

# Instructional Faculty Evaluation Rubric

## Service

Criteria	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
<b>College (Campus, School, Department) and Community Service</b>  Service credit categories include: student success, committees, direct student service, community service, department/program, curriculum and assessment, college service, counseling, instructional technology and pedagogy.  <a href="#">Service Credit Forms and Documents:</a>	Completes and submits Service Credit form by the established timeline.  Provides outstanding service to the College and/or community, often going above and beyond.  Consistently makes contributions in many service credit areas.  Exceeds 28 service credits.	Completes and submits Service Credit form by the established timeline.  Provides service to the College and/or community.  Makes adequate contributions.  Completes 28 service credits.	Does not submit Service Credit form by the established timeline.  Does not provide service to the College and/or community.  Makes limited contributions.  Fewer than 28 service credits completed.
<b>Mandatory Days Participation*</b>  <a href="#">Tri-C Faculty Mandatory Days: Cleveland, Ohio</a>	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
<p><b>Professional Development Activities</b></p> <p>These are examples and additional professional development activities are listed in the Faculty Service Credit document.</p>	<p>Completes and submits Professional Development Plan by the established timeline AND:</p> <p>Regularly attends and actively participates in professional development activities, including leading sessions. Keeps a record of activities attended and/or:</p> <p>Obtains additional degrees and certifications or qualifications that enhance their teaching discipline and research capabilities and/or:</p> <p>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:</p> <p>Regularly attends and presents at professional conferences, contributing to the academic community.</p>	<p>Completes and submits Professional Development Plan by the established timeline AND:</p> <p>Participates in professional development activities. Keeps a record of activities attended and/or:</p> <p>Completes coursework for additional degree or certification; Maintains required certifications and qualifications and/or:</p> <p>Stays current in field by researching best practices and demonstrating application and/or:</p> <p>Attends conferences and participates in sessions.</p>	<p>Does not complete or submit Professional Development Plan by the established timeline.</p> <p>Rarely attends professional development activities or does not keep a record of activities attended.</p> <p>Fails to maintain required certifications or qualifications.</p> <p>Limited engagement in research or creative endeavors; no publications or presentations; does not seek funding.</p> <p>Rarely attends conferences or does not participate actively.</p>

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

## Teaching/Clinical

Criteria	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
<b>Syllabus</b> <a href="https://www.tri-c.edu/student-resources/curriculum/">https://www.tri-c.edu/student-resources/curriculum/</a>	Distributes complete and updated syllabi that follow college guidelines on the first day of class; integrates additional current and relevant resources/materials to supplement instruction.	Distributes complete and updated syllabi that follow college guidelines and are prepared for dissemination on the first day of class.	Fails to distribute complete and updated syllabi on the first day of class and/or does not follow college guidelines.
<b>Course Administration</b>	Holds all scheduled classes and often provides additional learning opportunities.  Submits syllabi, mid-term and final grade reports in accordance with established procedures and deadlines. Uses available college resources to identify and support at-risk students.	Holds scheduled classes and fulfills the scheduled number of minutes for each course as assigned.  Submits syllabi, mid-term and final grade reports in accordance with established procedures and deadlines.  Timely attendance reporting; maintains office hours as defined in their syllabus.	Frequently misses scheduled classes and/or does not fulfill the required number of minutes.  Submits syllabi, grade reports late and/or not in accordance with procedures.  Does not submit timely attendance reporting; does not maintain office hours as defined by their syllabus.
<b>Student Evaluations</b>	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.
<b>Teaching Strategies</b>	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.

\* Each of the four criteria in this evaluative category will be equally weighted at 25%.

Source documents may include, but not limited to, course syllabi, instructional materials, supervisor classroom observation, peer classroom observation, self-evaluation, students drop for non-attendance data, student course 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.

August 13, 2025