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| 2023-24 Faculty Evaluation Handbook |

*As learning is flexible and evolving, so too is the faculty. Faculty are themselves life-long learners, even as they strive to provide the highest quality learning experience for their students. Faculty do not compete; rather they collaborate to produce knowledge and an equitable learning environment. In the same way, faculty collaborate in assessing and evaluating the effectiveness of instructional practice, and in contributing expertise and experience to the governance of the whole institution. Through collaboration and mutual respect, faculty model citizenship in its broadest sense to students, through the curriculum and through relationships to peers and the whole institution.*

adapted from Future Faculty Task Force Report, 1995



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## INTRODUCTION TO THE EVALUATION PROCESS

The effectiveness and quality of an institution’s total educational program depend upon the presence of a competent faculty. Therefore, the College has an obligation, in consultation with faculty, to evaluate substantively the performance of its faculty members and to provide support for their development on a continuing basis. This obligation emerges from collective bargaining agreements,[[1]](#footnote-1) accreditation requirements, and our personal commitment to continual professional development.

To fulfill this obligation, faculty and administrators have developed this document as a guide to the evaluation process at Lane Community College[[2]](#footnote-2). Its intent is to help faculty and administrators successfully and meaningfully participate in a substantive evaluation process that is primarily focused on professional development and only secondarily on corrective evaluation and action. To that end, this document provides information about the evaluation processes, forms and instructions.

Evaluations that support well developed professional growth will help assure the continuing competency of faculty. Such procedures, with sufficient resources, can help faculty remain current in their field, ensure job competency, identify deficiencies in performance, and provide options such as counseling, training programs, opportunities to observe peers, and, when appropriate, a remediation plan.

### Evaluation Types and Source of Initiation

There are two types of substantive evaluations of faculty. The primary type for contracted faculty members is the Developmental Evaluation, which is initiated by time of service. Part-time faculty may elect to participate in a developmental evaluation, except that Developmental Evaluations for Part-time faculty do not require management involvement.[[3]](#footnote-3) Otherwise, see the part-time faculty evaluation form. A Corrective Evaluation is only initiated in response to indications of inadequate performance requiring significant intervention. (See Corrective Evaluation handbook for details on corrective evaluations and corrective opportunities.)

### Purposes of Evaluations[[4]](#footnote-4)

1. To ensure quality in the teaching and learning environment and enhance student learning.
2. To support each individual's growth and development.
3. To support periodic assessment, reflection, and mindful development by faculty of their professional service.
4. To support the continuous improvement of in-service programs and faculty professional development programs.
5. To support faculty creativity, experimentation, and risk-taking.
6. To support alignment of performance with new needs of the discipline and department, and promote departmental/divisional clarity of purpose.
7. To identify and overcome poor performance and to provide a basis for decisions regarding retention.
8. To support each individual’s growth and development as it pertains to diversity and social justice education.
9. To support contracted faculty members’ long-term curriculum planning work.

### Principles of Evaluations[[5]](#footnote-5)

1. The College is accountable for the evaluation of performance of faculty members and to provide reasonable resources for the professional development of faculty on a continuing basis, which shall be accomplished through the collaborative efforts of faculty and administration.
2. Every contracted faculty member shall participate as the subject of a Developmental Evaluation at least every fifth year.
3. Multiple indices shall be utilized, both in terms of sources of information and activities evaluated, and may include teaching, scholarly performance and/or research, and service to the profession, college, and community. At a minimum developmental evaluations for contracted faculty shall include a faculty self-assessment, an instructional observation for instructional faculty, and an evaluation summary. Multiple indices for part-time faculty shall minimally include management observations and self-evaluation. Additional indices may be added by mutual agreement between part-time faculty and management.
4. The administration shall have access to all primary or raw data developed according to the evaluation plan.
5. Faculty participation in evaluation is critical to bringing subject matter and pedagogical knowledge substantively into the assessment process. At the discretion of the faculty member being evaluated, a team may be used to help in the Developmental Evaluation process. The extent of use of peer evaluation shall be by mutual agreement of the faculty members involved.
6. Where deficiencies in a faculty member's performance are identified, the faculty member is responsible for correcting the deficiencies, and the College will provide reasonable development opportunities and resources.

### Evaluation limitations and requirements

Developmental Evaluations are required every fiveyears, except for probationary faculty who will be required to complete a Developmental Evaluation during each year of probation[[6]](#footnote-6).

1. After February 15 of their second year, probationary employees may not be recommended for non-retention based on performance without receiving at least one Corrective Evaluation. Further, probationary employees may not be non-renewed during a Corrective Evaluation and the period of any subsequent improvement plan[[7]](#footnote-7).
2. The division manager will notify the Association of scheduled Corrective Evaluations[[8]](#footnote-8).
3. An Association representative may attend all evaluation meetings, if requested by the faculty member.

