

**Faculty
Evaluation
Handbook**



March 2011

I. History and Statement of Purpose

An Evaluation Committee was called in the Spring of 2010, by Vice-President of Learning, Dr. Lynn Persyn, in order to review Texarkana College's evaluation procedures. At the first meeting, research assignments were distributed; at the second, procedures at other campuses were reviewed. The committee then divided into subcommittees based on four aspects of Faculty Evaluation: Student, Peer, Self, and Administrative. The Committee felt that a multi-aspect system insures that no faculty member will be evaluated by a single point of view, but that evaluation should consist of multiple views of that faculty member's performance. Above all, the Committee strove to come up with an evaluation system that was both fair (systematic) and transparent.

An evaluation system must be fair and transparent to all persons involved in the process, but the process exists to support the Key Initiative of increased student persistence and success (p. 14, *Strategic Plan, 2010-2013*). Faculty who are of the highest quality encourage student persistence and invite success. The *Strategic Plan* speaks directly to the development of evaluations of faculty and staff under the Key Initiative "Invest in TC people" (p.15).

A systemic evaluation policy assures that faculty and administrators are in dialog by creating a definite time and setting for discussion. It can provide a record of fine performance and insure that faculty accomplishments are recorded. It can also ensure clarity about what is required of faculty in their work, thus assuring them of time to meet those requirements. However, the primary purpose is to ensure that faculty and administrators agree on goals and work together to meet those goals for the good of the students and the Institution.

The Committee welcomes comments on the procedures. The Evaluation process will never be complete, but will always need comment and revision in order to meet the changing needs of faculty, administrators, and students.

The Faculty Evaluation Committee needs to meet a minimum of once a year to discuss necessary changes, arrange for feedback on the process, and address any

other concerns or needs in order to maintain a vital process. The Vice-President of Learning will call the Committee. It will appear on the Master Calendar.

The Vice-President of Learning will assure that the Committee has broad representation and make up. The number of faculty on the Committee should be equal to or exceed the number of Administrators on the Committee. The Faculty Association is encouraged to submit suggested names for Committee membership to the Vice-President of Learning. The Dean of Workforce, Dean of Academic Affairs and Development Education, and Assistant Dean of Continuing Education ideally should participate. The Director of Human Resources might wish to attend in an Advisory capacity.

II. Evaluation Committee Members, Fall 2010

Lauren Hehmeyer, Professor, History/English, B.S., M.A., M.S., Committee Chair

Stewart Angel, Professor , Mathematics, B.S., M.A.

Ronda Dozier Program Coordinator/Instructor Cosmetology, A.A.

Mary Scott Goode, Associate Professor , Music, B.A., M.M.

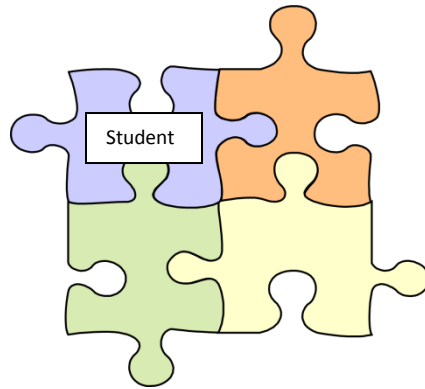
Royce Granberry, Professor Agricultural Sciences/Biology, A.S., B.S., M.S., Ph.D.

Kelli Jarman, Associate Professor English, B.S., M.S.

Kenyann Lucas, R. N. , Associate Professor ADN Program, B.S. N., M.S.

Dawna Rogers, Associate Professor Geography/Government, History, B.A.A.S.,
M.S.

Jean Storey, R.N., B.C., C.D.E., Associate Professor ADN Program, A.D.N.,
B.S.N., M.N.Sc.



III. Student Evaluations

Ideally, student evaluations of faculty should be done each semester. All student evaluation data should be shared with both the faculty member being appraised and the appropriate supervisor. Supervisors should work with a series of semesters when appraising faculty performance. One semester is not sufficient data for evaluation.

a. Texarkana College Student Appraisal of Instructor Form

Texarkana College Student Appraisal of Instructor

Name:	Date:
Course:	
Instructor:	

For each question below, circle the number to the right that best fits your opinion on the rating of the issue. Use the scale above to match your opinion.

