

FACULTY EVALUATION PROGRAM

ORIENTATION HANDBOOK

FOR

**FULL-TIME FACULTY
AND ADMINISTRATORS**

Reviewed 2015-17

Table of Contents

Introduction	3
Description of Program	4
Portfolio Checklist	5
FAQ — Faculty — General	6
I. Self-Evaluation Facet	7
FAQ — Self-Evaluation — Faculty	8
Faculty Self-Evaluation Form	9
Professional Development Plan	11
II. Student Evaluation Facet	12
FAQ — Student Evaluations	13
Student Evaluation of Faculty — Forms	14
III. Colleague Observation Facet	16
FAQ — Colleague Observations	17
Colleague Observation Guidelines	18
Useful Feedback.....	19
Colleague Observation Form, Option 1, Part A	20
Colleague Observation Form, Option 1, Part B	21
Colleague Observation Form, Option 2	22
Colleague Observation Form, Option 3	23
IV. Optional Facet	24
FAQ—Administrative Evaluator	25
Administrative Evaluation Form	26-7
Sample FYFE Checklist (for probationary faculty only)	28-9

INTRODUCTION

This Faculty Evaluation Program was developed over a three and a half year period by the Faculty Evaluation Task Force.

The original Task Force was created in January, 1997 to address recommendations made in the Northwest Commission on colleges and Universities Accreditation Report concerning faculty evaluation. The Task Force mission was to create a consistent, relevant procedure for regular and systematic evaluation of faculty performance in order to ensure teaching effectiveness.

The evaluation packet and process was reviewed and updated by a committee of faculty and deans in 2015-17. The revisions include:

- 1. suggestions and directions for including additional information about non-instructional duties in the portfolio;**
- 2. new instructions for probationary faculty hired on or after July 1, 2016;**
- 3. reformatting for clarity.**

FACULTY EVALUATION PROGRAM

DESCRIPTION OF PROGRAM

Each faculty member hired prior to July 1, 2016 must complete a self-evaluation, at least one student evaluation, and one colleague observation every year. The evaluation program allows for documentation of teaching to be compiled every year, giving the evaluating administrator more information upon which to base the administrative evaluation, which for regular faculty will take place every third year.

Probationary faculty have additional requirements. Probationary faculty hired prior to July 1, 2016 compile portfolios in the same manner as regular faculty but have different due dates and additional administrative evaluations; see the contract for details. Probationary faculty hired July 1, 2016 or after compile additional materials in their evaluation portfolios and have additional administrative evaluations; see p. 5 of this handbook for details.

In this program, with self-evaluations, student evaluations, and colleague observations completed every year, the administrator will have a packet of information for each faculty member that covers the three year evaluation cycle. This involves more information for faculty to compile, and there is much more information for the administrator to review, but as the goal of the program is continuous improvement in teaching effectiveness, a steady process may be more efficient than a cyclical review. More importantly, as a primary focus of the evaluation program is teaching effectiveness, a constant review of teaching performance allows faculty to collaborate and share strengths continually. Faculty have the responsibility to bring forward a complete portfolio including information related to their primary responsibilities and duties.

This program focuses on regular and probationary full-time faculty. Faculty will receive notification letters at the start of each fall term providing due dates and reminders for maintaining portfolios.

Special note for faculty whose responsibilities do not primarily consist of teaching courses:

Faculty who do not primarily teach courses may replace either the student evaluations or the colleague observation, or both, with other materials. The only materials to be used are those which

1. Have been mutually agreed upon by the faculty member's department and evaluating administrator;
2. Are directly related to the faculty member's job description.

Departments containing affected faculty and their dean/director should create and/or review their list of eligible materials annually (perhaps at fall in-service).

PORTFOLIO CHECKLIST

Faculty must collect materials according to the appropriate chart below and submit the portfolio for the administrative evaluation(s). Check your notification letter for your specific due dates.