### Use of Student Evaluations

Student evaluations of classes may be used in evaluations of faculty at the discretion of the faculty member**.**

### Use of Peer Evaluation and Teaching/Professional Development Portfolios[[9]](#footnote-9)

Peer evaluation of employees and teaching/professional development portfolios can be important inputs to developmental planning. A faculty member has the discretion over their scope and use, but data provided within this scope shall be accessible upon request to the College. Peers have the discretion over being part of peer evaluations, and may decline to participate without prejudice. The use of any data and conclusions derived from a peer evaluation initiated by the employee separately from the evaluation process is at the discretion of the employee.

## DEVELOPMENTAL EVALUATIONS

Developmental Evaluations shall be used to provide a structured and supported opportunity for faculty to periodically take stock of accomplishments, reflect on current and future directions, and connect those directions with the challenges facing the discipline and department/division.

The experience within this type of evaluation is intended to be purely developmental and result in a development plan[[10]](#footnote-10). Faculty may wish to develop a portfolio as part of the evaluation process (see Appendix A).

Probationary faculty are required to complete this type of evaluation each year of the three-year probationary period. For probationary employees, the evaluation schedule will be established as soon as possible during thefall term of each year and completed in time to communicate, if necessary, a decision of non-renewal by February 15 of the second year. [[11]](#footnote-11)

Permanent faculty, and part-time faculty that have earned part-time seniority[[12]](#footnote-12) or with five years of service to the College, will complete this type of evaluation every fiveyears.[[13]](#footnote-13) It can take place at any time during the academic year provided it is completed within two consecutive terms. The evaluation schedule will be worked out with the individual being evaluated.

### Procedures[[14]](#footnote-14)

The Developmental Evaluation will be conducted consistent with the following:

1. The Developmental Evaluation shall be carried out by an evaluation team composed of the employee being evaluated, the division/department manager, and if desired by the faculty member, other staff chosen by the faculty member, subject to reasonable ability of the group to do its work. The manager is not required by the contract, but may be required by Academic and Student Affairs, to be present at Developmental Evaluation meetings.
2. The evaluation team shall meet in a planning conference to discuss the scope of the Developmental Evaluation, the kinds and sources of data that will be necessary to conduct the evaluation, and the manner by which the data are to be collected and analyzed. The division manager shall ensure that this work is accomplished and the results of this conference are reduced to writing and a copy provided to the employee. At the request of the employee, a copy will be provided to the Association.
3. An evaluation conference of the evaluation team shall be held to clarify any questions concerning the data, to clarify developmental issues, to make developmental recommendations, to identify sources of support, and to identify and discuss any constraints faced by the employee and to suggest ways to remove such constraints. The division manager shall ensure the evaluation conference takes place and the results of the evaluation conference are a development plan and a summary, which shall be reduced to writing.
4. The employee shall be provided a written copy of the results of the evaluation conference and shall be afforded the reasonable opportunity to provide an addendum in writing, which will be attached. The summary of the evaluation conference, including addenda to the summary, shall be placed in the employee's personnel file.

### Evaluation Steps

*Step 1: Planning the Evaluation*

1. Manager notifies faculty member of upcoming evaluation during fall term for probationary faculty members and early in the first of the two terms decided upon for regular faculty members.
2. Faculty member identifies team members, if desired.
3. Planning meeting is scheduled.

*Step 2: Collection and Review of Data*

1. Gather data identified during the planning conference. This data should include:
	* + Observations (see page 7)
		+ Student evaluations if available and at the discretion of the faculty member
		+ Review of plans developed during the previous developmental evaluation
		+ Other data as agreed upon
		+ Data review – faculty member and manager complete criteria form (see pages 8-9)
2. Evaluation conference is scheduled.
3. Review of data in conference.

*Step 3: Developmental Plan*

1. Developmental summary and plan are completed (see page 10).
2. Developmental summary and plan submitted to Human Resources by February 15 for probationary faculty and by the end of the second term for regular faculty.