Question	Scale of Rating			
	Needs Improvement	Fair	Good	Excellent
1. Instructor provides clear assignments and course expectations.	1	2	3	4
2. Instructor enjoys teaching.	1	2	3	4
3. Instructor stays focused on course content.	1	2	3	4
4. Instructor appears competent in his/her teaching field.	1	2	3	4
5. Instructor is prepared for class.	1	2	3	4
6. Instructor encourages me to think.	1	2	3	4
7. Instructor presents material in a way that helps me understand.	1	2	3	4
8. Instructor is available for individual help and advice.	1	2	3	4
9. Instructor's tests or other assessment methods are derived from class work, reading assignments or homework.	1	2	3	4
10. Test and assignment scores are graded and	1	2	3	4

recorded in a timely fashion.				
11. Instructor encourages/allows students to express ideas.	1	2	3	4
12. Instructor treats students with respect.	1	2	3	4
13. Instructor makes use of a variety of media and teaching methods.	1	2	3	4
14. As a student, rate yourself as to the time and preparation you put into this course.	1	2	3	4
15. Additional question added by instructor (if possible to add)	1	2	3	4
16. Please provide comments regarding the instructor's strengths/weaknesses. These comments are a valuable part of the questionnaire. They will not be shared with the instructor until the next semester.				

b. Student Evaluation Rubric for Online Courses

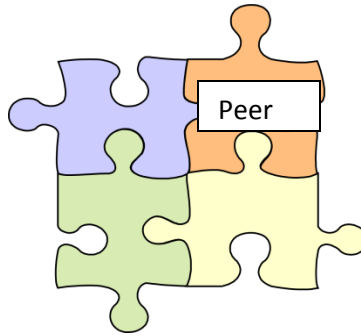
Texarkana College Student Appraisal of Online Courses

Name:	Date:
Course:	
Instructor:	

For each question below, circle the number to the right that best fits your opinion on the rating of the issue. Use the scale above to match your opinion.

Question	Scale of Rating				
	Needs Improvement	Fair	Good	Excellent	Not Observed
1. At the beginning of the term, I received or was able to access a course syllabus that identified course policies, requirements and objectives.	1	2	3	4	0
2. This instructor planned and organized the class to meet the stated objectives.	1	2	3	4	0
3. This instructor demonstrated a thorough knowledge of the subject.	1	2	3	4	0
4. This instructor used a variety of teaching techniques.	1	2	3	4	0
5. This instructor used helpful examples and illustrations.	1	2	3	4	0
6. If applicable, This instructor coordinated lab and projects with the course content	1	2	3	4	0
7. This instructor responded to questions in a reasonable time.	1	2	3	4	0
8. This instructor returned graded work within a reasonable time.	1	2	3	4	0
9. This instructor reviewed results of tests and assignments with students.	1	2	3	4	0
10. This instructor demonstrated a genuine interest in the success of students.	1	2	3	4	0
11. This instructor is one I would recommend to other students.	1	2	3	4	0
12. A well-organized site that was easy to navigate.	1	2	3	4	0
13. Bulletin board notices.	1	2	3	4	0
14. Discussion Groups.	1	2	3	4	0
15. Chat Rooms.	1	2	3	4	0
16. Textbook(s) that supported course content.	1	2	3	4	0

17. Supplemental materials that supported course content.	1	2	3	4	0
18. Course activities and assignments.	1	2	3	4	0
19. Course assessments and grading.	1	2	3	4	0
20. I had adequate interaction with the instructor.	1	2	3	4	0
21. I had adequate interaction with other students.	1	2	3	4	0
22. I was part of a learning community.	1	2	3	4	0
23. I had adequate technical knowledge to complete this course.	1	2	3	4	0
24. I had campus access to the internet.	1	2	3	4	0
25. I had personal access to the internet at my home or through my place of employment.	1	2	3	4	0
26. I was able to easily access the course website.	1	2	3	4	0
27. The course is what I expected.	1	2	3	4	0
Comment					
29. The most effective part of this course was:					
30. This course could be improved by:					



IV. Peer Evaluations

Peer evaluation of faculty is a common practice at many community colleges, with 58% using peer evaluation even for on-line courses. Thus, Texarkana College had many best practices to draw on when designing these procedures. Above all, the Committee and the Administration were committed to system and transparency in its design. To that effect, there are two “guiding” documents in addition to the forms. The first outlines procedures for the process; the second outlines procedures for the Peer Evaluator.

a. Procedures for Peer Evaluation Process

The evaluation will take place over a period of two weeks with notice, however, not the specific date.

