



4.9.0.2.1 Faculty Evaluation Process

Part 1. Philosophy/Purpose

Effective teaching is fundamental to the mission of the College; accordingly, the College's institutional integrity and reputation in the community are dependent upon maintenance of effective delivery within the instructional program. Minnesota State Colleges and Universities Board Policy assigns to the college administration responsibility for evaluation of faculty.

To function effectively, a faculty evaluation process must enlist the trust and active cooperation of the participating faculty; it must also employ clear and specific as well as consistent and equitable standards and procedures.

The faculty evaluation process is intended to assist in fostering and maintaining a climate of excellence within the instructional program at the College. It is the primary vehicle for the administration's monitoring of the effectiveness of the instructional program at the College; it is also the mechanism to provide appropriate support of faculty efforts in self-improvement. Moreover, the review process meets requirements established by the College's accrediting and/or approving agencies.

Part 2. Policy and Procedures

The evaluation process shall provide a comprehensive assessment of faculty members' entire job performance, including the following components: teaching effectiveness; college and/or community service; and professional activity/development.

Evaluations are to be structured and formalized, reduced to writing, and included in personnel files.

Evaluations shall be conducted for all unlimited faculty members on a rotational basis. Each faculty member shall be evaluated every fourth academic year. A faculty member who is on sabbatical or professional leave during the designated year for evaluation shall be evaluated the year following the leave. A one semester sabbatical or professional leave shall not affect a faculty member's place in the rotation. A two semester_or longer sabbatical or professional leave shall not be counted in the rotation schedule. New faculty members shall be evaluated each year they remain on probationary status.

The review process shall be conducted during the fall semester of the year of the scheduled review and shall assess the faculty member's performance during the two previous academic years; and materials submitted for review shall represent the faculty member's teaching and college service during those years.

Not later than one month before the end of the academic year previous to the scheduled review, the appropriate supervisor shall schedule a pre-evaluation conference with the faculty member. The conference is intended to provide an opportunity for the supervisor to clarify the evaluation process and requirements and for the supervisor and faculty member to agree upon a timeline and specific items to be submitted. No later than one month before the end of the academic year of the scheduled review, the supervisor shall arrange a post-conference with the faculty member to discuss the evaluation and shall submit the completed evaluation for the faculty member's review and signature no later than one week before the scheduled conference.

The written evaluation shall be signed by the administrator who prepares it. It shall also be signed by the faculty member under review. The faculty member's signature does not indicate agreement with the judgments expressed; rather, the signature only signifies that the faculty member has received and read a copy of the evaluation.

The faculty member may submit a written response to the written evaluation. The response shall be addressed to the immediate supervisor, and shall be submitted within one month following the faculty member's receipt of the written evaluation.

The evaluation of teaching effectiveness shall include a formal review of student opinion. The procedures for review of student opinion are described in section 3.B.

The evaluation process shall include options for self-evaluation and for peer observation and exchange of ideas.

The evaluation process shall include procedures to ensure confidentiality.

Part 3. Teaching Effectiveness

As teaching is fundamental to the College's mission, assessment of teaching effectiveness shall constitute the primary focus of all comprehensive evaluations of faculty performance. There are two primary purposes in evaluating teaching effectiveness:

- to maintain the quality of teaching within the instructional program
- to assist faculty members in their efforts to assess and improve their teaching performance.

Evaluation of each faculty member's teaching performance shall be conducted by the appropriate supervisor and shall include the following components:

Sub Part A. Review of Teaching Materials:

Each faculty member scheduled for review shall submit a portfolio containing the following course materials as evidence of course content and methodology:

1. Syllabi for all courses taught for the period under review. The College Regulations state that the assigned instructor is responsible for developing a syllabus for each course. This syllabus shall be submitted to the appropriate supervisor and copies shall be distributed to all class members on the first day. Syllabi shall provide clear and specific information about the following items:
 - a. Course discipline, number, title, and credits
 - b. Quarter and year offered
 - c. Textbooks required
 - d. Supplemental materials utilized
 - e. Course Requirements:
 1. schedule outlining daily or weekly assignments

2. attendance policy
 3. testing schedule and procedures
 - f. Course procedures (percentage of time devoted to lecture, discussion, expectations about student participation and presentations, etc.)
 - g. Explanation of procedure for determining grades
 - h. Statement on academic dishonesty
 - i. Additional comments
2. Assignments: All major assignments which contribute to the grade shall be submitted to students in writing (This provision is not intended to preclude impromptu quizzes or short writings which may be presented to students orally). The portfolio shall contain copies of all major assignments for four courses taught during the period under review.
 3. Examinations: The portfolio shall contain copies of all examinations for the same four courses as represented by assignments submitted.
 4. Additional materials (optional): Instructors may submit other materials to illustrate their teaching methods and effectiveness; e.g., explanation of course content or materials, portfolios of student work, classroom supplementary handouts, assignments which contain their comments, etc.

