



Revision Responsibility: Vice President for Academic Affairs

Responsible Executive Officer: Vice President for Academic Affairs

Source/Reference: None

PURPOSE

Primarily, to recognize outstanding faculty performance and to provide feedback that can be used by individual faculty to improve performance, thereby enhancing the College’s instructional programs and services. In addition, evaluation results will be considered in tenure and promotion decisions and may influence pay should merit raises be implemented.

POLICY

- I. Informal evaluation will be continuous throughout the year as Deans observe the faculty in their work environment. It is expected that the Deans will promptly confer with faculty if problems with their work become apparent, and maintain appropriate documentation of the problems and their resolution.
- II. Formal evaluation will be conducted annually during the Fall semester. Components and procedures for this formal evaluation are described as follows.
- III. Faculty members will be evaluated with reference to their participation in six categories: teaching; curriculum and program development; service to students including advising/outreach, college, profession, and community service; scholarship/creative activities/research; and collegiality and contribution to goals. It is expected that teaching will be emphasized in the evaluation. The following percentages are maximum points to be awarded per category in evaluation of faculty efforts:
 - A. 1. Teaching: 60%
 - A. 2. Curriculum and Program Development: 10%
 - B. 1. Service to Students/Outreach: 10%
 - B. 2. College, Profession, and Community Service: 5%
 - C. 1. Scholarship/Creative Activities/Research: 5%
 - C. 2. Collegiality and Contribution to Goals: 10%

Faculty Evaluation Scoring Guide:

Category	Below Average	Average	Excellent
Teaching Effectiveness	1 – 20	21 – 40	41 – 60
Curriculum/Program Development	1 – 3	4 - 7	8 – 10



Service to Students	1 – 3	4 - 7	8 – 10
College, Profession, Community Service	1 – 2	3	4 - 5
Scholarship, Creative Activities, Research	1 – 2	3	4 – 5
Collegiality and Contribution to Goals	1 – 3	4 - 7	8 – 10

IV. Results from multiple sources will be used by the supervisor to determine the faculty member’s overall evaluation. The sources that are used and the frequency of their use will depend on the faculty member’s status as probationary or tenured, and whether or not problems have been identified. The sources include:

A. **Self-evaluation:** This evaluation serves two purposes. The primary purpose is to provide faculty with an opportunity to reflect upon their effectiveness in the classroom and their contributions to the institutional mission. Based on this evaluation, faculty also are expected to identify goals which address all major job responsibilities such as instruction, advising, institutional/community service, and professional development, and to develop a plan for continued growth and development.

The second purpose of the self-evaluation is to provide documentation to be maintained in a faculty portfolio, which will be used in reviewing requests for tenure and promotion, and as a basis for merit raises, should they be available in the future. The self-evaluation should be maintained in a portfolio to be submitted at the time of these requests.

B. **Student evaluation of instructor:** This evaluation is intended to provide feedback to faculty and afford them the opportunity to improve their teaching effectiveness. The results and proposed action plans for improvement will also be used by the Dean in arriving at an overall evaluation of the faculty. Student evaluations are conducted in the Fall for at least two courses for all full-time faculty and for new part-time faculty. Student evaluations are conducted in the Spring for all new full-time faculty and for all part-time faculty. Additional student evaluations may be requested by the Dean, Director of Academic Engagement and Innovation, or a faculty member. Faculty often perform informal periodic student evaluations throughout the semester and academic year to garner immediate student feedback for instructor and course improvements, in addition to the formal evaluation outlined in this policy.

C. **Peer evaluation:** Peer review of various aspects of the teaching-learning process is intended to provide faculty with insights about the process and suggestions for improving their instructional effectiveness. A peer reviewer is someone who knows the content and/or knows effective ways and methods to convey knowledge and instruction to students. Peer reviewers might include another full- or part-time faculty from any discipline or a Dean approved external professional representing the discipline who can either observe teaching or evaluate instructional materials.

- D. **Dean evaluation:** This evaluation by the Dean is both formative and summative, identifying areas for improvement and providing an opportunity for dialogue about future directions for growth and development as a faculty member. The results are also considered when the Dean makes recommendations relative to tenure and promotion decisions.