It will be the responsibility of the faculty being evaluated to advise dates not acceptable in that time period. Such as scheduled tests or review dates.

A brief 5 minute discussion should take place prior to the actual evaluation in case unusual conditions may be present.

The Division Chair sets up evaluator and faculty being evaluated and will notify each one. It is the responsibility of both faculty who are paired in Peer Evaluations to indicate if there are any concerns or conflicts with that pairing to their supervisor.

Non-tenured Instructors and tenure track instructors for traditional classroom should have a complete evaluation at least once a year. To reduce the burden of classroom observation, the classroom observation portion can rotate between peer and supervisor yearly. However, the first observation should be performed by their immediate supervisor.

Tenured Instructors should have a classroom observation at least once every 3 years, or as needed. All faculty members will be evaluated by the end of the third year.

Online evaluations should be performed every semester and based upon Best Practices as suggested by the Texas Higher Education Coordinating Board and SACS.

b. Peer Evaluation Guidelines for Evaluators

1. Training will be made available for all evaluators, including classroom observers.
2. Notice of time frame will be given with possible dates to be scheduled with the person to be evaluated.
3. Know the prerequisites of the class you are visiting and the general abilities and level of students in the class.
4. The evaluator is charged with setting the initial meeting. Ideally, the chairperson will designate the evaluator from within the division; the evaluator will contact the person being evaluated and come to a consensus of possible dates.
5. If possible, visit with the instructor before the class session to get a feeling for what is to be covered, the goals for the sessions, and how the materials used (if any) support the learning goals of the presentation.
6. Arrive early; be in class before the majority of the students arrive.
7. Be inconspicuous; you are there to observe and your presence should not detract from the normal classroom routine.
8. Seat yourself in the back of the classroom or position yourself such that you have a good vantage point from which to observe the entire room with special attention to student behavior and interactions with each other and the instructor.

9. Observe student behavior before class begins. (Are they talking with each other about the class, the instructor, the homework? Do they seem interested in the class? Are they collaborating on the material to talk about it with one another?)
10. Stay for the entire class period.
11. Watch student reactions to the instructor; watch instructor reactions to individual students. (Attentiveness, inquisitive of students, student participation and encouragement to doing so, actively seeking to clarify areas of misunderstanding)

c. Peer Evaluation Rubric for Traditional Courses Form

Texarkana College Peer Evaluation of Traditional Courses

Name:	Date:
Course:	

For each question below, circle the number to the right that best fits your opinion on the rating of the issue. Use the scale above to match your opinion.

Question	Scale of Rating				
	Needs Improvement	Fair	Good	Excellent	Not Observed
Structure & Organization of the Teaching/ Learning Environment					
1. Goals for each class session are clearly defined and conveyed to the students.	1	2	3	4	0
Comments:					
2. Presentation/ Activities support outcomes.	1	2	3	4	0
Comments:					
3. Pace of presentation allows for effective use of the allotted time.	1	2	3	4	0
Comments:					

4. A diverse number of teaching/learning aids are used, with a variety of stimuli.	1	2	3	4	0
Comments:					
5. The lesson is organized & relationships among different ideas are identified.	1	2	3	4	0
Comments:					
6. Instructor allows adequate time for student questions and review of prior topics.	1	2	3	4	0
Comments:					

Question	Scale of Rating				
	Needs Improvement	Fair	Good	Excellent	Not Observed
Skill of Presentation					
1. The instructor is enthusiastic about the material being presented.	1	2	3	4	0
Comments:					
2. The instructor attempts to motivate students (e.g., relevance to "real world")	1	2	3	4	0
Comments:					
3. Presentation is appropriate to the level of the material and perceived ability of the students.	1	2	3	4	0
Comments:					
4. Presentation is clear, unambiguous and free from instructor bias in so far as the course allows.	1	2	3	4	0
Comments:					
5. Verbal and nonverbal language encourages student attentiveness and involvement.	1	2	3	4	0