Regular full-time faculty and probationary faculty hired prior to July 1, 2016

Collect at least one of the following materials every year

- Self-evaluation – see p. 7
- Professional Development Plan – see p. 11
- Student evaluations – see p. 12
- Colleague observation – see p. 16

Probationary faculty hired on July 1, 2016 or after

Collect the following materials by the end of the first week of the second term of probation:

- All student evaluations from the first term of probation – see p. 12
- Self-evaluation – see p. 7
- One colleague observation – see p. 16
- Checklist of completed work from First Year Faculty Experience – see p. 28

Collect the following materials by the end of the first week of the third term of probation:

- All student evaluations for that academic year – see p. 12
- Self-evaluation – see p. 7
- One colleague observation – see p. 16
- Checklist of completed work from First Year Faculty Experience – see p. 28
- Professional Development Plan – see p. 11

Collect the following materials for the second and subsequent years of probation

- All student evaluations for that academic year – see p. 12
- Self-evaluation – see p. 7
- One colleague observation – see p. 16
- Professional Development Plan – see p. 11
- Additionally, you are encouraged—but not required—to include materials from evaluations completed in the third term of the first year of probation. Regardless of whether or not you include them, if your evaluating administrator informs you in writing, s/he may also consider these student evaluations in compiling your administrative evaluation.

FREQUENTLY ASKED QUESTIONS - FACULTY - GENERAL

1. What do I have to do?

Faculty need to complete the three facets of this program - self-evaluation, student evaluation, and colleague observation - every year. Faculty determine which optional documents - in addition to the standard evaluation forms - to include in the portfolio.

2. This sounds like a lot of work for faculty. How will I know what to do and when to do it?

Faculty do have the responsibility for compiling their portfolio for evaluation. This Orientation Handbook provides explanation and forms. One suggestion is to complete the self-evaluation in the fall or summer, have the student evaluations in the winter, and arrange the colleague observations in the spring. That way the procedures are spread out and we won't have to do everything in one term. If you're scheduled for an administrative evaluation, you will receive notification by November and time lines from your division office.

Probationary faculty will be notified of their due dates in writing at the beginning of the academic year and no less than six weeks before the portfolio is due.

Per Article 13 of the Faculty Agreement, each regular faculty member will be evaluated every third year by the evaluating administrator. The lack of an evaluation shall not be used to deny a regular faculty member any benefit, monetary or nonmonetary, to which the faculty member would have otherwise been entitled had the faculty member received a satisfactory evaluation.

3. What do I do with all my evaluation materials?

It will be the faculty's responsibility to complete, compile, and store the evaluation materials in a portfolio. Regular faculty will submit the portfolio to the appropriate administrator on the appropriate date during the administrative evaluation year.

4. What if I don't turn in a complete portfolio?

Article 13 requires that faculty maintain and submit a complete portfolio as part of their administrative evaluation.

5. What if my primary responsibilities do not include instruction?

Each component of the evaluation process includes options for faculty who do not regularly teach in the traditional or online classrooms. If you wish to replace the student evaluations or the colleague observation (as they are described in this handbook), or both, with something else, you may replace them with materials your department and evaluating administrator have mutually agreed on as options.

I. SELF-EVALUATION FACET

The faculty member completes the professional development plan and self-evaluation form.

These two basic forms are all that are required. Any optional pieces to be included should be discussed with the Dean.

BASIC EVALUATION PACKET:

Professional Development Plan - 1 every year - Goes to HR by March 15. See attached.

Self-evaluation form - 1 every year - See attached.

Optional materials - Some examples include:

- Teaching log; Teaching Portfolio; Video-taped lessons
- Personal definition of effective teaching
- Personal examples of effective teaching

F A Q - SELF-EVALUATION - FACULTY

What forms do I use and how do I access them?

The forms are on the internal HR website.

1. Sign in to www.myclackamas.edu and select Internal Departments.
2. Select Human Resources
3. Go to Information for Employees, and select Performance Management
4. Select Evaluation Program Packet or an individual form you want.

When do I have to complete these forms?

The portfolio with evaluation materials is due March 15 for regular faculty.

FACULTY SELF EVALUATION

Faculty _____ Date _____ Academic Year: _____

The purpose of this evaluation is to supply the Dean/Director with information to use in preparing your administrative evaluation.

Highlights of your responses in the following categories will be included in your administrative evaluation which becomes part of your personnel file.

I. Service to the College and Community (Includes college, community, and association committees and activities.)

CCC Committees:

CCC Activities: (Includes guest lectures, panel discussions, other intra-campus or off-campus presentations.)

Community Service: (Includes activities that relate to job description, e.g. volunteer work, activities with Rotary, Chambers of Commerce, Advisory committees.)

