Faculty Evaluation Plan
South Arkansas Community College

Plan for Faculty Evaluation

The revised, partial plan for Faculty Evaluation (Plan) was first reviewed by the Faculty Affairs Committee (FAC) and the Vice President for Learning (VPL) on July 2, 2015. Subsequent work sessions with the FAC, Academic Deans, and the VPL resulted in several revisions and occurred on July 16 and 28, 2015. The FAC, Academic Deans, and VPL presented the comprehensive plan to the Faculty at the Fall 2015 Convocation on August 20, 2015. The Academic Affairs Council consideration took place on August 21, 2015 and Executive Cabinet on September 4, 2015. The comprehensive Plan was inacted in the Fall 2015 semester. The Plan is scheduled for formal review at the conclusion of the 2015 – 2016 academic year and every three years thereafter. As deemed necessary, additional and/or more frequent review and/or considerations of changes to the Plan may be presented.
A PLAN TO EVALUATE FACULTY
AT
SOUTH ARKANSAS COMMUNITY COLLEGE

Values That Define the Plan to Evaluate Faculty

SouthArk faculty values

- quality instruction
- colleagues working together to improve instruction
- input about the quality of teaching from students, colleagues, and administrators
- sharing effective instructional practices
- documentation of student learning
- knowing “how they are doing”
- knowing how they can improve teaching

SouthArk faculty values an evaluation process that

- protects faculty from unfair practices or bias in evaluation
- accounts for situations over which they have no control
- allows faculty members the option of placing a written response to an evaluation in their personnel file
- serves as a learning experience for all participants who understand that remediation or additional professional development training may be necessary to implement the evaluation process or to formally address misunderstandings about its implementation and continued implementation
- acknowledges classroom observations as only one component of the evaluation plan
- recognizes the significance of the shared responsibility of implementation of the formal, annual process of evaluation by both faculty and college administrators

Goals of the Faculty Evaluation Plan

The goals of the faculty evaluation plan include

- continuing a tradition of professionalism among faculty
- strengthening the role of faculty as inquirers into the learning process
- helping faculty improve the quality of instruction
- communicating the expectation of instructional excellence to faculty
- documentation of the delivery of quality instruction by the faculty
- improving the confidence of faculty as professional educators
- evaluating faculty in a manner in which they view the evaluation process as a positive experience emphasizing continuous improvement
- creating faculty development / avenues for professional development / teaching goals
- assessment of achievement of previous faculty development / avenues supporting professional development / teaching goals
- fulfilling the evaluation requirements of the state and that of accrediting agencies
- optimizing the results of evaluation with reasonable effort for the mutual benefit of the administration and faculty
- providing evaluation outcomes information for use in making decisions related to continued service, promotion, rank, or merit
Evaluation Criteria for Faculty

Demonstrates Competence in the Teaching/Learning Process and Concern for Student Success:

- Communicates subject matter clearly, correctly, effectively, and accurately.
- Provides clear assignments and directives to students through syllabi and other means.
- Shows effective organization and planning for courses.
- Provides relevant out-of-class learning activities.
- Evaluates student progress accurately, objectively, and in a relevant and timely manner and communicates progress to students while maintaining up-to-date, accurate student records.
- Provides opportunities for student participation in the teaching/learning process.
- Promotes cultural diversity in the classroom.
- Demonstrates openness to student questions.
- Accommodates students with special needs and different learning styles.
- Treats students with dignity, respect, and courtesy in a professional manner. Ensures accessibility for students to discuss progress in the class and to discuss career opportunities in the faculty member's assigned field.
- Maintains order in the classroom and fosters a learning environment free of harassment, prejudice, bias, and discrimination.
- Maintains regular, posted office hours throughout the workweek.
- Completes administrative requirements in an accurate and timely manner (e.g., grade reports, attendance records, requisitions, textbook orders).
- Prepares comprehensive, accurate, and up-to-date syllabi and communicates this information to students at the first session of a course.
- Adheres to syllabus, established department standards, and the college’s policies and procedures.
- Assesses student learning according to the college’s assessment plan.
- Attends and participates in planned professional obligations (department/division/college meetings and activities) as directed by the college academic calendar.
- Communicates, coordinates, and works cooperatively and effectively with others.
- Shows concern for student safety, instructional equipment, and college property.
- Participates in any community activity that reflects positively on the institution and its role in the service area.