Comments:					
6. Instructor is able to re-involve students that get off task or off track.	1	2	3	4	0
Comments:					
7. Students are allowed sufficient time to answer questions, instructor is able to guide student responses.	1	2	3	4	0
Comments:					

Question	Scale of Rating				
	Needs Improvement	Fair	Good	Excellent	Not Observed
Rapport with Students					
1. Instructor actively engages class.	1	2	3	4	0
Comments:					
2. Instructor answers each question with equal concern and enthusiasm.	1	2	3	4	0
Comments:					
3. Instructor demonstrates fair and equal concern for all students in class.	1	2	3	4	0
Comments:					
4. Students seem responsive to instructor's style, demeanor or presentation.	1	2	3	4	0
Comments:					
5. Instructor appears open to suggestions, ideas and differences in opinion.	1	2	3	4	0

Comments:

Question	Scale of Rating				
	Needs Improvement	Fair	Good	Excellent	Not Observed
Subject Matter					
1. Instructor demonstrates knowledge base for course content being discussed.	1	2	3	4	0
Comments:					
2. Instructor seems current in teaching methods applicable to the subject matter.	1	2	3	4	0
Comments:					
3. Instructor demonstrates application to "real world" situations where appropriate.	1	2	3	4	0
Comments:					
4. Instructor is able to relate content to other disciplines.	1	2	3	4	0
Comments:					

d. Peer Evaluation for Laboratory Classes Form

Texarkana College Peer Evaluation of Laboratory Classes

Instructor:	Date:
Course:	
Signature of Evaluator:	

For each question below, circle the number to the right that best fits your opinion on the rating of the issue. Use the scale above to match your opinion.

Question	Scale of Rating				
	Needs Improvement	Fair	Good	Excellent	Not Observed
1. Effective use of lab time.	1	2	3	4	0
Comments:					
2. Stimulates students' independent thinking.	1	2	3	4	0
Comments:					
3. Gives Assistance to students as needed.	1	2	3	4	0
Comments:					
4. Assists students to recognize own learning needs.	1	2	3	4	0
Comments:					
5. Gives constructive criticism as needed.	1	2	3	4	0
Comments:					
6. Is respectful to students and others in the lab setting.	1	2	3	4	0

Comments:					
7. Provides a medium for the student to ventilate concerns, anxieties, and successes as the need arises.	1	2	3	4	0
Comments:					
8. Identifies guidelines to be followed.	1	2	3	4	0
Comments:					
9. Assists the students in applying textbook and classroom information as it relates to the lab experience.	1	2	3	4	0
Comments:					
10. Takes advantage of new or unexpected situations to show the relationship to course content.	1	2	3	4	0
Comments:					
11. Acts as a resource—but prompts critical thinking.	1	2	3	4	0
Comments:					
12. Provides an atmosphere conducive to learning.	1	2	3	4	0
Comments:					
13. Encourages students to use all available reference sources; books, journals, involved staff and significant others that may facilitate learning.	1	2	3	4	0
Comments:					

If you would like to make additional comments or suggestions regarding this instructor's performance, please use the space below or the back of this page.:

e. Peer Evaluation of On-Line Courses Form

Texarkana College Peer Evaluation of On-Line Courses

Instructor:	Date:
Course:	
Signature of Evaluator:	

For each question below, circle the number to the right that best fits your opinion on the rating of the issue. Use the scale above to match your opinion.

Question	Scale of Rating				
	Needs Improvement	Fair	Good	Excellent	Not Observed
Course Overview & Instruction					
1. Navigational instructions make organization easy to understand.	1	2	3	4	0
Comments:					
2. A statement introduces the course and structure of student learning.	1	2	3	4	0
Comments:					
3. Complete syllabus is available, including instructor office hours (virtual or "physical).	1	2	3	4	0
Comments:					
4. Etiquette expectations in all forms of communication are clearly stated.	1	2	3	4	0

Comments:

5. Technology requirements, student skills, prerequisite knowledge are clearly stated.	1	2	3	4	0
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Comments:

Question	Scale of Rating				
	Needs Improvement	Fair	Good	Excellent	Not Observed
Learning Outcomes					
1. The outcomes are clearly stated, appropriate and measurable	1	2	3	4	0
Comments:					
2. The unit/module objectives are consistent with course level outcomes.	1	2	3	4	0
Comments:					
3. The outcomes address content mastery & critical thinking skills.	1	2	3	4	0
Comments:					

