



Faculty Name: Joyce Treulieb _____ Academic Year: 2021-2022 _____

Dean(s): John Lawrence _____

ADI(s): Debra Froehlich _____

Faculty Annual Review and Evaluation (FARE)

(John's notes in GREEN throughout for guidance/clarity specific to STEM faculty)

This Rating is the final rating for the year to be completed at the end of the contractual year. By typing your name in your chosen signature space, you are certifying this as your official signature and your summary evaluation rating.

Rating Scale

The following is the broad rating scale for the terms in the rubric.

Exceeds would mean that you *consistently went well above and beyond* the plan of the document and your contractual expectations, that you *did significantly more than what your job expectations are*, and *created results that added significant, measurable and observable value* to students, CMC, a particular campus, the discipline **and** the school team.

Meets expectations would mean you successfully fulfilled your job expectations for a full-time faculty member and consistently delivered/completed goals across teaching and service. You added value to the student experience, college, campus, discipline, and School within the range of expectations for your campus, discipline and the School.

Needs Improvement would mean there are some things that are not up to par for the expectations of your job and could use some tuning up.

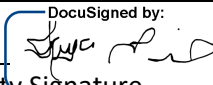
Intervention Needed would be for situations where it is evident that the expectations of the job were not met, even with supports available and that specific, planned involvement with other resources is necessary.

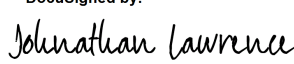
Overall Rating: Please write in the comment box rational for rating; then sign and date.

(To be completed in advance of March/April check-in; discussed in **March-April 2022.**)

Overall summary for ALL areas for the whole year	
Faculty select your rating: Meets Expectations	Supervisor select your rating: Meets Expectations
Comment: Click or tap here to enter text.	Comment: Joyce cares about her students and is always looking for ways to help them. She has remove the scary office barrier and is not holding hours in the tutoring center. She always offers to teach courses for the Math Department and doesn't shy away from building and



	adapting curriculum for these courses.
DocuSigned by:  Faculty Signature _____ <small>00447...</small>	_____ Supervisor Signature _____ _____ Supervisor Signature _____ _____ Date _____ _____ Date _____

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Instructions for Three Sections

Part 1: Faculty Workload Form - Completed prior to the start of the Academic Year ☐ Page 2

(Started with informal review in February)

- **Objective:** This form documents the initial and then final course load and reassignment time over a faculty member’s contractual period.
- **Timeframe:** Drafted prior to the start of the contractual obligation and completed on an annual basis upon fulfillment of a faculty member’s contractual obligation.

Part 2: Instructional and Service Goals ☐ Page 4

(To be completed for discussion at November-December (Feb.) check-in. Three [3] goals/projects required for AY2021-2022.)

- **Objective:** This section documents the initial plans and final accomplishments for the year and to document aspirations for the upcoming year.
- **Timeframe:** Drafted prior to the start of the contractual obligation and completed on an annual basis upon fulfillment of a faculty member’s contractual obligation.

Part 3: Faculty Observation and Self-Review ☐ Page 7

(To be completed at some point ahead of March-April check-in for discussion/debrief. Self-review process is emphasized this cycle, especially given modified/atypical course delivery in current academic year. Observation may either occur synchronously via WebEx/Zoom, or asynchronously via review of recorded lecture(s) and/or course shell(s). Where possible, I encourage peer discipline faculty observation and feedback, for mutual learning and reflection.)

- **Objective:** Faculty member and supervisor engage in a dialog via seven principles for effective teaching. Observation is conducted either by a supervisor or agreed upon third party (e.g., colleague, mentor, ADI). Both parties submit response and scoring on this form. Supervisor documents observation details on this form and faculty use this to list their instructional and/or pedagogical goals.



- **Timeframe:** This form coincides with classroom observations with respect to particular faculty rank.