**Faculty Developmental Evaluation** [[15]](#footnote-15)

#### Step 1: Planning the evaluation -- Use this form to summarize the planning meeting.

|  |  |
| --- | --- |
| Faculty member:       | Date:       |
| L#:       |
| [ ] Probationary or temporary faculty | [ ]  Permanent contractedfaculty | [ ]  Part-time faculty  |
| Members of the team[[16]](#footnote-16):       |
| Scope of the evaluation (e.g. teaching and/or professional faculty responsibilities, scholarly performance, service to profession, college, community):       |
| Kinds and sources of data (including performance observations for instructional faculty by manager) necessary for the evaluation[[17]](#footnote-17):       |
| Division Manager:       | Date:      |
| Faculty Member:      | Date:      |
| [ ]  I, the faculty member, request that a copy be provided to the Association  |

**Faculty Developmental Evaluation**

#### Step 2a: Observations (for instructional faculty)

|  |  |
| --- | --- |
| Instructor:        |  L:       |
| Observer:       |
| Class:       | Date:       |

The following observation guidelines are intended to benefit the faculty member. The developmental evaluation team may agree to use other observation criteria. A copy should be submitted to the person observed immediately upon completion. As the observation proceeds, the observer should look for and may comment on the following

**Clarity and organization:** Addresses topics and items in a clear, consistent fashion and follows logical progression, also allowing for flexibility to meet student needs and course outcomes

**Instructional methods:**Utilizes inclusive, accessible instructional methods and technology as applicable to course content, modality, course type (e.g. lecture, lab)

**Communication skills:** Communicates clearly and succinctly using language and other aids that are employed (e.g. visuals and/or other media).

**Rapport and interaction with students:** Fosters inclusive, equitable, accessible learning environment**; c**omfortable working with students; appropriately inviting questions and comments from them, and responding to their needs on a regular, ongoing basis as applicable.

**Subject matter expertise:** Demonstrates a command of the information and ideas addressed in the class.

**Additional comments:** Areas for development and/or recommendations for continued growth.

**Observations:**

**Faculty Developmental Evaluation**

#### *Step 2b: Data Review* (To be completed by the faculty member *and reviewed together with the manager*.)

|  |  |
| --- | --- |
| Faculty Member:       | Date:       |
| L#:       |

The following are suggested standards for review of the data. Examples and comments should be provided for each item. Faculty and the administrator may agree upon additional criteria to guide their data review.

|  |
| --- |
| *Data reviewed by:*       |

**Required CCPD:** Have you completed at least four hours per year up to a total of at least 12 hours of CCPD by June 30, or within three years of hire[[18]](#footnote-18)? [Record with office HR.][ ]  Yes [ ]  No

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| **Reflection:** Please reflect on your professional development and faculty work since your last developmental evaluation, including reference to the data sources.      **Future Goals:** What are your developmental goals going forward for the next five years?  Reflection and Future Goals may include teaching, contributions to the department, program, discipline, college and/or community, professional development, scholarship, professional relationships, long-term curricular planning, and cultural competence professional development.**Sample Questions:** you may wish to address for the reflection and future goals include:* How have you maintained a current understanding of your field, developed necessary skills, and organized necessary resources?
* How do you effectively use appropriate instructional methods, modify procedures in response to changing circumstances and student needs?
* How do you foster an inclusive, equitable learning environment?
* How well do you achieve your goals?
* How does your work contribute to the work of other faculty, staff, and the college?
* For instructional contracted faculty members, how do you support long-term curriculum planning work?
* Do you use a suitable style, effective organization, and communicate with clarity and integrity in your work?
* How do you critically evaluate your teaching and/or professional faculty responsibilities, assess student learning and use your evaluation to improve the quality of your work?
* How do you contribute to your discipline, program, department, division, the college, and the community as a member of the faculty?
* Do you practice and support the qualities of a scholar, especially integrity, perseverance, ethics, and courage?
* Do you develop professional relationships conducive to a positive learning and working environment?

 [List questions here.]       |
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| * + - This document shall remain confidential and it shall not be placed in the faculty member's personnel file.
		- Copies of this document and any attachments have been provided to the faculty member.

|  |  |
| --- | --- |
| Division Manager:       | Date:       |
| Faculty Member:       | Date:       |

 |
| [ ]  I, the faculty member, request a second evaluation conference.  |

**Developmental Faculty Evaluation**

#### Step 3: Summary of Evaluation Conference and Developmental Plan

|  |  |
| --- | --- |
| Faculty Member:       | Date:      . |
| L#:       |

|  |
| --- |
| Attended by:       |
| Developmental issues identified:      . |
| Strengths identified:       |
| Areas identified for growth:       |
| Recommended development goals:        |
| Constraints and ways to remove them:       |
| Support needed from the College:       |
| Copies of this document and any attachments have been provided to the faculty member and shall be placed in the faculty member’s personnel file.  |
| Division Manager:       | Date:       |
| Faculty Member:       | Date:       |
| [ ]  I, the faculty member, wish to exercise my right to prepare an addendum to the summary[ ]  I request a second evaluation conference. |

## APPENDIX A: PILOT PORTFOLIO GUIDELINES

A faculty portfolio may be used for professional development purposes. It should demonstrate the faculty member’s abilities and professionalism, as well as encourage collaboration and experimentation.