Demonstrates Professional Growth:

- Keeps up with changes in teaching field and demonstrates currency through documentation of participation in relevant professional development activities and incorporates updated course activities and assessment measures in instruction.
- Attends professional development activities (e.g., conferences, webinar, and workshops) in assigned field when scheduling allows and institutional support is provided.
- Participates in department/division/college activities (e.g., curriculum review, development activities) as determined by the department, division, and institution or otherwise communicated in the academic calendar.
- Establishes professional and/or teaching goals for growth and enhancement that are to be communicated formally at the beginning of each academic year at the initial meeting of the faculty member and supervising division dean.
Evaluation Plan for Full-time Faculty

Full-time faculty who have regular duties will be evaluated annually and Student End-of-Course Evaluations will be conducted every Fall and Spring semester.

Evaluation includes, but is not limited to, the assessment of student learning, the extent to which the accomplishment of individual faculty member's goals were annually met, an individual faculty member’s involvement in activities associated with the college including contributions to the mission of South Arkansas Community College, and service to the college and community.

Evaluation Criteria and Scores

- The faculty member must carefully consider the percentage weights recommended to the supervising dean as indicated on the Annual Faculty Initiative (AFI) and ultimately agreed upon at the Beginning-of-Year Conference.

- It is common practice for “departments” to consider percentages together and thereby “standardize” the percentages assigned to categories. However, it should not be considered lightly. Teaching is generally a “singular” activity. Therefore, individual faculty many not want to set category percentages that match colleagues in “multi-faculty” departmental settings. One-person departments set their own percentage weights.

- RUBRICS/EVALUATIVE CRITERIA:
  The individual faculty member receives one of the following ratings as a result of the comprehensive evaluation process:

  Performance Exceeds Expectations
  Performance Meets Expectations
  Performance does not Meet Expectations

  The following evaluation instruments are used to determine the overall rating for the faculty member:

  Classroom/Laboratory Observation Report – Supervising Dean
  Classroom/Laboratory Observation Report – Peer
  Self-Assessment Report*
  Student-end-of-Course Evaluation
  Assessment Work
  Institutional Service
  Student Service
  Professional Development

  *The Self-Assessment Report is maintained by the faculty member and is meant to serve for self-reflection (abilities, performance, etc.) and as a repository for supporting evidence of work completed within a given evaluation period.

The evaluation format includes:

- A Classroom/Laboratory Observation Report is prepared by the supervising dean and selected Peer, completed and submitted separately. This instrument is intended to provide insight that assists the administration in gauging the effectiveness of the faculty member’s classroom/laboratory teaching. Classroom/ laboratory observations may be announced or unannounced. The supervising dean may also observe other courses taught by the instructor when deemed necessary. The supervising dean will take into consideration that an observation at any given time is only a sample of faculty teaching performance and adherence to any curriculum requirements. For the peer review, the faculty member will suggest to the supervising dean, two
experienced peers who have no less than three years of full-time teaching experience at the institution. One of these individuals will be asked by the supervising dean to observe the teaching of the faculty member in the classroom/laboratory setting. To keep the class observations unbiased, the peer reviewer and the supervising dean will not observe the same face-to-face or online session of a course in a given semester. When supervising deans or peer reviewers visit an online course for the purpose of observing teaching, they should apply the distance learning policies’ “best practices” and the Quality Matters standards. Peer reviewers and supervising deans are required to use the same observation form. The supervising dean will provide a copy of her/his completed observation form to the faculty member and will request a one-to-one meeting to discuss the results within one week of the observed teaching.

- **Student End-of-Course Evaluation:** Students will be directed to evaluate all courses each fall and spring semester. Summer course evaluations may be included if deemed necessary based upon a mutual agreement of a faculty member and supervising dean. Evaluations will be administered electronically when possible. If this is not possible, the faculty member will ask a student enrolled in an applicable course to issue the instrument to the enrolled students present at the time of the evaluation. This student will issue the forms used for the process and read verbatim a set of instructions prior to the student’s completing the forms. Faculty members are expected **not** to be present during the time the student is issuing the evaluation. When the students have completed the evaluation the appointed student will collect the completed surveys and return them in a sealed envelope to the faculty member’s assigned division office. The administration there will assure the privacy of students’ responses. The evaluation will be summarized and a confidential summary returned to the faculty member and supervising dean. The student evaluations will become part of the annual summative evaluation. E-mail reminders of the availability of student evaluations will be sent by the supervising dean to division faculty after the last available drop day of the spring and fall semesters.

- Each faculty member will complete a **Faculty Self-Assessment.** When the faculty member and supervising dean conduct the **Beginning-of-Year** meeting, this completed form should be submitted to the supervising dean by the faculty member. At the meeting, it should be used to guide discussion. The faculty member and supervising dean should explore the faculty member’s past performance and current achievements. To ensure that work is accomplished during the applicable review period, the faculty member should maintain the form and keep it up-to-date. When the faculty member and supervising dean conduct the **End-of-Year** meeting, the completed document should be electronically submitted again – in its most up-to-date form – and used to provide documentation (evidence) of completed work.