Part 1: Faculty Workload Form

Faculty Name: Joyce Treulieb _____

Campus/Locations: Steamboat _____

Discipline(s) Mathematics _____
08/21 __/__/____

Academic Year: 2022 _____
Ending: 05/22 __/__/____

Starting:

School Dean: John Lawrence _____

ADI(s): Debra Froelich _____

Colorado Mountain College believes that effective, productive faculty members are involved in academic matters associated with the profession that extend well beyond the classroom. Teaching and Learning is the primary component involving 80% of Full Time Faculty workload and Service is 20%. Responsibilities of service to students, discipline, college, and community accompany the work of teaching and learning, and comprise an important aspect of the full-time faculty role. The Teaching and Learning/Service percentages may vary from year to year due to faculty workload changes and goals. Teaching and Learning cannot go below 60%.

This form serves as a living document that allows faculty and supervisor to document the dynamic nature of both Teaching and Learning and Service activities conducted over the academic year.

Confirmation of Expectations – Faculty - Please sign this at the beginning of the contractual year.

(Please review and sign upon receipt)

As Full Time Faculty at Colorado Mountain College, I am familiar with and will adhere to Chapter 1 of the CMC Curriculum and Instruction Manual: [Curriculum and Instruction Manual](#), and Board of Trustees Policy 4.12 [Full-Time Faculty Load](#). By typing my name and the date below, I certify that all the above information is correct to the best of my knowledge.

Signature  394F5A9B6400447...

Date



Teaching and Learning (80%)

List the courses that are planned for the upcoming contractual year. At the end of each semester, put a Y in the completed column if appropriate or a N for not completed. If the course was not completed add a note (e.g., did not make rule of 8, changed to different course). If you changed to a different course add it at the bottom of the grid.

Proposed Courses	Term	Credit Hours	Completed	Notes
MAT 120	FA21	4	Yes <input type="checkbox"/> No <input type="checkbox"/>	
MAT 121	FA21	4	Yes <input type="checkbox"/> No <input type="checkbox"/>	
MAT 202	FA21	5	Yes <input type="checkbox"/> No <input type="checkbox"/>	
MAT 203	FA21	4	Yes <input type="checkbox"/> No <input type="checkbox"/>	
MAT 120	SP22	4	Yes <input type="checkbox"/> No <input type="checkbox"/>	
MAT 121	SP22	4	Yes <input type="checkbox"/> No <input type="checkbox"/>	
MAT 202/203	SP22	5	Yes <input type="checkbox"/> No <input type="checkbox"/>	
MAT 125	SP22	4	Yes <input type="checkbox"/> No <input type="checkbox"/>	
			Yes <input type="checkbox"/> No <input type="checkbox"/>	
			Yes <input type="checkbox"/> No <input type="checkbox"/>	

List the amount of time you have approved reassignment time and the reason/role.

(Enter "N/A" if not in a Department/Program role receiving reassignment; "Total Credits" to be discussed as needed throughout the academic year; confirmed at March-April check-in.)

Re-assignment time & Role: Click or tap here to enter text.	Total Credit Hours (add teaching load from above and reassignment time): 34
Assessment of ILO and SLO is a required component of the teaching for CMC courses.	
Identify what discipline goal(s) (i.e., CSLO/PLSO/ISLO) you and your discipline will be assessing this year and in which courses. (To be discussed at November-December (Feb.) check-in. Consult your Department/Program Chair or me as needed for guidance.) Click or tap here to enter text.	
At the end of the year, document which student learning outcome you assessed and what were your results? What will be done differently based on these results? (To be discussed at March-April check-in.) Click or tap here to enter text.	



Service (20%) Identify in this section what service plans you have for the year. At the end of the contractual year, identify what service goals were completed and the outcomes of those goals using the definitions of service. [Definition of Service](#)

(Please complete “Planned” column for discussion at November-December check-in; bullet points are acceptable. Document and complete “Accomplished and Impact” column for review/discussion at March-April check-in.)

