# Non-Instructional Faculty - Counselor Evaluation Rubric

## Service

| Criteria | Exceeds Expectations | Meets Expectations | Does Not Meet Expectations |
|---|---|---|---|
| College (Campus, School, Department) and Community Service<br><br>Service credit categories include: student success, committees, direct student service, community service, department/ program, curriculum and assessment, college service, counseling, instructional technology and pedagogy.<br><br>**Service Credit Forms and Documents** | Completes and submits Service Credit form by the established timeline.<br><br>Provides outstanding service to the College and/or community, often going above and beyond.<br><br>Consistently makes contributions in many service credit areas.<br><br>Exceeds 28 service credits, with at least 14 earned through the performance of regular duties during non-instructional periods. | Completes and submits Service Credit form by the established timeline.<br><br>Provides service to the College and/or community.<br><br>Makes adequate contributions.<br><br>Completes 28 service credits, with at least 14 earned through the performance of regular duties during non-instructional periods. | Does not submit Service Credit form by the established timeline.<br><br>Does not provide service to the College and/or community.<br><br>Makes limited contributions.<br><br>Fewer than 28 service credits completed, with at least 14 earned through the performance of regular duties during non-instructional periods. |
| Mandatory Days Participation*<br><br>**Tri-C Faculty Mandatory Days: Cleveland, Ohio** | Not Applicable | Fully participates in all mandatory days. | Fails to fully participate in all mandatory days. |

*Approved excused absence should not result in any penalty for faculty member.
Use Faculty Service Credit Form as primary source document.

# Professional Development/Scholarship/Research/Creative Endeavors

| Criteria | Exceeds Expectations | Meets Expectations | Does Not Meet Expectations |
|---|---|---|---|
| Professional Development Activities<br>These are examples and additional professional development activities are listed in the Faculty Service Credit document. | Completes and submits Professional Development Plan by the established timeline AND:<br><br>Regularly attends and actively participates in professional development activities, including leading sessions. Keeps a record of activities attended and/or:<br><br>Obtains additional degrees and certifications or qualifications that enhance their teaching discipline and research capabilities and/or:<br><br>Engages in research or scholarship that results in publications or presentations; seeks internal and external funding for projects or ensures all materials are regularly updated and adequate for accreditation purposes and/or:<br><br>Regularly attends and presents at professional conferences, contributing to the academic community. | Completes and submits Professional Development Plan by the established timeline AND:<br><br>Participates in professional development activities. Keeps a record of activities attended and/or:<br><br>Completes coursework for additional degree or certification; Maintains required certifications and qualifications and/or:<br><br>Stays current in field by researching best practices and demonstrating application and/or:<br><br>Attends conferences and participates in sessions. | Does not complete or submit Professional Development Plan by the established timeline.<br><br>Rarely attends professional development activities or does not keep a record of activities attended.<br><br>Fails to maintain required certifications or qualifications.<br><br>Limited engagement in research or creative endeavors; no publications or presentations; does not seek funding.<br><br>Rarely attends conferences or does not participate actively. |

The source documents may include, but not limited to, the Faculty Professional Development Plan.

# Academic Student Support/Teaching

| Criteria | Exceeds Expectations | Meets Expectations | Does Not Meet Expectations |
|---|---|---|---|
| Counseling Skills | Excels in academic, career, and personal counseling using best practices, innovative strategies, and impactful interventions across all modalities.<br><br>Strong understanding of the department, academic and workforce training programs, student types, and/or resources; often sharing knowledge with counterparts. | Adequate academic, career, and personal counseling using appropriate skills, strategies, and interventions across all modalities.<br><br>Adequate understanding of the department, academic and workforce training programs, student types, and/or resources. | Below acceptable standards of academic, career, and personal counseling using ineffective skills or interventions. Limited skills in virtual or in person modalities.<br><br>Limited understanding of the department, academic and workforce programs, student types, and/or resources; often needing help or supervision. |
| Administrative and Technology | Demonstrates advanced skill in college-supported software/ systems to drive student success; Volunteers for software testing and implementation projects; Champions new technology, and serves as a resource to faculty OR:<br><br>Independently maintains and updates department webpages with accuracy and timeliness AND:<br>• Reviews and updates academic plans through completion<br>• Accurate and detailed appointment notes in a way that maintains ethical standards<br>• Updates scheduling software to confirm arrived appointments<br>• Updates and utilizes OnBase for CCP queues<br>• Accurately uses college forms (e.g., waivers, exceptions)<br>Understands and complies with red flags and FERPA | Leverages technology in accordance with established procedures and deadlines.<br>• Reviews and updates academic plans through completion in Degree Audit system<br>• Accurate and detailed appointment notes in a way that maintains ethical standards<br>• Updates scheduling software to confirm arrived appointments<br>• Updates and utilizes OnBase for CCP queues<br>• Accurately uses college forms (e.g., waivers, exceptions)<br>• Understands and complies with red flags and FERPA | Minimally leverages technology and/or not in accordance with procedures and deadlines.<br>• Does not update academic plans through completion in Degree Audit system<br>• Has inaccurate or incomplete appointment notes, or does not maintain ethical standards<br>• Doesn't update scheduling software to confirm arrived appointments<br>• Doesn't update or utilizes OnBase for CCP queues<br>• Inaccurately uses college forms for substitutions, waivers and exceptions<br>• Does not understand or comply with red flags or FERPA |

| Student Evaluations | Actively promotes use of the College identified feedback mechanism. Analyzes and incorporates regular and substantive student feedback to improve teaching. Consistently reflects and integrates student feedback. | Encourages participation in official student evaluations and utilizes feedback on a limited basis. Reflects and integrates student feedback. | Does not encourage student participation and does not utilize feedback. Does not reflect on or integrate student feedback. |
|---|---|---|---|
| Teaching Strategies | Demonstrates highly effective teaching and learning strategies; creates a positive and supportive learning environment; majority of students actively engaged; explores innovative teaching strategies regularly. | Demonstrates adequate teaching and learning strategies; comfortable learning environment; many students engaged. | Teaching strategies need improvement; environment not conducive to learning; few students engaged. |

Source documents may include, but not limited to, instructional/workshop materials, supervisor classroom observation, self-evaluation, student feedback, and formal/informal recognition and complaints.

## Administrative/Other Duties

| Criteria | Exceeds Expectations | Meets Expectations | Does Not Meet Expectations |
|---|---|---|---|
| Administrative/Other Duties, (e.g., faculty coordination, counterpart chairs, chair committees, and special assignments) | Performs administrative duties with exceptional efficiency and effectiveness. Demonstrates strong leadership and initiative, often leading projects, utilizing open communication and often taking on additional responsibilities. | Effectively performs administrative duties and demonstrates leadership and initiative. | Administrative duties are often neglected or performed inadequately. Leadership and initiative need improvement. |

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