

II. Criteria for Evaluation

1. Demonstrated skill in classroom teaching, non-classroom roles, and other responsibilities specifically listed in the employment job announcement. These may include:
 - a. Currency and depth of knowledge in the primary areas of responsibility;
 - b. Use of effective communication, written and oral;
 - c. Careful attention to effective organizational skill in the classroom and/or other worksite(s);
 - d. Commitment to program/discipline development and enrichment;
 - e. Creativity and innovation;
 - f. Leadership skills.
 - g. Commitment to cultural competence.
2. Respect for students' rights and needs by:
 - a. Demonstrating patience, fairness, and promptness in the evaluation and discussion of student work;
 - b. Sensitivity and responsiveness to the needs of individual students and their special circumstances, when appropriate;
 - c. Maintaining contractual obligation to teaching and worksite hours and, if appropriate, to regular and timely office hours;
 - d. Demonstrating sensitivity to human and cultural diversity;
 - e. Acknowledging and defending the free inquiry of students in the exchange of criticism and ideas;
 - f. Recognizing the opinions of others.
3. Respect for colleagues and the educational professions by:
 - a. Acknowledging and defending the free inquiry of colleagues in the exchange of criticism and ideas;
 - b. Recognizing the opinions of others;
 - c. Acknowledging sources, when appropriate;
 - d. Striving to be objective in their professional judgment of colleagues;
 - e. Acting in accordance with the ethics of the profession and with a sense of personal integrity;
 - f. Working in a spirit of timely cooperation to develop and maintain a collegial atmosphere.
 - g. Demonstrating sensitivity to human and cultural diversity among colleagues.

4. Continued professional growth, which may be demonstrated by:
 - a. Increasing participation in self-initiated professional activities such as coursework, attendance at workshops, seminars, or professional meetings;
 - b. Developing new curriculum, programs, or services;
 - c. Conducting discipline, programmatic, or pedagogical research;
 - d. Contributing to written publications, artistic exhibits, or conference presentations;
 - e. Involvement in professional organizations, community partnerships, or other activities;
 - f. Service in student organizations and activities.
 - g. Involvement in personal and professional development related to cultural competence.
5. Participation in collegial governance by:
 - a. Active involvement in a fair share of committee work (e.g., governance councils, advisory committees, ad hoc committees, task forces, and standards groups);
 - b. Active involvement in department or program functioning (e.g., sub-committee work, program review, and participation in Student Learning Outcomes assessment processes*).