

POLICIES AND PROCEDURES

Subject: Evaluation: Faculty Reference: B-XII

Source: Vice President, Instruction Eff. Date: April 21, 2017

Approval Auth.: President Approved: _____

Remarks: Replaces previous policy dated March 21, 2016

Date: April 21, 2017

Purpose

Regular evaluation of individual instructors is essential to building and maintaining excellence in the instructional program. Evaluation should provide information about performance both to the instructor and his/her supervisor. This information serves as a base for professional improvement of the instructor, as well as for administrative decisions regarding the granting of tenure, assignment, and re-employment. As a result of the evaluation process, instructors can continue to polish existing skills. Therefore, the instructional program will continue to improve.

Responsibilities

1. Individual instructors shall participate in the process in accordance with the established policy and procedures.
2. The appropriate supervisors (division chair, program director, or coordinator) shall conduct classroom observations of instructors in their areas of responsibility, shall conduct evaluation conferences with instructors, and shall insure participation of instructors in the evaluation process.
3. The Dean of Arts, Sciences and Business, Dean of Health Professions, and the Dean of Workforce and Public Service shall evaluate those with instructional responsibilities reporting to them, shall assist the Vice President of Instruction in assessing evaluation policies and procedures, and shall coordinate the faculty evaluation process in their areas of responsibility.

4. The Vice President of Instruction shall recommend the faculty evaluation policy to the President, shall develop appropriate procedures, and shall administer and verify the evaluation process. The Vice President of Instruction shall interpret and implement this policy.

Process

The evaluation of faculty addresses teaching, professional development, collegiality, and service. Student evaluations, supervisor observation, grade distribution/retention data, and professional portfolio will document these components. The process will culminate in a supervisor - instructor conference.

Student Evaluation of Instructor. Student evaluations shall occur for all instructors in all sections and deliveries taught every semester (including summer terms and minimesters).

Student evaluations shall be conducted as follows:

- All fall and spring courses 16 weeks or greater and summer courses 11 weeks or greater will have evaluations open for four weeks prior to the week of final exams.
- All other fall and spring course lengths, eight-week courses, and summer courses will have evaluations open for three weeks prior to the week of final exams.
- All minimester courses will have evaluations open for seven days prior to the day of final exams.
- All field courses will have evaluations open for seven days prior to the last class day.

Any course section with an enrollment of four or less will not be evaluated. However, if an instructor teaches multiple sections of the same course, the Office of Institutional Research will combine multiple sections in the evaluation software in an effort to evaluate five or more students in the same course taught by the same instructor.

Observation by Supervisor (traditional, video, or virtual classroom). At least one classroom observation of tenured instructors will occur every three years. Classroom observations for tenure-track, tenure eligible and adjunct instructors will be yearly for the first five years, after which observation for tenure eligible faculty and adjunct faculty will occur at least every three years. The instructor or the Division Chair has the right to request more frequent observation.

Computer summaries of student evaluations, grade distribution, withdrawal. Provide the distribution and average scores for each

item in the student evaluations, grade distribution and withdrawal rate for instructor.

Portfolio. Tenured, tenure-track and tenure eligible instructors will develop an ongoing portfolio, which may be either electronic or paper. The teaching portfolio is one of the components of the faculty evaluation process. The portfolio method of evaluation is designed to achieve four goals. First, and foremost, it is designed to give the faculty member an opportunity to create a portrait. Although certain minimal documents are required, the faculty member will determine what teaching materials best represent him or her. Second, the portfolio is designed to be ongoing rather than repetitive. The faculty member will not "recreate the wheel" each year, but will update the portfolio based on a natural progression. This will save time and needless paper. Third, the portfolio allows the faculty member to complement the view of his/her teaching contained in student evaluations with actual teaching techniques and materials used in the classroom. Fourth, through the inclusion of activities outside the classroom, the faculty member's personal contributions to his/her department, division, profession, etc., will be recognized.

The portfolio will include the following:

1. a brief teaching philosophy
2. sample syllabi
3. sample assignments and exams
4. presentations and publications
5. an updated curriculum vitae (including committee assignments, service projects, and educational advancements)
6. the Professional Development Plan for the following year shall include:
 - a. progress in accomplishing last year's Professional Development Plan
 - b. goals for the current year
 - c. means for accomplishing goals
 - d. pertinent courses, workshops, or other resources needed to accomplish goals
 - e. reflective narrative

Adjunct instructors will keep a teaching file of current syllabi, sample assignments, and sample tests. A portfolio is optional.