Question	Scale of Rating				
	Needs Improvement	Fair	Good	Excellent	Not Observed
Assessment & Measurement					
1. The grading policy is clearly stated.	1	2	3	4	0
Comments:					
2. Types of activities and assignments provide an accurate method of assessment for outcomes.	1	2	3	4	0
Comments:					
3. Specific, descriptive criteria are provided for evaluation of work & participation.	1	2	3	4	0
Comments:					
4. Feedback mechanisms for students are provided with an ongoing & timely schedule.	1	2	3	4	0

Comments:					
5. Progress through the course is documented and available to student.	1	2	3	4	0
Comments:					

Question	Scale of Rating				
	Needs Improvement	Fair	Good	Excellent	Not Observed
Resources & Materials					
1. Instructional have breadth, depth and are current.	1	2	3	4	0
Comments:					
2. Activities provide multiple ways students can develop critical thinking/ problem solving skills.	1	2	3	4	0
Comments:					
3. The purpose of each course element is explained.	1	2	3	4	0
Comments:					
4. All due dates are published with timely reminders.	1	2	3	4	0
Comments:					
5. Instructional materials are logically sequenced, integrated & paced appropriately.	1	2	3	4	0
Comments:					
6. All resources & materials are appropriately cited and adhere to current copyright laws.	1	2	3	4	0

Comments:

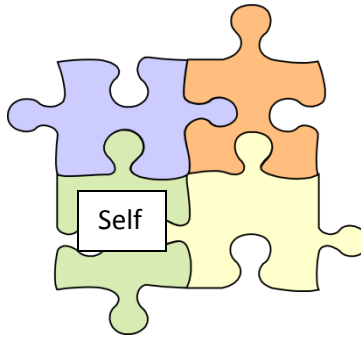
Question	Scale of Rating				
	Needs Improvement	Fair	Good	Excellent	Not Observed
Learner Engagement					
1. Activities foster instructor-student, content-student & if applicable, student-student interaction	1	2	3	4	0
Comments:					
2. Clear standards are set for instructor response and availability.	1	2	3	4	0
Comments:					
3. Multiple types of learning styles are addressed/considered.	1	2	3	4	0
Comments:					
4. Instructor mediates discussions, ensuring that the classroom is a positive and open place for all to express their ideas and opinions.	1	2	3	4	0
Comments:					
5. Requirements for course interaction are clearly articulated.	1	2	3	4	0
Comments:					

Question	Scale of Rating				
	Needs Improvement	Fair	Good	Excellent	Not Observed
Course Technology					
1. The tools & media support outcomes are appropriate to course content.	1	2	3	4	0

Comments:					
2. Technologies required are either provided or easily "downloadable".	1	2	3	4	0
Comments:					

Question	Scale of Rating				
	Needs Improvement	Fair	Good	Excellent	Not Observed
Learner Support					
1. Course instructions articulate or link to clear descriptions of tech support offered.	1	2	3	4	0
Comments:					
2. Course instructions articulate or link to tutorials or FAQ's.	1	2	3	4	0
Comments:					

Question	Scale of Rating				
	Needs Improvement	Fair	Good	Excellent	Not Observed
Equal Opportunity & ADA Compliance					
1. Statement regarding ADA requirements with link(s) to related campus services.	1	2	3	4	0
Comments:					
2. Web pages have links that are self-describing and meaningful.	1	2	3	4	0
Comments:					



V. SELF-EVALUATION FOR FACULTY

The Self-Evaluation document correlates with the Faculty-Supervisor Discussion form. It is designed to help the faculty member prepare for the discussion and to insure transparency in what is expected of the faculty member. This will not be on file with the faculty member's documents unless requested by the faculty member. Because self-evaluations are intended to encourage dialogue with supervisors and might involve faculty requests for equipment and supplies in the Division budget, they should be done annually.

Texarkana College Self Evaluation for Faculty

Instructor:	Date:
Course:	

For each question below, click the button that best fits your opinion on the rating of the issue.
Use the scale above to match your opinion.