PROCEDURES

I. Calendar

After mid-term during the Fall semester conduct student evaluations of faculty

March 1 for Fall evaluations	Deadline for returning student evaluation results to instructors
June 1 for Spring evaluations	
May 1	Deadline for completion of peer evaluations
No later than September 1	Deans notify faculty who must submit self-evaluation this year
September 15	Deadline for submission of self-evaluation and results of peer evaluations to the Dean
September 15 – November 15	Dean evaluations conducted. New faculty should schedule a meeting during this time to establish goals for the year and schedule mid-year evaluation with the Dean during the month of February.

II. Student Evaluation of Faculty

- A. The Student Evaluations of Faculty are conducted in an online format. Evaluations will be posted for student completion after mid-term. Faculty will receive instructions to inform the students that the evaluation is available. Students will receive an email to inform them to complete the online survey. The survey will be open to students during the last half of the course and will remain open until after Final Grades are posted. Additional questions on the appropriate survey for distance courses will appear on the course evaluations form online, hybrid and DVC courses.
- B. The Faculty, Curriculum and Programs Office will create summary reports of the evaluation results. One copy of the results will be placed in the personnel file for each faculty member and one copy of the results will be sent to the appropriate Dean. The Division Offices will distribute these to the faculty by March 1 for Fall evaluations and by June 1 for Spring evaluations.

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- C. Aside from the formal evaluation cycle, faculty often perform informal periodic student evaluations throughout the semester, and academic year to garner immediate student feedback for instructional course improvements.

III. Peer Evaluation

- A. Faculty must choose one of the following options for peer review and make arrangements for the review to be conducted annually using the appropriate form:
- Class visitation or critique of recorded lecture and subsequent written evaluation (Form B)
 - Evaluation of syllabus, handouts, tests, or other course materials (Form C)
 - Other activities as approved by the Dean, for example, on-line course review process by the Instructional Design Team (IDT) or peer feedback from presentations
 - Informal evaluations
- B. Faculty will review the peer evaluation and provide a copy as part of the documentation provided to the Dean.

IV. Self-Evaluation

Using Form D, the faculty will:

- A. Summarize progress toward the goals established in the last self-evaluation;
- B. Reflect on teaching effectiveness from analysis of Student Evaluation of Faculty, peer evaluation, and student success rates in classes providing strategies implemented during this evaluation cycle for continuous improvement;
- C. List significant accomplishments and activities relating to instruction, professional development, and institutional and community service;
- D. Summarize academic advising activities;
- E. Evaluate efforts and/or effectiveness for each general category listed in A-D; and
- F. Develop a plan based on the results of their self-evaluation for the next evaluation cycle, which addresses areas needing improvement, and establishes specific goals for improving instruction, professional development, and service to students, college profession and community service.

Non-tenured faculty will submit the self-evaluation, peer evaluation results, and professional development goals for the coming year to the Dean. Tenured faculty will submit this

documentation at the beginning of the Fall semester of the year for their evaluation to occur. Tenured faculty will report for the time period since their last Dean evaluation.

V. Dean Evaluation

- A. The Dean will review the student evaluations and the materials submitted by the faculty member (self-evaluation, peer evaluation results, and plan for next year). In the case of program faculty, the Dean will also review faculty performance in the program with the Program Director.
- B. The Dean may also conduct classroom observations as deemed appropriate, or as requested by the faculty member.
- C. Deans will conduct an annual evaluation conference for all non-tenured faculty and faculty on term contracts. Evaluation conferences for tenured faculty will be conducted once every two years, unless the supervisor determines there is a need to conduct the conference annually. The “Faculty Evaluation by the Dean” form (Form E) will be completed during this evaluation conference.
- D. Following the evaluation conference, the form will be signed by both the Dean and the faculty member, along with a response from the faculty member, if desired, and forwarded to the Vice President for Academic Affairs, who will sign the form.
- E. The Vice President for Academic Affairs will review the evaluations and forward them to the Human Resources Office for inclusion in the faculty personnel files. If the Vice President for Academic Affairs chooses to respond to any part of the evaluation or faculty response, he/she will also forward a copy of that response to the faculty member and the Dean.

Revised: February 2, 1993; August 17, 2001 (new policy); May 14, 2002 (Form E revised); September 14, 2011 (revised, new policy format and updated titles); May 15, 2017 (updated titles; revised to align with TBR policy and met accessibility standards); January 26, 2021 updated and approved by Cabinet and signed by the President.