

## ARTICLE 11

### ADMINISTRATIVE EVALUATION OF FACULTY

#### 11.01 Administrative Evaluation of Faculty

It is understood that the primary purpose of evaluation is not to discipline, but to provide the faculty member with the advice, assessments, and opinions of his or her immediate supervisor in order to assist him or her in continuing professional development and performance improvement, although evaluations may be referenced in disciplinary matters. The parties agree that those factors bearing on the faculty member's effective performance of his or her professional duties and responsibilities are of primary importance in the evaluation process. The term "evaluation" as used in this Article refers only to the formal evaluation of a faculty member to be conducted by his or her immediate supervisor. With the approval of the appropriate dean, the immediate supervisor has the authority and discretion to complete formal evaluations every other year, on a case-by-case basis, for any faculty member who has achieved the rank of Professor.

For tenured or tenure-track instructional faculty members, the evaluation shall include teaching/job effectiveness which encompasses the immediate supervisor's observations of the faculty member both in class and out of class as well as the results of appropriate items on his or her student perception surveys; professional development/scholarly activity; service to the department, College, discipline, and may include community service; other regular assigned job duties if applicable; progress toward completing the Faculty Development Plan; and an overall assessment of the faculty member's performance.

For non-tenure-track instructional faculty members, the evaluation shall include teaching/job effectiveness, which encompasses the immediate supervisor's observations of the faculty member both in class and out of class as well as the results of appropriate items on his or her student perception surveys and an overall assessment of the faculty member's performance. Professional development/scholarly activity; service to the department, College, discipline, and community service; other regular assigned job duties; and progress toward completing the Faculty Development Plan may be included as appropriate.

Classroom observation dates shall be determined by the immediate supervisor following consultation with the faculty member. Unless agreed upon by the faculty member, the classroom observations will be scheduled during the faculty member's contract year. Within three weeks of any classroom observation, the immediate supervisor will meet with the faculty member to discuss the observation. Any factors which will be noted on the faculty member's annual evaluation will be provided to the faculty member, in writing, within one week of this meeting.

Classroom visitations or observations shall not be used for harassment and shall be conducted with due regard to the courteous treatment of faculty members and students. However, the College reserves the right to make additional, unscheduled classroom visitations or observations.

For library and counseling faculty members, the evaluation shall include job effectiveness which encompasses teaching effectiveness if teaching is part of the regular job duties, the immediate supervisor's observations of the faculty member's job effectiveness, and the results of appropriate items on student perception surveys or client satisfaction surveys; professional development/scholarly activity; service to the department, College, discipline and may include

community service; other regular assigned job duties if applicable; progress on completing the Faculty Development Plan; and an overall assessment of the faculty member's performance.

At least one week prior to the annual evaluation conference, the department head shall provide a draft copy of the evaluation to each faculty member for his or her review.

At the annual evaluation conference, each faculty member and his or her immediate supervisor shall review and discuss items relevant to the faculty member's performance covering the academic year evaluated as well as plans for the following academic year. The substance of the evaluation conference follows the format provided in Appendix J. Each faculty member is encouraged to perform a self-evaluation and present it to his or her immediate supervisor before or during the annual evaluation conference. The supervisor will accept and consider such self-evaluations when put in writing.

Within two weeks of the annual evaluation conference, the immediate supervisor will provide a copy of the final written evaluation to the faculty member. The faculty member will sign the evaluation, indicating that he or she has received a copy, but not necessarily that he or she agrees with the contents. The written evaluation shall be placed in the faculty member's privacy file in the Human Resources Office. The faculty member may submit a written statement for attachment to the evaluation form. The annual evaluation process will be completed no later than October 15 of the fall semester of the following academic year for which the evaluation is being conducted.

The College shall, at its discretion, assist the faculty member in improving any deficiencies identified in the evaluation; the expenditure of time and resources for this purpose shall remain a matter of administrative discretion. However, any such assistance does not entitle the faculty member to continued employment at the College.

Any faculty member who has been given an evaluation which he or she believes does not accurately reflect the quality of his or her performance shall have the right to request and shall, upon such request, be granted a re-evaluation by another appropriate administrator designated by the Vice President of Academic Affairs.

#### **11.02 Student Feedback on the Classroom Learning Process and Environment**

The College retains the right to collect student feedback on the classroom learning process and environment during the semester. Student perception surveys each semester shall include all faculty members. Although the surveys are designed primarily for the improvement of teaching and learning and a faculty member's self-improvement, the results may be used by the College in support of personnel decisions.