1) **Professional Growth & Development**: *The faculty member demonstrates continued professional growth including:*

   a) Evidence of working toward previously set job-related goals, as specified in the previous evaluation, if applicable.

   b) Participation in professional activities that enhance teaching or job performance, such as attendance at workshops, seminars, and professional meetings; course work; publications, conference presentations, and artistic exhibits/performances; reading and research in the faculty member’s field; community involvement specific to the faculty member’s academic area; and other appropriate activities.

   c) Evidence of current job-related goals and plans for achieving those goals.

2) **Performance with Students**: *The faculty member demonstrates effective performance in classroom teaching or in carrying out other primary responsibilities and assignments, including:*

   a) Clear and engaging communication with students

   b) Maintenance of effective class/worksite organization and management

   c) Use of teaching/work methods, materials, and technology challenging to the student, appropriate to the subject matter, and responsive to the needs of students

   d) Provision of suitable class/work site materials, such as a course syllabus with course outlines, course/work site objectives, current student learning outcomes (SLOs), relevant texts and other written materials, grading criteria, and classroom/worksite policies

   e) Provision of materials consistent with curriculum/job requirements and the need for class coordination and sequencing

   f) Use of appropriate methods to assess student progress

   g) Patience, fairness, and promptness in the evaluation and discussion of student work

   h) Respect for and responsiveness to the needs of a diverse student population

   i) Openness to the right of students to voice opinions and concerns appropriate to the class/worksite, and respect for students’ rights as outlined in the Student Rights and Responsibilities Handbook

   j) Maintenance of regular office hours at appropriate times
k) Meeting course/work site objectives  
l) Currency and depth of knowledge as appropriate to the assignment.  
m) Currency and depth of knowledge in pedagogy relevant to the assignment.  

Online instruction, whether hybrid, fully online, synchronous or asynchronous, must include the following:  
a) Initiation of regular interaction with students to determine that they are accessing and comprehending course materials  
b) Availability for at least the same number of instructor contact hours per week that would be available for face-to-face students  
c) Provision of clear guidelines for students for instructor-initiated contact and instructor feedback  
d) Use of appropriate and varied resources to initiate and maintain contact with students, such as discussion boards, email, announcements in the learning management system, timely feedback for student work, instructor-prepared online lectures, and instructor-prepared introductions to publisher-created materials  

3) Performance of Professional Responsibilities: The faculty member demonstrates effective performance of professional responsibilities, including:  
a) Completion and submission of required paperwork, such as grade and census reports, flex forms, and SLO class assessments, in a timely manner.  
b) For contract, temporary contract, and regular faculty, participation in college activities and governance, including:  
   i) Department activities, such as participation in department meetings; work on curriculum development; participation in search committees and evaluations within your program; and participation in program assessment and planning, including discussion of SLO assessment results and creation of implementation plans.  
   ii) College activities, such as participation in division meetings, service on college wide committees, participation on search and selection committees and evaluation teams outside of the faculty member’s program, and mentoring of other faculty. First year
faculty should investigate what they would be interested in doing to participate in college activities and governance.

iii) Student support, such as mentoring, advising student clubs and attending graduation.

Program Chairs/Academic Specialist Directors: *The faculty member shall:*

a) Perform assigned duties and responsibilities as described in the Job Description (Appendix AA) and as agreed upon with the appropriate administrator;

b) Perform appropriate recordkeeping, correspondence, coordination and reporting;

c) Demonstrate fairness, collaboration, and responsiveness to program faculty and program needs; and

d) Comply with college policies and procedures, including program specific requirements.

4) Professional Conduct and Ethics

*The faculty member adheres to the standards outlined in Appendix Z, Statement on Professional Ethics, and demonstrates effective performance in working with colleagues and the teaching profession, including:*

a) Clear and effective communication in matters related to the college;

b) Acknowledgement and support of colleagues’ free inquiry in the exchange of critique and ideas, and respect for their colleagues’ right to express a variety of opinions;

c) Acting in accordance with the ethics of his or her profession; and

d) Support of colleagues' performance of duties.