

POLICY STATEMENT

A faculty member's performance is evaluated annually to give the opportunity to provide a formal assessment of the member's performance. Faculty performance evaluations constitute an agreement between the faculty member and the Department Chair/Director/Dean as to the critical responsibilities that must be performed and how well the faculty member is meeting those expectations. Faculty members' performance should be fairly and accurately reflected by Department Chairs, Directors, and Deans.

PROCEDURES & SPECIFIC INFORMATION

1. **Purpose**

As part of LCTCS Policy 6.010, the purpose of this document is to provide guidelines, policies, and forms for the evaluation of regular Full Time Teaching Faculty (FTTF).

2. **Scope and Applicability**

The following policy and procedures relate to 9-Month Regular Faculty members (full-time teaching faculty); (adjunct faculty will be evaluated under a separate policy).

3. **General**

Faculty and academic administration collaborated to develop the Full Time Teaching Faculty Evaluation (FTTF). Full Time Teaching Faculty Evaluation (FTTF) is intended to evaluate the performance of regular Full Time Teaching Faculty (FTTF).

FTTF Evaluations are intended to serve as a means of evaluating faculty members that will promote reflective teaching and improve instruction as well as allowing faculty members to set goals for 1) Teaching and Directing Instructional Activities, 2) Service to Students, Department, Division or College, and 3) Professional Development/Leadership. A faculty member's final score will be determined based on their participation and completion of basic job responsibilities and documented accomplishment of goals under the Full Time Teaching Faculty (FTTF) Evaluation.

The regular Full Time Teaching Faculty may collaborate with their Department Chair/Director/Deans to select goals in the designated areas at the beginning of each academic year. To fully participate in the Full Time Teaching Faculty (FTTF) Evaluation throughout the academic year, faculty are also required to conduct classroom observations (if applicable) and submit corresponding forms along with all necessary documentation as outlined by each institution (i.e. certifications, licenses, etc.). Documentation of participation in the evaluation and the Professional Growth Plan may be included in this evaluation, which may be a binder,

folder, envelope, etc. Faculty members will present their Full Time Teaching Faculty Evaluation (FTTF) to their Department Chair/Director/Deans at the end of the academic year. This conference will provide faculty members with a final ranking (1–5) based on the criteria outlined in the Faculty Evaluation.

4. **Full Time Teaching Faculty Evaluation (FTTF)**

The Faculty Evaluation Scale requires completion of Part A in order to receive a rating of 3 (Meets Expectations). Faculty may complete Part B (Professional Growth Plan or PGP) in order to receive a ranking of 3.5 or higher on the Faculty Evaluation Scale.

Participants MUST:

- Participate in a Peer Course Observation.
- Compile all support documentation needed for evaluation including but not limited to Peer Course Observation Form, and all mandated trainings as outlined by the institution (may be submitted digitally)
- Professional Growth Plan (PGP) *strictly optional*
- Participate in a Final Conference with the designated Department Chair/Director/Dean.

5. **Goal Selection for Professional Growth Plan (OPTIONAL)**

As part of the faculty goal setting process, faculty may establish goals in those areas in which their contributions are most important to the College's mission beyond the scope of general job expectations. For a list of examples of goals in each area, see Samples of Personal Growth Goals.

a. **Teaching and Direct Institutional Activities**

As outlined in the instructor contract, this area covers the responsibilities that the instructor has to the students. Knowledge, information, and ideas are communicated through methods such as lectures, demonstrations, discussions, and laboratory experiences. Also included are related academic and/or academic support activities such as curriculum development, improvement of instructional program components, and coordination of teaching assignments and clinical labs.

b. **Service to Students, Department, Division and/or College**

It is in this area that faculty members are accountable for their responsibilities to the College. Among their responsibilities are participation in committees, task forces, and councils, administrative activities, sponsorship of student organizations, special assignments, and program development based on the needs of the internal and external communities.

c. **Professional Development/Leadership**

The faculty member's responsibilities relate both to the teaching field and to the discipline. It involves participating in activities that promote professional development and enhance the instructor's proficiency in the teaching field and knowledge of the subject matter. Several activities that are included are conferences, workshops, seminars, participation in professional organizations, and special assignments. Participation in College-related outreach activities, advisory groups, special projects, and community outreach activities may be included at the community level.

6. **Professional Growth Plan (PGP) *OPTIONAL***

A Professional Growth Plan Form may be completed by faculty at the beginning of the academic year. The PGP is designed to be a working document that can be updated throughout the academic year. It is recommended that this form be submitted to the Department Chair, the Director, or the Dean at the same time as the FTTF evaluation. A scheduled conversation between the faculty member and the Department Chair/Director/Dean is recommended to reach a consensus regarding the choice of goals and what constitutes successful achievement. Both parties will sign the Professional Growth Plan Form once it has been mutually agreed upon. After an agreement has been reached and the form has been signed, any revisions must be discussed with and approved by the Department Chair/Director/Dean prior to the final conference.