Evaluation Conference. Tenured, tenure-track, tenure eligible, and active adjunct instructors and their supervisors will meet annually. The instructor and supervisor shall review the following materials at this conference:

1. **Student Evaluation of Instructor Forms if available.** The instructor shall bring all of the original forms to the conference.
2. **Traditional, Video, or Virtual Classroom Observation Summary when available.** The supervisor shall submit a copy of the summary to the instructor in a timely manner, but no later than one week prior to the conference. Internet and hybrid courses should receive periodic review as agreed upon by the division chair and faculty member.
3. **Computer Summaries of Student Evaluations and Grade Distribution/Retention Data.** The instructor shall bring the summaries to the conference. The supervisor shall bring the appropriate comparative data. Internet and hybrid classes should be included in these summaries.
4. **Collegiality.** The supervisor and the instructor will discuss the instructor's ability to function as a cooperative member within the department and the college.
5. **Professional Development Plan Status Report**
6. **Portfolio.** The instructor shall submit the portfolio by the supervisor's deadline.
7. **Student Advising.** What are the strengths and weaknesses of the instructor as an advisor?
8. **Assigned Administrative Duties Reviewed**

During the conference, the supervisor and instructor will discuss the above components with the purpose of arriving at a mutual understanding of the instructor's strengths and areas where improvement is needed. The Professional Development Plan may be modified to reflect appropriate steps to make the necessary improvements as agreed upon by supervisor and instructor. The supervisor should add comments to the Faculty Evaluation Summary form, sign the evaluation summary, and return it to the instructor for signature. If the instructor disagrees with the official evaluation summary and/or comments, the instructor should sign at the appropriate place on the Faculty Evaluation Summary form and state the reasons for the disagreement. A copy of the official, signed Faculty Evaluation Summary form shall be given to the instructor in a timely manner and another copy shall be filed in the division chair's office, after which the original shall be forwarded to the appropriate dean for review and holding.

FACULTY PROFILE

TENURED FACULTY REVIEW	FREQUENCY	TENURE-TRACK AND TENURE ELIGIBLE FACULTY REVIEW	FREQUENCY	ADJUNCT FACULTY REVIEW	FREQUENCY
1. Student Evaluations (all sections including Internet and hybrid)	Every Semester (including summer terms and minimesters)	1. Student Evaluations (all sections including Internet and hybrid)	Every Semester (including summer terms and minimesters)	1. Student Evaluations (all sections)	Every Semester (including summer terms and minimesters)
2. Classroom Observation (traditional, video or virtual)	Once every 3 years	2. Classroom Observation (traditional, video or virtual)	Yearly, for the first five years, and then once every three years.	2. Classroom Observation (traditional, video or virtual)	Yearly, for the first five years, and then once every three years.
3. Professional Development Plan (PDP)	Yearly	3. Professional Development Plan (PDP)	Yearly	3. Professional Development Plan (PDP)	Optional
4. Portfolio Required	Ongoing	4. Portfolio Required	Ongoing	4. Instructional Material File	Ongoing
5. Evaluation Conference	Complete annually between February 1 and August 15 at the discretion of the chair (regardless of student evaluation cycle)	5. Evaluation Conference	Complete annually before April 15 (regardless of student evaluation cycle)	5. Evaluation Conference	No specific due date. Complete annually for any active adjunct instructor.

EVALUATION CONFERENCE

TENURED FACULTY REVIEW	TENURE-TRACK AND TENURE ELIGIBLE FACULTY REVIEW	ADJUNCT FACULTY REVIEW
1. Student Evaluations (Including Internet and hybrid)	1. Student Evaluations (Including Internet and hybrid)	1. Student Evaluations (Including Internet and hybrid)
2. Classroom Observation (traditional, video, or virtual)	2. Classroom Observation (traditional, video, or virtual)	2. Classroom Observation (traditional, video, or virtual)
3. Grade Distribution Data/Retention Data	3. Grade Distribution Data/Retention Data	3. Grade Distribution Data/Retention Data
4. Collegiality (Ability to function as a cooperative member within the department and the college.)	4. Collegiality (Ability to function as a cooperative member within the department and the college.)	4. Collegiality (Ability to function as a cooperative member within the department and the college.)
5. Professional Development Plan (PDP) Status Report	5. Professional Development Plan (PDP) Status Report	5. Professional Development Plan (PDP) Status Report (optional)
6. Portfolio Review	6. Portfolio Review	6. Instructional Material File
7. Advising Activities	7. Advising Activities	
8. Coordinator/Program Director compensated duties	8. Coordinator/Program Director compensated duties	