The development of the portfolio should be supported rather than managed by the department/division manager. Since the purpose of the portfolio is formative and produced by the faculty member, its composition will necessarily be individualized. The portfolio should characterize and represent a faculty member's unique, distinguishing work as a teacher. Although a teaching portfolio integrates many different kinds of information, it is not expected to be a complete reflection of the faculty member's work.

### Portfolio Items

The teaching portfolio should be a selective gathering of materials chosen by the faculty member that reflects and critically evaluates three areas: Work as a Teacher (or the appropriate role(s) for non-teaching faculty), Scholarship, and Service to the College.

*Work as a Faculty Member* - some examples include:

* Description of academic and/or faculty responsibilities.
* Representative course syllabi and/or other work samples
* Information from students, peers, and manager.
* Description of students, their learning styles and reasons for taking the course.
* Conferences with students, including tutoring, academic advising, and mentoring.
* Coordination and supervision of student activities directly related to the academic program.
* Coordination and supervision of academic programs.
* Writing letters of recommendations.
* Evaluation of library holdings and recommendation of resources to be ordered by the library.
* Review, selection, and procurement of equipment, software, supplies, books, films/videos, and other materials for classroom use.
* Other similar activities.

*Scholarship* - some examples include:

* Curriculum preparation, design and development.
* Statement of teaching/academic or professional philosophies and methodologies.
* Steps taken to evaluate and improve one’s teaching, academic, or other faculty work.
* Personal criteria of efforts for assessing teaching/academic or other faculty performance.
* Description of professional development efforts.
* Experiments in teaching methods and academic-oriented research.
* Development of new courses and academic programs or services.
* Documentation of ongoing reading, research, and course work, to maintain proficiency in one’s field.
* In the case of fine arts, performing arts, and physical education, regular practice and performance to maintain and develop professional skills.
* In the case of professional technical education, attending workshops and training sessions, visiting work sites, etc., to maintain and develop professional skills.
* Research intended to lead to publication in scholarly journals and books or presentation to professional society or group in one’s fields.
* Editing professional journals and serving as referee of manuscripts that have been submitted to a journal.
* Reviewing texts in one’s field to be used in courses and/or for a publisher.
* Holding membership or an office in a professional association.
* Attendance and participation in meetings, conferences, workshops, and conventions in one’s field, including professional associations.
* Writing and/or implementing grant proposals.
* Consulting with faculty on professional development proposals and projects.
* Discipline-connected consultation or discipline-connected community service.
* Other similar activities.

*Service to the Colleg*e - some examples include:

* Service on department/division and college-wide committees.
* Service on Association executive board and/or committees.
* Service on joint governance committees.
* Participation in college-sponsored activities to recruit students and new faculty.
* Screening and interviewing candidates for faculty and staff appointments.
* Coordination, advisement, and supervision of student organizations or student activities not directly related to the academic program.
* Advising and counseling of students during registration.
* Participation in college-sponsored community service or community projects.
* Taking inventory of equipment and supplies.
* Service as the designated representative of the College.
* Participation in community-sponsored activities with the college (such as the United Way).
* Discipline-related public service.
* Other similar activities.
1. Article 13 [↑](#footnote-ref-1)
2. Article 13.9 [↑](#footnote-ref-2)
3. Article 13.4.2 [↑](#footnote-ref-3)
4. Article 13.2 [↑](#footnote-ref-4)
5. Article 13.3 [↑](#footnote-ref-5)
6. Articles 13.3.2, 13.4.1, and 13.6 [↑](#footnote-ref-6)
7. Articles 13.8 and 25.4 [↑](#footnote-ref-7)
8. Articles 37.1 and 37.2 [↑](#footnote-ref-8)
9. Article 13.7 [↑](#footnote-ref-9)
10. Article 13.4 [↑](#footnote-ref-10)
11. Articles 25.4 and 13.4.1 [↑](#footnote-ref-11)
12. Article 34.5 [↑](#footnote-ref-12)
13. Article 13.3.2 [↑](#footnote-ref-13)
14. Article 13.4.3 [↑](#footnote-ref-14)
15. This type of evaluation is intended to be purely developmental and result in a development plan. [↑](#footnote-ref-15)
16. The employee being evaluated may select colleagues to be part of the evaluation team. If the manager is not a member of the team, then there shall be at least two additional members. [↑](#footnote-ref-16)
17. The faculty member has discretion over the scope and use of peer evaluations and material in the teaching/professional development portfolio, but data provided within this scope shall be accessible by request to the College. Peers have the discretion over being part of peer evaluations. Data and conclusions derived from peer evaluations initiated by the employee separately from the evaluation process may be used only at the discretion of the employee. [↑](#footnote-ref-17)
18. Article 23.16 [↑](#footnote-ref-18)