



Faculty Review Procedure

Purpose/Principle/Definitions:

In order to fulfill those responsibilities related to improving and maintaining quality instruction, it is important to have an ongoing, objective personnel evaluation program.

Guidelines:

The College shall perform a faculty performance review of all full-time faculty. This review will be done annually for faculty on a provisional contract and every 4 years for faculty on a permanent contract. The Vice President, Instruction, or a designate will be responsible for identifying faculty members to be evaluated and assigning evaluating administrators to each. The Office of Instruction will distribute materials to those faculty members. The review process shall consist of a Scholarly Portfolio with the following components:

1. A copy of syllabi for the year in review
2. Artifacts of learning assessments, significant projects, etc.
3. Peer Observation Feedback
4. Faculty reflection on best practice (self-review)
5. Evidence of Institutional Service (full-time faculty)
6. Student Feedback Report
7. Professional Development Plan focused on teaching and learning
8. Administrative Observation and Review of Portfolio (Observation for full-time faculty only).

Regular Part-time Faculty

Regular part-time faculty will be evaluated their first year and every two years thereafter using the Scholarly Portfolio. However part-time instructors will not be subject to an administrative observation unless requested by the peer observer. Department Chairs and/or their designee in the discipline shall complete a classroom observation and provide feedback for inclusion in the Scholarly Portfolio. The Department Chair or designee observation takes the place of a peer evaluation.

The Scholarly Portfolio Process

The Vice-President, Instruction or a designee will contact the full-time and regular part-time faculty who are required to begin their evaluation review using the Scholarly Portfolio Process. Sample portfolio components and support will be provided for the faculty with the goal of providing clear guidance in the development of a high quality Scholarly Portfolio that demonstrates critical reflection of the teaching and learning process. The following sections provide additional information regarding each portfolio component.

Samples of Syllabi:

Course syllabi are copies of syllabi that faculty provide for students in compliance with department and division expectations addressing typical syllabus elements including the course description, course objectives, learning and assessment activities, instructor contact information, the grading procedure/criteria, schedule of learning activities, and mandatory information regarding students with disabilities.

Artifacts of Learning Activities:

Artifacts may include but are not limited to samples of assessments, major projects, and activities that demonstrate the instructor's knowledge and expertise in student engagement and confirmation of student learning.

Peer Observation:

Full-time faculty members being reviewed will be observed by a Faculty Peer. The choice of the Faculty Peer will be made by the faculty member being reviewed. The Peer reviewer will observe at least one class session and create a narrative report using the Narrative Guide stating the practices observed as well as strengths, weaknesses, and recommendations for improvement. The narrative report will be included as part of the Scholarly Portfolio.

Peer Observation Feedback:

Regular part-time faculty and full time faculty will be observed by a designated Peer full-time faculty. A narrative feedback report will be provided each faculty member being reviewed. These reports will be added to the Scholarly Portfolio following a post-observation conference.

Faculty Commentary (reflection on best practice):

A key component of the Scholarly Portfolio is the demonstrated ability of the instructor to reflect on what is working well in courses and to challenge him/herself to adopt a continuous improvement model of instruction. Each cohort faculty, during a year of review, will be provided professional development and training to develop scholarly reflections on best practice within their teaching discipline.

Evidence of Institutional Service (full-time faculty):

Demonstrated faculty participation in shared governance and engagement in innovative and collaborative institutional projects that lead to improved student learning outcomes are hallmarks of an effective institution of higher learning. Faculty will provide documented evidence of their participation in established committees, student advisement, and institutional projects.

Student Feedback:

Student feedback is collected via the online Student Evaluation of Teaching Effectiveness (SETE). All students are prompted within the learning management system to participate in providing feedback on faculty performance. The Office of Instruction will provide each faculty the available results of the SETE for inclusion in the Portfolio during the review process.

Professional Development Plan (focused on teaching and learning):

Full-time Faculty will provide a Professional Development Plan as part of the Scholarly Portfolio. The PDP outcomes are intended to meet the professional needs of the individual

instructor and is a necessary step that allows each faculty the opportunity to request financial support for professional conferences and scholarly projects. However, the Vice-President, Instruction may provide guidance in the particular activities the instructor selects during the review of the Scholarly Portfolio.

Administrative Observation and Review of Portfolio:

The Vice-President, Instruction or a designate will conduct a classroom observation of the full-time faculty selected for the year in review. The classroom observation date and course observed will be selected jointly by the faculty member and the administrator and shall occur early in the evaluation process. The administrator will also confirm when the Scholarly Portfolio is to be reviewed prior to the end of evaluation process. The Vice-President, Instruction, or the designated Associate Vice-President, shall review the completed Scholarly Portfolio to determine satisfactory faculty performance and provide feedback on areas of strength and/or recommendations for improvement.