II. Professional Development Activities (Includes membership in professional organizations, travel, conferences, seminars, courses taken, professional readings, publications.)

Professional Organizations:

Travel:

Conferences/Seminars:

Courses:

Publications:

Honors:

III. Comments and explanations on portfolio contents (Any special information that would help Dean/Director in understanding portfolio contents.)

Student Evaluations:

Colleague Observations:

Other:

IV. Personal Reflections:

Strengths:

Areas I want to work on:

PROFESSIONAL DEVELOPMENT PLAN

Each annually contracted faculty member and exempt employee will complete a professional development plan each year by **March 15**. The plan will be for the following academic year.

1. Professional goals (may include technology training):

2. Professional development activities planned:

(This includes membership in professional organizations, travel, exchanges with other colleges or industry, conferences, seminars, courses, systematic reading or research, work experience, technology training, and publications.)

3. Preliminary sabbatical or leave plans:

Academic year: _____

Terms: _____

Activities planned:

Relevance to assignment:

Employee's Signature Date _____

Supervisor Approval Date _____

II. STUDENT EVALUATION FACET

Each regular faculty member and each probationary faculty member hired prior to July 1, 2016 will submit one student evaluation per year; probationary faculty hired on or after July 1, 2016 collect student evaluations from all classes during all terms of their probation (see p. 5 for details about what to include in the evaluation portfolio). Faculty whose primary responsibilities consist of teaching courses will choose at least one course from which to submit a set of student evaluations; faculty with substantive non-course assignments may choose a course or duties for the student evaluation. If a faculty member wants multiple student evaluations each term, s/he should discuss the requests with the department chair to make sure staff time is available for the extra evaluations. This evaluation applies to instruction, non-traditional instruction, or non-instructional duties. Please adapt the forms accordingly. Examples could include:

- Student feedback from advising sessions
- Student feedback from visits to the Library reference desk
- Focused or randomized student surveys
- Any other faculty-developed evaluation formats

BASIC EVALUATION PACKET:

Standard CCC student evaluation form, which may include any department-specific or course-specific questions developed by the department.

1 every year - See attached.

FACULTY F A Q - STUDENT EVALUATIONS

Do we use a Scantron form?

Yes. We will arrange for the student evaluations with our department administrative assistant. The program calls for one set of student evaluations per year, but we can include additional sets, if there is no workload hardship on our department staff.

The department administrative assistant was too busy to do my student evaluation when I wanted one done. Now what?

Work with the department chair and administrative assistant to arrange a time that is mutually agreeable to all concerned. If the administrative assistant is unavailable, the faculty member will work with her/his evaluating administrator to choose a mutually agreeable person to administer the student evaluation.

STUDENT EVALUATION OF FACULTY

Faculty _____

Course _____

Date _____

The objective of the evaluation is to give a faculty member information he/she may find useful for improving his/her teaching. Please consider each item carefully and make your response as honest as you can. If you feel you cannot respond to an item, leave it blank. Results of the survey will be sent in summary form to the faculty member. Students will not be identified.

PLEASE MARK THE SCANTRON FORM:

- ... Excellent
- ... Above Average
- ... Average
- ... Below Average
- ... Poor

FACULTY EVALUATION

Is knowledgeable and current in the subject matter of this course.

Prepares effectively for class.

Demonstrates enthusiasm for subject matter and teaching.

Clearly defines and communicates course objectives.

Provides explanations that are clear and understandable.

Encourages participation.

Provides timely feedback throughout the term.

Assigns work that is helpful to learning course material.

Uses evaluation and/or testing procedures that seem reasonable and fair.

Encourages independent and critical thinking.

Creates an atmosphere in which students have the opportunity to succeed.

Is available to meet with students during office hours or in individual conferences.

Treats all students fairly and does not discriminate.

COMMENTS:

The stronger features of the class were:

The weaker features of the class were:

General comments:

III. COLLEAGUE OBSERVATION FACET

Faculty will choose colleagues to participate in the observation process. Ideally, colleagues will observe each other's class. Choices should be discussed with appropriate administrator.

BASIC OBSERVATION PACKET:

Colleague Observation Guidelines/Form - 1 every year - See attached.

Each faculty member will submit a minimum of one colleague observation each year. Faculty members whose responsibilities primarily consist of teaching courses will choose at least one class for observation; faculty members with substantive non-course assignments may choose a class or duties for the observation. Each faculty member may choose any colleague he/she wishes to do the observing; the colleague selected should be agreed to by the evaluating administrator.