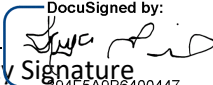
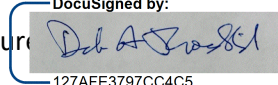
	Planned	Accomplished and Impact
Service to Students that enhances the student’s experience and success, retention and completion:	<p>Club Advising: Climbing Club, and ASD Club</p> <p>Doing tutoring in the library for all math students during my office hours.</p>	<p>This year we have Natalie Nohinek as our president. She has had several successful events with the students climbing at the climbing wall at Old Town Hot Springs. It has been a great place for students to meet and climb together no matter their previous experience.</p> <p>ASD Club in the works. I have met with a couple of students, and they are in the process of putting it through student government. Our plan is to have a place to explore different aspects of being on the autism spectrum, along with community and camaraderie for all members and the interested public.</p> <p>Tutoring is very successful in the Learning Lab within the Library. I tutor many students in different math classes, some from my own class with most of them coming from other math classes. I have received positive feedback from students and Learning Lab Coordinator.</p>
Service to Discipline/Professional Development that elevates the quality of the discipline/school:	Plan to go to Math Conference.	Still looking for conference to attend.
Service to College and Community that elevates the quality and reputation of the	College-Wide Faculty Senate Rep.	Attended meetings and participated with input in



college, and engage the community and align with the mission and vision of the college:		college-wide and in Steamboat. Sometimes I present information from the Steamboat campus to the college-wide meetings, and sometimes I present college-wide information to the Steamboat campus.
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Service Rating: Identify the level of completion by describing how the level was met; then sign and date.

(Please complete in advance of March-April check-in)

Rating of performance in Service for the Year	
Faculty select your rating: Meets Expectations	Supervisor select your rating: Meets Expectations
Comment/needs/ideas for the next year: Click or tap here to enter text.	Comment/needs/ideas for the next year: Joyce is active with her math department and her campus, and CMC. She continues to advise the climbing students and is currently working on an ASD club. Joyce is currently a SB campus Faculty Senate Rep.
<p>DocuSigned by:  Faculty Signature <small>394F5A9B6400447...</small></p> <p>_____ Date</p>	<p>DocuSigned by:  Supervisor Signature <small>127AFE3797CC4C5...</small></p> <p>_____ Date</p>

DocuSigned by:

 Jonathan Lawrence
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Part 2: Instructional and Service Goals

Guidelines:



- Please fill out this form with your school dean at the beginning and end of the academic year.
- List three – five concrete (**please limit to top 3 goals/projects for AY2021-2022**), measurable, and achievable goals that include at least one goal from both instruction and service.
- Consider choosing one or more items from the IDEA results and target goals that address student feedback.
- State whether you will need support from the college and/or your supervisor(s) and provide a description of support requested.
- At the end of the academic year, state how you achieved this goal or why the goal was not met. Identify if you want to continue this goal to the next year and why.

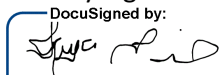
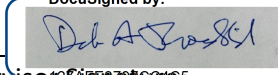
Goal #1
x <input type="checkbox"/> Instructional <input type="checkbox"/> Service <input type="checkbox"/> From Course Survey result
Description: To improve teaching by getting more students into office hours/tutoring.
Need support from the college? <input type="checkbox"/> Yes x <input checked="" type="checkbox"/> No
If yes, give a description of your needs:
Goal was met? <input type="checkbox"/> Yes x <input checked="" type="checkbox"/> No Do you want to continue this goal for the next year? x <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please tell why in the explanation below.
Explanation of how goal was met and its impact, if the goal was not met and why. If you want to continue the goal explain why: Some students have come in, but I have offered extra credit, and most students are still not utilizing support services.
Goal #2
x <input type="checkbox"/> Instructional <input type="checkbox"/> Service <input type="checkbox"/> From Course Survey result
Description: To get more students to take the support classes if they need them.
Need support from the college? x <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If yes, give a description of your needs: I feel like I need better assessment tools.
Goal was met? <input type="checkbox"/> Yes x <input checked="" type="checkbox"/> No Do you want to continue this goal for the next year? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please tell why in the explanation below.
Explanation of how goal was met and its impact, if the goal was not met and why. If you want to continue the goal explain why: Goal not yet met. I will continue the goal. I will work on better assessment tools, and more coordination with advisers.
Goal #3
<input type="checkbox"/> Instructional x <input checked="" type="checkbox"/> Service <input type="checkbox"/> From Course Survey result



