Faculty Evaluations, 4.4.15

College Policy

Applies to: Full-time Faculty

Responsible Office **Academic Affairs**

POLICY STATEMENT

In the spirit of our ongoing efforts to maximize student learning, and in the interest of strengthening the college's performance-based culture and the faculty's ability to engage in continuous improvement, faculty participate in collaborative, ongoing, regularly-scheduled reviews of their professional performance. Full-time faculty members are evaluated on an annual basis.

Purpose of the Policy

The evaluation of faculty shall conform to the laws, rules and regulations of the State of Ohio related to faculty duties and responsibilities. Faculty evaluation shall be conducted in a fair, constructive and objective manner, and shall serve to maintain and improve the quality of instruction and support services in furtherance of the college's primary mission. The goal of the evaluation is to encourage and recognize excellence in faculty performance and to provide the opportunity for faculty members and their supervisors to discuss performance regularly and in a consistent manner throughout the college. This policy complies with ORC 3345.451 and 3345.452 of the Advance Ohio Higher Education Act.

Policy Details

I. An annual performance evaluation is conducted for each full-time faculty member the college directly compensates either through the Annual Performance Review or Comprehensive Evaluation Review processes.

II. Evaluations are conducted by the designated administrator, reviewed and approved or disapproved by the dean, and submitted to the provost for review. If the designated administrator and dean disagree, the provost has final decision authority.

III. For each faculty member under their supervision, designated administrators must complete a written annual evaluation using the Office of Academic Affairs' (OAA's) Faculty Evaluation form. The written evaluation must include a rating for each area in which a faculty member spent at least 5% of their effort during the evaluation period, including (as applicable) teaching, service and administration. The evaluation for each area must denote at minimum whether the faculty member exceeds, meets or does not meet performance expectations for that area. Student evaluations must account for at least 25% of the teaching component. Additionally, the evaluation must establish a projected work effort distribution for the faculty member which will be used for the next year's evaluation. This distribution must be compliant with the college's Faculty Workload policy and must be approved by the provost.

IV. Faculty members may provide written comments to their annual evaluation.

V. Faculty are encouraged to first seek informal resolution by meeting with their designated administrator to discuss concerns. If a faculty member wishes to appeal a decision in their annual review, they must submit an appeal to the provost within 14 calendar days of the date of the written evaluation. In presenting an appeal, the faculty member must demonstrate that the final evaluation contains substantive factual error, inconsistently applies the established criteria of the college, or otherwise does not align with those criteria. Appeals will be reviewed by the provost, who must issue a decision in writing within 10 calendar days of receipt of the appeal as to whether to approve or modify the annual review.

VI. Annual Performance Review.

- A. For each academic year, excluding the year in which the faculty member is up for contract renewal, faculty shall participate in an annual performance review with their designated administrator.
- B. Each faculty member shall prepare an Annual Faculty Narrative that includes identification of strengths and areas for growth, description of progress toward outcomes of goals and objectives, and personal goals for the upcoming year.
- C. The designated administrator shall complete the written evaluation using the OAA Faculty Evaluation form.

D. Each faculty member shall meet with their designated administrator to discuss their performance and receive feedback on the narrative.

VII. Comprehensive Evaluation.

A. In addition, faculty shall participate in collaborative, regularly-scheduled comprehensive evaluations of their professional performance. The sum and substance of the comprehensive evaluation is outlined below.

1. The comprehensive evaluation shall be conducted during the academic year in which the faculty member is up for contract renewal.
2. Comprehensive evaluations of faculty members shall include, but not be limited to, a class administrative evaluation, a review of teaching materials, an Evaluation Conference, comprehensive Faculty Narrative, student evaluations, a Final Evaluation Report and Faculty Evaluation form.
   a. Each faculty member shall participate in a comprehensive evaluation of performance conducted by the designated administrator utilizing:Comprehensive Faculty Narrative.
      1) In connection with the comprehensive faculty evaluation, the faculty member shall complete a written narrative that includes all the items included in the Annual Faculty Narrative plus evidence of commitment and documentation of a peer evaluation.
      2) Peer evaluation. The peer teaching evaluation is intended as a professional development process for the faculty member to receive constructive feedback to improve teaching effectiveness.
         i. The faculty member shall invite a faculty peer to conduct a class evaluation of the faculty member during the semester in which the comprehensive evaluation is being conducted or the semester immediately proceeding that semester.
         ii. The peer evaluator and the faculty member should meet prior to the scheduled peer evaluation to review the course syllabus for course objectives, teaching and assessment methods; discuss the types of learners in the class; discuss methods of instruction selected for the class and the class format; discuss how feedback is provided to students; discuss areas of focus for the evaluation; review the peer evaluation form to be used during the class observation; and other areas as requested by the faculty member being evaluated.
         iii. A peer evaluation form shall be completed as part of the class observation.
         iv. The peer evaluator and faculty member shall meet following the class visit to go over the peer evaluation.
   b. Class administrative evaluation.
      1) The designated administrator shall conduct a class evaluation of the faculty member during the semester in which the comprehensive evaluation is being conducted.
      2) Each faculty member shall be evaluated by the faculty member's designated administrator a minimum of one (1) class observation of no fewer than fifty (50) minutes time during the semester in which the comprehensive evaluation is conducted.
      3) Completed observation forms pertaining to the class administrative evaluation shall be provided to the faculty member within five (5) working days after the class observation. The faculty member shall have five (5) working days to return a signed response to the designated administrator. If the faculty member does not concur with the class administrative evaluation, the faculty member shall have the right to request from the provost a different designated administrator to conduct an additional class administrative evaluation.
   c. Student evaluations.
      1) Student evaluations shall be conducted for every section of every course, every semester. There will be a "window of opportunity" during which evaluations will be available for students. These evaluations shall be done online and shall include both numerical scores and narrative comments.
      3) After final grades are posted, the results of the evaluations will be sent to the appropriate designated administrator and to the faculty member, who are encouraged to review the results. Student evaluations shall account for at least 25% of the teaching area component of the evaluation.
   d. Evaluation Conference (form available on the portal)