In the event that a faculty member does not teach during the academic year, the faculty member may select an alternative instructional event for observation. Examples of alternative instruction events are, but are not limited to; professional conference presentations, LEAN training, presentations during In-service week and on-campus professional development presentations. A good rule of thumb is that presentations should be 50 minutes in length and instructive to the audience.

As a best practice, the colleague observation facet should involve a pre-observation meeting, the observation, and a post-observation meeting. There are three choices of colleague observation forms available on the HR website, and are shown on pages 20 – 23 of this Handbook.

FACULTY F A Q - COLLEAGUE OBSERVATIONS

What is the purpose of the colleague observations?

Since the focus of the program is on teaching effectiveness, this aspect allows us the opportunity to observe our colleagues and share our strengths in the classroom. These classroom visits are not evaluations; they are observations. We are not looking for what's wrong in our colleagues' classrooms; nor are we evaluating any performance, positive or negative. We are learning what others do to reach students and we can share those practices that could work in our own classes.

Do Deans have to visit my classroom?

No, but we can invite them to observe our classes instead of, or in addition to, asking another faculty member to visit. And some Deans may want to visit our classrooms. Those visits are still observations, not evaluations.

What do I have to do? What do I have to write up? What do I have to file?

Arrange for classroom visits with a colleague. Mutual visits would be good. You could set up an informal pre-visit meeting to discuss what will be going on during the observation and then sit as an observer in the room. The visit should be as comfortable as possible for all involved. During the visit, note those practices that you find interesting. After the visit, write up your notes in anecdotal form, or use one of the forms included in this Handbook and give that to the colleague whose class you visited. There are several forms included in this Orientation Handbook. We can choose the one we like.

What if my observer doesn't give me any write-up to file?

First remind your colleague of his/her commitment and that you need the report for your portfolio. If that doesn't help, ask your Deans to assist. Also, you can write up a brief anecdotal account of your own reactions to the observation. What did you get out of the experience of being observed?

Choose any one of the three Colleague Observation Forms to use: Option 1A/1B, OR Option 2, OR Option 3. These forms are also located on the HR website

COLLEAGUE OBSERVATION GUIDELINES

The most important characteristic of this piece is observation, not evaluation. Colleague observers are not rating colleagues and should not think they need to prescribe improvements in anyone's classroom performance. The goal is to discuss teaching effectiveness and share techniques that work.

1. Faculty choose their own observation colleagues who are agreeable to the administrative evaluator. Colleague partners should be comfortable with each other, be willing to be honest and supportive in the observations, and have compatible teaching schedules. Partners should discuss their ideas about class observations and may develop a plan for reciprocal observations. Faculty may choose to have an administrator observe their classes.
2. Observations could include both pre- and post-observation meetings. Pre-observation discussions can include, if applicable, background information about the course and its sequence, the material to be covered during the observation, background information on the students' preparation for the session, and any other relevant information. The faculty being observed can ask the observer to look at particular areas like classroom management, presentation of material, student response. Partners should agree on what the observer will look at or note during the class. Post-observation meetings should take place as soon as possible after the observation.
3. Colleague partners should discuss the form, format, or questions that the observer is to work with. Forms are attached; feel free to adapt the questions as you like. One very simple format is to list "What I see" and "What I like" during the observation.

COLLEAGUE OBSERVATION GUIDELINES USEFUL FEEDBACK

The following suggestions have been adapted from Improving a College/University Teaching Evaluation System: A Comprehensive Curriculum for Faculty and Administrators, by Laurie Richlin and Brenda Manning. The original source is A Handbook for Faculty Development, Vol I. W.H. Berquist and S.R. Phillips. Dansville, NY: The Council for the Advancement of Small Colleges, 1975. pp 224+.

To be helpful to colleagues, feedback, oral or written, is:

Descriptive, not evaluative. Describing one's own reactions to a class observed leaves the individual observed free to use the information or not. Using descriptive rather than evaluative language reduces the tendency for defensive responses.

Specific, not general. "It was a really great class" may not be as helpful as "Your attention to every member of the small groups allowed all class members to participate."

Focused on behavior, not personalities: "That person talked more than anyone in the meeting, cutting off others' comments," rather than, "What a loud-mouth bully."