7. **Documentation of Goals**

For inclusion in the Professional Growth Plan, faculty must provide documentation demonstrating the achievement of their goals over the course of the academic year. Documentation must be concise as well as of sufficient quality. This means that the documentation must only verify the achievement of the goals; it is not required to demonstrate how or to what extent they were achieved. Faculty members who wish to teach courses using Canvas Learning Management System can, for example, download a LOLA catalogue entry stating that the course ran along with list number of students enrolled in the course. It is not necessary to download assignments, interactions with students, tests, etc.

Faculty may attach documentation demonstrating achievement of goals to the Professional Growth Plan at the end of the academic year and bring it to the department chair/director/dean at the Final Conference. A brief explanation of the goal's purpose and its outcome should be included in the Results section.

Note: When experimenting for the purpose of improving instruction, it is not always possible to quantify 'success', only that a new method, approach, technique, etc., has been tested and evaluated. In these situations, it is essential that there is a consensus between the faculty

member and the Department Chair/Director/Dean regarding what constitutes success/evidence.

8. **Course Observation**

A minimum of one peer observation will be conducted for each faculty member each academic year. Any Full Time Teaching Faculty peer within the institution is eligible to conduct observations. Faculty outside one's discipline may be included in this category and is encouraged.

Following the completion of the observation by the designated observer, the observer and observee should engage in a conversation where the questions listed on the Peer Course Observation Form are discussed. It is recommended that observers type up their Peer Course Observation Form in a manner that reflects what has been discussed. As the purpose of this activity is to encourage teachers to reflect on their own teaching, it is strongly recommended that the observer includes observations, ideas, educational options, and follow-up activities that have been suggested by the observee on the Peer Course Observation Form. As documentation of participation in this instructional improvement activity, this form will be included in the Full Time Teaching Faculty Evaluation.

9. **Evaluation Evidence**

It is the responsibility of the faculty to compile evidence for the Full Time Teaching Faculty (FTTF) Evaluation documenting participation in each step of the system as well as achievement of the goals outlined in the Professional Growth Plan. The Final Conference will include the presentation of this portfolio. As a result of this portfolio, the Department Chair/Director/Dean will be able to verify that faculty members have participated in the system and that goals have been achieved. Although this portfolio does not need to be bound, it should be organized in such a way that the contents can be clearly presented at the final conference.

10. **Recommended Format of the Evaluation Evidence**

- Full Time Teaching Faculty (FTTF) Evaluation Form
- Professional Growth Plan (PGP) *strictly optional*
- Peer Classroom Observation Form
- Other Institutionally Required Documentation

11. **Final Conference with the Department Chair/Director/Dean**

Faculty members will meet with the designated Department Chair/Director/Dean at the end of the academic year. The faculty member will bring their Full Time Teaching Faculty Evaluation (FTTF) to this meeting. During this conference, the Department Chair/Director/Dean will be

able to verify the faculty member's participation in the system and their accomplishment of the goals. Members of the faculty should be encouraged to share their observations, reflections, lessons learned, and/or accomplishments during the past academic year. This discussion may be guided by the Full-Time Teaching Faculty Evaluation (FTTF). It is possible for faculty members to identify at least one area which they would like to develop during the following academic year based on the feedback they received from course observation.

In the final conference, each faculty member will receive a final evaluation score of 1-5 based on the requirements described in the Faculty Evaluation Scale. It is not guaranteed that a faculty member will achieve a final evaluation score above a 3 by attaining minimum Basic Job Responsibilities. In order to obtain a score of 3.5 or higher on the Faculty Evaluation Scale, faculty members must also meet the additional optional requirements as stated in the Professional Growth Plan. A Department Chair/Director/Dean must provide evidence of formal disciplinary actions to validate a score below a 3. The Department Chair/Director/Dean will also submit a Performance Improvement Plan (PIP) to aid in a faculty member's remediation.

12. **Recommend Timeline for Completion of Full Time Teaching Faculty Evaluation (FTTF) Process**

***Whenever the designated day falls on a holiday in any year, the timeline will be adjusted accordingly, using either the last working day before or after the holiday, as appropriate**.*

Beginning of September:

Full-time Faculty complete a draft of a "Professional Growth Plan (PGP)" for the academic year and meet the Department chair/Director/Dean.

October – March:

Faculty members collect documentation of progress toward goals in Professional Growth Plan (PGP) and participate Peer Course Observation (Cross-disciplines are highly recommended).

April - May:

"Full-Time Teaching Faculty Evaluation" and optional "Professional Growth Plan (PGP)" of current evaluation year should to be turned in to Department Chair/Director/Dean. Meeting with the Department Chair/Director/Dean and faculty member is highly recommended.

Middle of May:

Designated reviewer forwards all faculty evaluation forms to College Dean.

By June 1

College Dean reviews all faculty evaluation forms and forwards forms to Chief Academic Officer and Human Resources.