1) During the Evaluation Conference, the faculty member and designated administrator will review and discuss all issues and materials that comprised the comprehensive evaluation process.

e. Final Evaluation Report and Faculty Evaluation form.

1) The Final Evaluation Report is written by the designated administrator and shall include:
   i. Review of performance evaluated in light of previously established professional goals and objectives, as well as in light of previously established non-instructional projects and obligations.
   ii. Review of a sample of the faculty member's teaching materials, including but not limited to tests, labs, handouts, syllabi and assignments.
   iii. Review of student evaluation trends since the previous review period.
   iv. Review of the Comprehensive Faculty Narrative.
   v. Review of the class administrative evaluation.
   vi. The establishment of individual and programmatic instructional goals and objectives for the next review period—undertaken in collaboration with the program director, when appropriate—as well as the establishment of non-instructional projects and obligations for the next review period.
   vii. Review of performance according to the Faculty Position Description.
   viii. Summary of the Evaluation Conference.
2) The Faculty Evaluation form is prepared by the designated administrator. Each faculty member being evaluated will be provided with a summary assessment documented on the OAA Faculty Evaluation form.

PROCEDURE

I. Annual Performance Review.

A. No later than the third (3rd) full week of classes during the autumn semester, the designated administrator will collaborate with the faculty member to set the time for the review meeting.
B. No later than the twelfth (12^{th}) full week of the autumn semester, the designated administrator and the faculty member will meet for the annual performance review.
C. The faculty member will submit their annual Faculty Narrative to the designated administrator no later than one (1) week prior to the review meeting.
D. The designated administrator shall complete the Faculty Evaluation form and meet with and conduct the evaluation with the faculty member.
E. The faculty member shall sign the evaluation instrument indicating that they have read and understand the ratings and comments.
F. If a faculty member does not agree with any aspect of the evaluation, he/she may prepare written comments and place them on, or attach them to, the evaluation form. If comments are added as attachments, they must be provided to the supervisor within five (5) working days after the conference.
G. If the evaluation is conducted by a designated administrator other than a dean, the evaluation must be submitted, reviewed, and approved or disapproved by the dean, and submitted to the provost for review. If the designated administrator and dean disagree, the provost has final decision authority.
H. A final copy of the completed and signed Faculty Evaluation form (signed by the faculty member, their supervisor, and the provost) will be sent to the faculty member prior to the end of the autumn semester.
I. A faculty member who believes that their evaluation is inaccurate or unfair may appeal.

II. Comprehensive Evaluation.

A. No later than the third (3rd) full week of classes during the autumn semester of the final academic year of the faculty member's contract, the designated administrator will collaborate with the faculty member being evaluated to review the evaluation process, establish a timeline for completing the steps of the evaluation process, and discuss any relevant materials and issues.

B. No later than the twelfth (12th) full week of the autumn semester, the designated administrator and the faculty member will meet for the Evaluation Conference.
C. The faculty member shall submit their Comprehensive Faculty Narrative to the designated administrator no later than one (1) week prior to the Evaluation Conference.
D. By the end of autumn semester, the designated administrator shall prepare the Faculty Evaluation form, write and sign the Final Evaluation Report, and send both documents to the faculty member for their review.
E. No later than the end of the second (2nd) full week of spring semester following the Comprehensive Evaluation, the faculty member shall sign the Faculty Evaluation form and the Final Evaluation Report and return them to the designated administrator.
F. No later than the end of January, the designated administrator shall submit the Faculty Evaluation form and the Final Evaluation Report—signed by both the designated administrator and the faculty member—to the provost, who will review and sign the Final Evaluation Report and maintain a copy in the faculty's member's personnel file.
G. If a faculty member does not agree with any aspect of the evaluation, they may prepare written comments and place them on, or attach them to, the evaluation form. If comments are added as attachments, they must be provided to the supervisor within five (5) working days after the conference.
H. If the evaluation is conducted by a designated administrator other than a dean, the evaluation must be submitted, reviewed, and approved or disapproved by the dean, and submitted to the provost for review. If the designated administrator and dean disagree, the provost has final decision authority.
I. A faculty member who believes that their evaluation is inaccurate or unfair may appeal.