Sub Part B. Student Opinion Forms:

1. Purpose: The student opinion form provides faculty members with information about students' perceptions of instructors' teaching performance. Student comments are intended to help identify instructors' successful teaching techniques and areas for improvement. A formal review of student opinion should be incorporated in the faculty evaluation process.
2. Procedure: All faculty members shall give students the opportunity to complete student opinion forms in each course every quarter. The faculty member shall keep the student opinion forms for the entire period since the previous comprehensive evaluation; in most instances this period will be the three years of the regular rotation.
3. The student opinion forms shall be distributed to the students during the last three weeks of the course preceding final examinations. It is recommended that the forms not be distributed on the date of a major examination or the due date of a major assignment.
4. Students completing the forms shall be instructed to place them in an envelope labeled for the specific course. The faculty member shall leave the room while the students complete the form. One student shall be designated to deliver the sealed envelope to the Academic Affairs Unit. The sealed envelope will be given to the faculty member after the final course grades are submitted to the Records Office.
5. The immediate supervisor shall receive and review the student opinion forms for the following individuals: a) probationary faculty, b) part-time and temporary faculty members with less than three quarters of teaching experience. Full-time faculty members scheduled for evaluation shall submit their student opinion forms with their evaluation file for review by their immediate supervisor.
6. The Vice President of Academic Affairs or the faculty member's immediate supervisor may request at any time to review the student opinion forms of any faculty member.
7. Instructors shall use the standardized form available from the College. Departments/divisions or individual instructors may add questions to the form to obtain additional or more specific information from the students.

Sub Part C. Reports on Class Visits:

1. Purpose: Comprehensive faculty evaluations shall include reports on classroom visits to allow the supervisor to evaluate the faculty member's performance in a teaching setting.
2. Evaluator: Usually the faculty member's immediate supervisor.

3. Procedure: At least three (3) classroom visits shall occur during the period under review. Some of the visits shall be announced and scheduled with the faculty member at least two weeks in advance; some visits shall be unannounced.
4. The Classroom Observation Report form shall be made available to the faculty member prior to the classroom visit.
5. The evaluator shall complete the Classroom Observation Report form and attach it to the comprehensive evaluation. The evaluator shall provide the faculty member a copy of the completed report within two weeks following the classroom visit.

Sub Part D. Grade Distribution Data:

The computer-generated summary of grade distribution information, for all courses taught during the period under review, shall be reviewed and considered in the evaluation. Grade distribution data shall be compared to the data for the department/division and for the entire College.

Sub Part E. Load Information:

Individual faculty members' loads often significantly vary. Accordingly, when pertinent, information such as courses assigned, number and relative demand of preparations, student load, class times, etc. shall be considered in the evaluation.

Part 4. College and Community Service

In addition to classroom teaching, faculty members are expected to maintain familiarity with college policy and regulations and to participate in activities related to college service (including, but not limited to, A-H below). At the end of each academic year faculty members shall complete an Annual Faculty Activity Report in order to communicate such activity. The report shall be submitted to the immediate supervisor.

The immediate supervisor shall evaluate the faculty member's contributions to departmental, divisional and college goals. Examples of these activities may include:

- A. Participation in course and curriculum development and/or revision;
- B. Development of instructional materials;
- C. Application of new technology to the discipline (including individual, departmental, or college-wide level);
- D. Participation/leadership in departmental or divisional activities;
- E. Participation/leadership in college committees;
- F. Participation in student advising (where applicable);
- G. Participation/leadership in student activities; and
- H. Participation/leadership in other college-sponsored activities.

Activity in the community is optional; such activity is not required or expected within a faculty member's professional service. However many faculty members contribute actively to their communities; and in such instances, the immediate supervisor shall acknowledge the faculty member's contributions to system and community activities, particularly those activities related to teaching or other college work. Examples of these activities may include:

- A. Participation/leadership in Minnesota State Colleges and Universities or MSCF committees or task forces;
- B. Participation in community activities related to teaching area; and
- C. Involvement in other community activities.

Part 5. Professional Activity/Development:

The quality of the College's instructional programs depends upon a faculty that is professionally current. Faculty members are expected to expand their knowledge and gain new perspectives in their disciplines or related fields. Professional activity/development also encourages them to enhance their course content and improve their teaching techniques.

College faculty are expected to maintain currency in their respective fields/disciplines, and to share their expertise with professional colleagues. At the end of each academic year faculty members shall submit to their supervisor a list of their professional activities on the Annual Faculty Activity report.

Professional activity/development may include:

- A. Formal academic study
- B. Professional internships
- C. Professional affiliations
- D. Licensure/registrations
- E. Conferences and workshops, including presentations, guest lectures, courses at other institutions
- F. Research/publications
- G. Consultant Work
- H. Performances/exhibitions
- I. Reading/travel/technology training
- J. Other:

References:

Minnesota State Colleges and Universities Board Policy 4.9 Employee Evaluation
Minnesota Statutes Chapter 43A

Date Proposed: 09/19/1995

Date Approved: 03/1996

Date Implemented: 03/1996

Date Last Reviewed: 11/2018

Date Revised: FSGC Nov 2018 - changed three to four years for rotation and removed forms