The supervising dean will prepare the faculty member’s **Summary Evaluation Sheet** and the **Contractual Recommendation Form** prior to the conclusion of the Spring semester. These documents will be reviewed by the supervising dean and faculty member at the **End-of-Year Conference** where both will sign to acknowledge the completion of the applicable evaluation cycle and summary results. The comprehensive evaluation, as noted on the **Summary Evaluation Sheet** and indicated on the **Contractual Recommendation Form** will serve as evidentiary support for the faculty member’s continued or discontinued employment with the institution.

A faculty member who wishes to appeal the results of the **Summary Evaluation Sheet** and **Contractual Recommendation Form** must do so by no later than one month after the close of the spring semester. Appeals will be addressed to the Vice President for Learning who will review all completed documentation of classroom/laboratory teaching observations, and evaluation summary and contract recommendations for the applicable review period. The Vice President for Learning will provide a written response to the faculty member within two weeks of the request for appeal.
Regardless of length of service all full-time faculty are evaluated annually. The first three years of a beginning faculty member’s service are considered as probationary and the faculty member is formally assigned this status.

At the beginning of the first term of probationary status, the supervising dean and the faculty member will meet to discuss the evaluation process including the criteria for evaluation, forms, and processes used. The supervising dean and any assigned peers will observe classroom/laboratory teaching in the Fall and Spring semesters during the first three years of employment. Faculty members on probationary status are expected to participate fully in all elements of the comprehensive evaluation process.

**Evaluation of Adjunct Faculty**

The supervising dean will evaluate adjunct faculty using the *Classroom/Laboratory Observation Report* by the end of their first term of employment. *Student-end-of-Course* evaluations will also be issued and reviewed for all courses taught. Thereafter, if the part-time faculty member continues to subsequently teach (Fall-to-Spring, Spring-to-Summer, or Summer I to Summer II), the individual will be evaluated on the same cycle as full-time, probationary faculty. The supervising dean may determine that further evaluation is necessary or will conduct evaluation if the adjunct instructor teaches only summer courses. An adjunct faculty member’s service to the institution may continue or not upon the basis of teaching quality as measured through the classroom/laboratory visit/s and in consideration of student input.

**Components of a Professional Portfolio**

A professional portfolio is a file containing information that demonstrates the quality of teaching and service of a faculty member. Faculty may use self-evaluation materials and data to develop their own professional portfolio. Although specific information may vary, the file should consist of a collection of three basic types of information. *Preparing and maintaining a professional portfolio does not replace full participation in the established process of comprehensive faculty evaluation at South Arkansas Community College and is an optional activity.*

**Teaching:**
- Documentation that elaborates the quality of teaching demonstrated by the faculty member (e.g., classroom materials; test samples; statements by former students; teaching awards won or nominated for; annotated copies of graded papers, projects, and exams; reports from graduates' employers; description of new teaching strategies used; videotapes of classroom teaching; certifications received by faculty and students; student scores on teacher-made tests or standardized tests; student essays and other creative work; evidence of successful internship; written comments by students; interview data collected; pre-post test scores. Each faculty member may ask a member of another academic department to visit their class.)
  - A statement on how student assessment has been used to improve teaching.
  - Description of recent (within the previous three years) curricula changes you have initiated.
  - A listing of the courses you teach with enrollments and attached syllabi and student evaluations.
  - Comments on your most recent evaluation.
  - Statement of other teaching responsibilities including advising, clinical supervision, and capital equipment maintenance.
  - How you integrate other subject areas in your classes.
  - List of active learning strategies used.
  - Techniques used to assess student learning styles.
  - Recent efforts to change the environment in which students learn.
  - How information/instructional/learning technologies of various forms are used in instruction.
Professional Development:
- Assess your strengths and weaknesses as a faculty member; describe steps planned to remedy weaknesses.
- Indicate a statement/s of near-term and long-range professional goals.
- Cite your record of faculty development activities attended.
- Research in the development of new course and any curriculum development.
- Fellowship or scholarships applied for or received.
- Research conducted.

Service:
- Lists of advisees and your accomplishments in helping them meet their educational goals.
- Evidence of the help given a colleague.
- Documentation of the help given students in obtaining a good job.
- Contributions to professional journals or campus writings.
- Service on committees.
- Evidence of having obtained funds and/or donations.
- Community activities.