated these factors in your work over the previous 12-month period. These performance factors resonate with one another and are outlined by the National Education Association (NEA) as 21st Century Skills that include:

- **Critical Thinking:** includes the ability to reason effectively, use systems thinking, make judgements and decisions, and solve problems.
- **Communication:** includes the ability to articulate thoughts and ideas effectively in a variety of forms and contexts and listen effectively to decipher meaning.
- **Collaboration:** includes the ability to work effectively and respectfully with diverse teams, exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal, and assume shared responsibility for collaborative work and value the individual contributions made by each team member.

- **Creativity:** includes the ability to think creatively, work creatively with others, and implement innovation.

Self-Assessment of Instructional Activities

This narrative section is to be completed by the employee. Areas to be covered include work as it relates to instructional activity goals previously approved and related: 1.) Accomplishments, initiatives, contributions related to teaching; and 2.) Areas of improvement and professional development. Be sure to assess goals based on SMART criteria (Specific, Measurable, Achievable, Realistic, Time-Bound).

Course Name, Section, and Term(s) Taught: [Click here to enter text.](#)

[Click here to enter text.](#)

Course Name, Section, and Term(s) Taught: [Click here to enter text.](#)

[Click here to enter text.](#)

Self-Assessment of Non-Instructional Activities

This narrative section is to be completed by the employee. Areas to be covered include work as it relates to non-instructional activity goals previously approved and related: 1.) Accomplishments, initiatives, contributions, resource management; and 2.) Areas of improvement and professional development. Be sure to assess goals based on SMART criteria (Specific, Measurable, Achievable, Realistic, Time-Bound).

Faculty Leadership

[Click here to enter text.](#)

Curriculum Leadership

[Click here to enter text.](#)

Academic Success Leadership

[Click here to enter text.](#)

Outreach Leadership

[Click here to enter text.](#)

Other Activities

[Click here to enter text.](#)

Supervisor's Summary and Comments

As you prepare to write your summary, please review the performance factors described earlier in this document and, as appropriate, describe specifically how the employee has demonstrated these factors in his or her work over the previous 12-month period.

This narrative section is to be completed by the supervisor: 1.) For additional comments; 2.) To address matters that are not covered elsewhere in the performance evaluation and 3.) To document discussion topics from the performance evaluation meeting.

Instructional Activities

Click here to enter text.

Non-Instructional Activities

Click here to enter text.

Supervisory Factors (if applicable)

Click here to enter text.

Attachments (Completed by Employee)

Please attach the following information as applicable.

- Materials for instructional activities, which include the following:
 - Student course evaluations
 - Annual Teaching Reflective Analysis
 - Peer review summary, as applicable

- Materials for non-instructional activities as appropriate (may include work products, published articles, etc.).

- GSC Full-Time Faculty Workload Sheets covering the previous 12-month evaluation period.

Appendix E

GRANITE STATE COLLEGE Faculty Peer Review Process WORKSHEET

Evaluator Name: [Click here to enter text.](#)

Email: [Click here to enter text.](#)

Phone: [Click here to enter text.](#)

Faculty member being evaluated: [Click here to enter text.](#)

Email: [Click here to enter text.](#)

Phone: [Click here to enter text.](#)

Course evaluated: [Click here to enter text.](#)

Remember: *GSC embraces appreciative inquiry principles in peer review activities, and strives to create a collaborative search for the best in people (faculty), their organizations (GSC), and the relevant world around them (how real-world expertise is woven into teaching practice). This approach involves systematic discovery of what gives “life” to GSC and an exploration of ways to strengthen its capacity to understand, anticipate, and heighten positive potential. - Adapted from Cooperrider & Whitney, 2005.*

Review of syllabi check points:

Checked	Rated*
<input type="checkbox"/> Grading criteria are clear and assessments are distributed throughout the term.	Click for 1-5
<input type="checkbox"/> Course-specific policies are clear and fair.	Click for 1-5
<input type="checkbox"/> Assignments and activities are engaging and connected to course outcomes.	Click for 1-5

*** Rating scale:** Strongly Disagree (1); Disagree (2); Neutral (3); Agree (4); Strongly Agree (5)

Please add comments on syllabi recommendations or other feedback:

[Click here to enter additional comments](#)

Review of teaching checkpoints and observations:

*** Rating scale:** Strongly Disagree (1); Disagree (2); Neutral (3); Agree (4); Strongly Agree (5)

After rating the list of teaching checkpoints, briefly describe the positive attributes that the faculty member brings to each area and cite specific examples as appropriate (a few sentences to a paragraph for each is sufficient). Remember:

- Objective observations are based on fact (something you can see, hear, touch or smell)
- Subjective observations are based on feelings or opinions

Checked	Rated*
<input type="checkbox"/> The faculty member creates a positive rapport with students.	Click for 1-5

[Click here to enter additional comments](#)

The faculty member demonstrates current and relevant subject matter expertise. [Click for 1-5](#)

[Click here to enter additional comments](#)

The faculty member clearly communicates the learning goal(s) of each course activity. [Click for 1-5](#)

[Click here to enter text.](#)

[Click here to enter additional comments](#)

The faculty member stimulates discussion effectively. [Click for 1-5](#)

[Click here to enter additional comments](#)

The faculty member provides timely and effective feedback to students. [Click for 1-5](#)

[Click here to enter additional comments](#)

The faculty member is engaged in classroom and/or online course discussions. [Click for 1-5](#)

[Click here to enter additional comments](#)

The faculty member shows consistent engagement with the course and students. [Click for 1-5](#)

[Click here to enter additional comments](#)

The faculty member handles questions and/or difficulties well. [Click for 1-5](#)

[Click here to enter text.](#)

[Click here to enter additional comments](#)

Based on the descriptions above that outline positive attributes, briefly describe specific ways that the faculty member might consider building upon their potential to enhance their teaching.

[Click here to enter additional comments](#)

Review of course design and administration checkpoints (in Moodle):

*** Rating scale:** Strongly Disagree (1); Disagree (2); Neutral (3); Agree (4); Strongly Agree (5)

Checked	Rated*
<input type="checkbox"/> Accurate syllabus posted in online course	Click for 1-5
<input type="checkbox"/> Online gradebook set up with categories and proper weighting (matches syllabus)	Click for 1-5

The course design included media-rich components (e.g., use of video lectures, video feedback, web, multi-media tools, or other rich media)

Click for 1-5

Offered multiple opportunities for students to develop earlier assignments into a final product

Click for 1-5

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