Description: To provide tutoring for a wide variety of math students, including those outside my class.
Need support from the college? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If yes, give a description of your needs: College provided me a space to do this in the Learning Lab inside the Library.
Goal was met? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Do you want to continue this goal for the next year? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please tell why in the explanation below.
Explanation of how goal was met and its impact, if the goal was not met and why. If you want to continue the goal explain why: I provided tutoring for many students outside my classes during office hours in the Learning Lab. I received positive feedback from the students and the Learning Lab Coordinator.
Goal #4
<input type="checkbox"/> Instructional <input checked="" type="checkbox"/> Service <input type="checkbox"/> From Course Survey result
Description: To be engaged in faculty governance by serving as a Faculty Senate Representative
Need support from the college? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If yes, give a description of your needs: I was elected by my campus to serve.
Goal was met? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Do you want to continue this goal for the next year? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please tell why in the explanation below.
Explanation of how goal was met and its impact, if the goal was not met and why. If you want to continue the goal explain why: I have served this year, and will again next year. I participate in meetings. Next year, I will take a more active role by taking all the notes.
Goal #5
<input type="checkbox"/> Instructional <input type="checkbox"/> Service <input type="checkbox"/> From IDEA result
Description:
Need support from the college? <input type="checkbox"/> Yes <input type="checkbox"/> No
If yes, give a description of your needs of how goal was met and its impact, if the goal was not met and why. If you want to continue the goal explain why:
Goal was met? <input type="checkbox"/> Yes <input type="checkbox"/> No Do you want to continue this goal for the next year? <input type="checkbox"/> Yes <input type="checkbox"/> No if yes, please tell why in the explanation below.
Explanation:



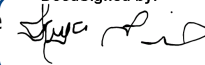
Goals Rating: Identify the level of completion, then sign and date.

Rating of Accomplishments for Goals	
Faculty select your rating: Meets Expectations	Supervisor select your rating: Meets Expectations
Comment/needs/ideas for the next year: Click or tap here to enter text.	Comment/needs/ideas for the next year: Joyce is committed to teaching remote sections of the calculus for the college and has stepped up to teach Differential Equations, she keeps herself accessible to her students including office hours in the tutoring center, she continues to look for ways to improve engagement in the classroom and for ways her students will be successful
<p>_____ Faculty Signature</p> <p>_____ Date</p> <p>DocuSigned by:  394F5A9B6400447...</p>	<p>DocuSigned by:  _____ Supervisor Signature</p> <p>_____ Date</p> <p>_____ Supervisor Signature</p> <p>_____ Date</p>

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This document is how I remember it after the evaluation with the Dean and ADI

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Faculty member, feel free to add comments



Part 3: Observation of Teaching and Learning

With your Dean, identify who, when and what teaching will be observed for the year. The observation form provides guidance in the major principles of effective teaching and learning. The 7 principles are research based and should guide the instructor in design, implementation and assessment of the learning experience.

(Using the “Faculty Observation Form” [link below], please complete the Self-Review [“Instructor” column] to discuss at March-April check-in. Be thorough in your Self-Review, but do not feel obligated to complete all boxes [i.e., evidence, strengths, areas for improvement, challenges or barriers] for each of the seven principles)

Use this form for the observation: [Faculty Observation Form](#)

Who will observe you this year? Name:

When do you plan to be observed? Date:

What discipline and general lesson topic will be observed?