III. Rating Category Descriptions.

A. To receive a rating of "exceeds performance expectations," a faculty member must:
   1. Exhibit clearly superior performance contributions and consistently surpass position requirements in all areas and goals. Examples of qualities or activities an "exceeding performance expectations" faculty member might demonstrate in instruction include, but are not limited to:
      a. Exceptional proficiencies in both instructional delivery and course design and planning that engage students at a high level.
      b. Demonstrating a strong commitment to using assessment data to guide revision of their teaching methods to improve student outcomes.
      c. Leading the integration of new technology into the classroom.
      d. Developing new courses or curriculum either in the classroom or online that are of impressive quality.
   2. When considering service, faculty "exceeding performance expectations" consistently perform their department and discipline responsibilities at a high level and take active leadership on specific initiatives that meet significant college or department goals.
      a. For example, if charged with managing a career/technical program, they might demonstrate strong relationships with industry partners that lead to high levels of program support, internships and high placement rates for students. For general education faculty, it could be similar, but the partnership might be with a transfer institution.
      b. Other examples that might characterize exemplary service include:
         1) Effective leadership roles in college committees.
         2) Developing significant relationships in the community that meet college goals (with institutions such as K-12 districts, other colleges or key business partners).
         3) Making a contribution to their field of study, either in published work, presentations or service in a professional organization.
         4) Leadership in broader college initiatives that improve teaching and learning.

B. To receive a rating of "meets performance expectations," a faculty member must:
   1. Abide by all college guidelines, COTC policies and procedures, and meet department, college, and board goals related to their area of responsibility, including performance goals defined in their performance plan.

2. While they may occasionally or periodically demonstrate superior performance, "meets performance expectations" faculty members consistently meet basic instructional requirements, including following curriculum guidelines, college and department syllabus policies, assessment requirements, and deadlines for schedules and grades. They demonstrate currency in the field and in teaching methodology. They demonstrate proficiency in both instructional delivery and course design and planning, as well as striving toward innovation in teaching methods and a commitment to continuous improvement of student learning outcomes, including meeting college guidelines for assessment of student learning.
3. "Meets performance expectations" faculty members engage actively in service such as serving on department and college committees, engaging in department and college functions and activities, advising students as appropriate and demonstrating professional and courteous behavior. They also meet the critical duties of their assigned roles. For example, if charged with managing a program, they meet all basic program requirements, including holding productive advisory committee meetings and appropriately advising students. Additionally, if charged with hiring and mentoring part-time instructors, they provide appropriate screening, orientation and supervision, including classroom observations.

C. A faculty member "does not meet performance expectations" when:
1. They do not meet the criteria of a "meets performance expectations"; fail to competently meet the teaching or program management standards outlined above or in college guidelines; fail to provide significant service to the college or department; or violate the expectation of professional and collegial behavior. Any disregard for or violation of established COTC policy or procedures or college guidelines may also result in this rating.
2. When their performance requires more than the normal amount of coaching, guidance and direction, they regularly fail to competently meet the teaching or program management standards outlined above or in college guidelines; fail to provide significant service to the college or department; or violate the expectations of professional and collegial behavior. Any disregard for or violation of established COTC policy or procedures or college guidelines may also result in this rating.

IV. Appeal Process
A. If a faculty member wishes to appeal a decision in their annual evaluation, they must submit an appeal to the provost within 14 calendar days of the date the written evaluation was signed.
B. In presenting an appeal, the faculty member must submit their appeal in writing, demonstrating that the final evaluation contains substantive factual error, inconsistently applies the established criteria of the college, or otherwise does not align with those criteria. Documentation must be submitted with the appeal.
C. Appeals will be reviewed by the provost, who must issue a decision in writing to approve or modify the annual review within 10 calendar days of receipt of the appeal.
D. The provost's decision is final and concludes the appeals process.
E. All records will be maintained in the faculty member's OAA personnel file.

V. Evaluation Forms Committee.
A. A joint committee comprised of an equal number of representatives from the full-time faculty and the college shall be formed to develop, review and evaluate all forms used in faculty members' evaluations. All forms used in the faculty evaluation process must be approved by the provost prior to implementation. Each party shall have complete control to select its own representatives to the committee.

Responsibilities

Position or Office	Responsibilities
Dean/Designated administrator	Conduct full-time faculty performance evaluations as set forth in the policy.
Full-time faculty members	Submit annually the faculty narrative and supporting documentation as appropriate based upon the evaluation to be conducted.

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Position or Office	Responsibilities
Provost	1. Review and make final decisions on faculty annual performance evaluations as set forth in the policy. 2. Review appeals and issue written decisions.

Resources

Forms in support of the faculty evaluation process are available in the portal.

Contacts

Subject	Office	Telephone	E-mail/URL
Annual performance review	Office of Academic Affairs	740-755-7827	ferenchak.7@mail.cotc.edu

History

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