Question	Scale of Rating			
	Needs Improvement	Fair	Good	Excellent
Direct Teaching Role				
1. Conducts course based on specific set of objectives	●	●	●	●

Comments:				
2. Implements a variety of teaching strategies to accommodate different learning styles, content & desired learner outcomes.	●	●	●	●
Comments:				
3. Makes use of a variety of media & resources to clarify content & increase interest.	●	●	●	●
Comments:				
4. Constructs & administers tests reflective of course content & known testing principles.	●	●	●	●
Comments:				
5. Assistance to posts/informs students of office hours and is available during that time.	●	●	●	●
Comments:				
6. Adheres to the instructional calendar for class meetings, final exams & other scheduled activities.	●	●	●	●
Comments:				
7. Addresses students by their names & as well as possible know their abilities & backgrounds.	●	●	●	●
Comments:				

8. Recognizes and encourages student progress.	●	●	●	●
Comments:				
9. Returns student work promptly with feedback.	●	●	●	●
Comments:				
10. Possesses mastery of the course content.	●	●	●	●
Comments:				
11. Attempts to show relevance of course content to everyday life.	●	●	●	●
Comments:				
12. Keeps accurate & current records for students to review their progress.	●	●	●	●
Comments:				
13. Uses a clear grading system with a variety of factors to determine grades.	●	●	●	●
Comments:				
14. Begins & ends class on time.	●	●	●	●
Comments:				

15. Encourages use of outside resources.	●	●	●	●
Comments:				

Question	Scale of Rating			
	Needs Improvement	Fair	Good	Excellent
Additional Items for Instructors with Labs/Clinical Classes				
1. Designs & implements lab/clinical assignments to help students better understand the course material.	●	●	●	●
Comments:				
2. Emphasizes & practices safe procedures.	●	●	●	●
Comments:				
3. Ensures presence of faculty during lab/clinical sessions.	●	●	●	●
Comments:				

Question	Scale of Rating			
	Needs Improvement	Fair	Good	Excellent
College/Community Service				
1. Participates in campus or college committees or serves as an advisor for a	●	●	●	●

student organization(s).	●	●	●	●
Comments:				
2. Represents TC at community events, service clubs, school visitation, advisory boards.	●	●	●	●
Comments:				
3. Participate in community service.	●	●	●	●
Comments:				
4. Received positive comments/suggestions from students/peers.	●	●	●	●
Comments:				

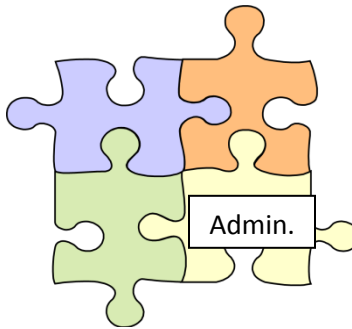
Question	Scale of Rating			
	Needs Improvement	Fair	Good	Excellent
Professional Development				
1. Participates in institutional professional development activities, when made available.	●	●	●	●
Comments:				
2. Holds membership in a professional organization(s).	●	●	●	●

Comments:				
3. Has been nominated for or earned an academic honor/recognition.	●	●	●	●
Comments:				
4. Develops & maintains a collegial working relationship with faculty to promote a positive learning environment.	●	●	●	●
Comments:				
5. Participates in course design, implementation & evaluation.	●	●	●	●
Comments:				
6. Submits required paper work to supervisors.	●	●	●	●
Comments:				

Question	Scale of Rating			
	Needs Improvement	Fair	Good	Excellent
Assistance to Students				
1. Consults with students on educational/career matters.	●	●	●	●
Comments:				
2. Responds to student communications.	●	●	●	●
Comments:				

FACULTY NAME _____ GOALS FOR THE ACADEMIC YEAR _____

Please write measurable goals below based on self-evaluation data. These goals should be aimed at increasing teaching skills, efficiency and professional creativity. Please include anything you will need to achieve these goals such as equipment, attendance at a professional conference, planning time with other faculty or Division chair, etc.



VI. Procedures for Administrative Evaluation of Faculty

Supervisor Counseling sessions should include a review of the Faculty-Supervisor Discussion Form and the Self-Evaluation form, a discussion of future goals, and a discussion about what the faculty member may need in order to accomplish those goals (travel support, etc.). They should be performed annually.