Timely. Colleagues should discuss the observation as soon as possible after the visit so that the class visit is still fresh in both parties' minds.

You may want feedback about/the observer to notice items such as:

- The learning environment
- Teaching techniques and strategies
- Connections with students
- Use of technology
- Organization of content
- Safety precautions

COLLEAGUE OBSERVATION FORM OPTION 1 Part A

FACULTY OBSERVED: _____ DATE: _____

CLASS _____ DAY AND TIME _____

OBSERVER: _____

FOR THE OBSERVER:

What was the most useful part of the classroom observation to you?

How might classroom observations improve your teaching effectiveness?

What techniques did you observe in your colleague's class that you think you might try in your own?

COLLEAGUE OBSERVATION FORM OPTION 1 Part B

FACULTY OBSERVED: _____ DATE: _____

CLASS _____ DAY AND TIME _____

OBSERVER: _____

FOR THE ONE BEING OBSERVED:

How did you prepare for this observation?

How did you feel about being observed? Did your behavior in class differ because of the observer?

Were your objectives for the class met in spite of the observer's presence and/or participation in your class?

How might classroom observations improve your teaching effectiveness?

What was the most useful part of the classroom observation to you?

COLLEAGUE OBSERVATION FORM OPTION 2

FACULTY OBSERVED: _____ DATE: _____

CLASS _____ DAY AND TIME _____

OBSERVER: _____

FOR THE OBSERVER:

What I see during the class:

What I like:

COLLEAGUE OBSERVATION FORM OPTION 3

FACULTY OBSERVED: _____ DATE: _____

CLASS _____ DAY AND TIME _____

OBSERVER: _____

FOR THE OBSERVER:

Open-Ended - Any form or report you and your colleague agree to use.

IV. OPTIONAL FACET

Each faculty member has the option to include observation, documentation, or reflection of your duties as described in Article 4. Examples could include:

- Summaries of peer discussions about teaching, assessment, problem solving
- Thank you notes, commendations, etc. from external sources
- Informal student evaluations
- External evaluations, such as from Quality Matters
- Feedback from work on special projects such as release time from curriculum development
- Reports, presentations and other documentation of your work
- E-portfolio

F A Q - ADMINISTRATIVE EVALUATOR

What do I look for in the faculty's evaluation portfolio?

The administrative evaluation criteria are provided in Article 4 of the current Full-Time Faculty Agreement.

What if a faculty member does not submit any materials for the three-year administrative evaluation?

An administrator would then state that the faculty member did not submit any materials over a three year period as directed in the faculty agreement.

Regular Faculty *, Every Third Year Evaluation **

Faculty: Date:

Department:

Dean:

Introduction

Highlights of the student evaluations

Highlights of colleague observations

Highlights of faculty member's self-evaluation

Other material submitted (optional)

Highlights of departmental meeting input – for step movement

Optional, other sources of information related to Article 3

Areas that need to be strengthened, course of action and timeline

Administrative evaluation

Satisfactory

Unsatisfactory

Administrative Summary

Dean's Signature _____ Date _____

Vice President's Signature _____ Date _____

Faculty's Signature _____ Date _____

I agree with the above evaluation _____

I do not agree with the above evaluation _____

Faculty's comments (optional):

=====
Notes

* *Specify whether Regular Faculty or Probationary Faculty.*

** *List what kind of evaluation it is :*

<i>First Year First Evaluation</i>	<i>First Year Second Evaluation</i>
<i>Second Year Evaluation</i>	<i>Third Year Evaluation</i>
<i>Step Movement Evaluation</i>	<i>Every Third Year Evaluation</i>

SAMPLE FYFE CHECKLIST
(first-year probationary faculty only)

FYFE Fall Term 2016 Checklist		
Faculty:		
Institute Attendance	Completed	Notes
9/13		
9/14		
9/15		
Seminar Attendance		
9/30		
10/7		
10/14		
10/21		
10/28		
11/4		
11/18		
12/2		
Assignments		
Reflection 1		
Reflection 2		
Reflection 3		
Reflection 4		
Reflection 5		
Reflection 6		

Term Reflection		
Teaching Philosophy & Statement of Practice, Stage One		
Observation Write Up		
Obeervation Reflection		
Using the 7 Principles Spreadsheet		
Submitted by Jil Freeman		