The Faculty-Supervisor Discussion Form will be kept in the employee file, secured in the Presidents' Office, and subject to a sign-in, sign-out check out system. Division chairs have access only through permission of the VP. Every evaluation will be kept.

FACULTY EVALUATION REBUTTAL PROCESS

Disagreements arising from the evaluation process are recommended and encouraged to be settled between the faculty member and immediate supervisor.

If, after discussion, the disagreement still exists, the faculty member has a right to submit, within five (5) working days, a written rebuttal to the appropriate Dean.

The employee should give a copy to their supervisor and send the original to Human Resources for inclusion in the employees personnel file.

The employee should indicate which duty(s) or evaluation factor(s) they disagree with. Rationale should be provided stating why and what they feel the rating should be. Supporting documentation may be attached to the rebuttal and is encouraged.

Only signed and dated documents will be placed in an employee's personnel file.

The supervisor and the Dean shall meet and discuss the rebuttal, and provide their recommendation to the Vice President of Learning for final disposition. The Vice President of Learning will review the recommendation and have authority to settle the matter.

The Vice President of Learning will make every effort to review the recommendation(s) of the supervisor and the Dean and respond in writing to the faculty member within five (5) working days of receiving the recommendations of the supervisor and Dean.

Completed and signed appraisal documents should be forwarded to Human Resources for filing.

a. Faculty-Supervisor Discussion Form

Request to Review Personnel File

Personnel files may be viewed by current and former employees. Please provide 1 days' notice, and an appointment will be made for you.

State your specific request in writing in the space provided here:

_____ I understand that I may request copies of selected documents and that the HR Representative will copy them.

In certain circumstances, copying may be subject to a per copy charge payable at the time of delivery.

Employee or Former Employee Signature

Printed name _____ Date

Appointment

date: _____

Appointment time:

Photo identification check:

HR Rep.:

Faculty – Supervisor Discussion Form

Faculty Name: _____ Date: _____
 Evaluator's Name: _____

Annual eval for tenured faculty Annual eval for non-tenured faculty At request of faculty or supervisor

Supervisor's Summative Review Section (Chair, Dean, or other supervisor)	Exemplary	Meets Objective	Needs Improvement	Explanation (if needed)
1. Professionalism (adheres to the professional code of ethics) evidence of self-confidence, professional appearance, maintains collegial working relationships)				
2. Assistance To Students (assists students with academic problems, responds to student needs, holds office hours)				
3. Division Responsibilities (recommends textbooks, performs assigned duties during registration, presents problems and recommendations to supervisor, prepares course outlines, submits syllabi, submits deficiency lists, submits grades, submits other required reports)				
4. Service To College (attends and participates in commencement exercises, attends assigned committee meetings)				

Evaluator's Summative Review Section (Chair, Dean, or other supervisor. Respond to applicable sections)	Exemplary	Meets Objective	Needs Improvement	Explanation (if needed)
5. Service To Community				
6. Teaching Role (Based upon reviews of student evaluations and peer/admin observations) Grade distribution may be included.				
7. Pedagogy and curriculum innovations (Use of variety of teaching strategies and resources)				
8. Professional Development/Personal Travel (participation in professional or developmental activities)				
9. Student Learning Outcomes (shares responsibility for student progress toward achieving stated learning outcomes, communicates desired learning outcomes to the students, shows a commitment to effectiveness in producing those learning outcomes)				
10. Professional Goals and Growth Plan See attached page 3				

Comments:

Please write 2-3 measurable goals below based on self-evaluation data. These goals should be aimed at increasing teaching skills, efficiency and professional creativity. Please include anything you will need to achieve these goals such as equipment, attendance at a professional conference, planning time with other faculty or Division chair, etc.

VII. Summary Time Table

<u>Type of Evaluation</u>	<u>Frequency</u>
Student of Faculty-- Classroom	Every Semester
Student of Faculty--Online	Every Semester
Supervisor or Peer, Classroom or Lab observation (non-tenure of tenure track) First observation should be done by the Supervisor.	Annually
Supervisor or Peer, Classroom or Lab observation (tenured)	Minimum every three years
Supervisor or Peer, Evaluation of On-line Courses	Annually
Self-Evaluation of Faculty	Annually
Administrative Evaluation of Faculty (non-tenured, tenure-track, or tenured)	Annually