PARKLAND COLLEGE

Faculty Performance Evaluation

Procedures Manual

CONTENTS

I.   **Statement of Philosophy**

For faculty performance evaluation at Parkland College

It is essential to ensure a consistently high quality of instruction with a supportive, growth-oriented environment for both students and faculty at Parkland College. Because of this need, it is the responsibility of the College not only to provide evaluation of faculty members, but also to provide faculty with systematic and systemic support for improvement of instruction, counseling, and provision of library services through professional development.

All performance evaluations incorporate Parkland's values of honesty, integrity, fairness, responsibility, multiculturalism, and trust. This formative process transfers ownership for improvement to the faculty members being evaluated and provides the faculty member the opportunity to reflect on his/her teaching and other roles in the college and community.

II.   **Purposes for Evaluation of Faculty Performance**

The purposes of evaluation are to:

1.   Promote excellence in the teaching/learning process.

2.   Provide a basis for professional growth and development.

3.   Recognize service to department, college, and community.

III.   **Evaluation Procedures**

1.   Evaluation documents and materials prepared and gathered in this process shall be confidential and limited to the Department Chair, Director, or his/her designee, the faculty member being evaluated, the Division Dean, the Vice President for Academic Services, and the President.

2.   The evaluation process shall be conducted at regular intervals for all faculty, and the evaluation procedures will follow those described in this document. Evaluations must be completed in the academic year they were begun.

The following apply to full-time faculty:

   a.   This evaluation plan is:

      1.   Used to confirm tenurable performance by non-tenured, full-time faculty.

      2.   Used to provide ongoing feedback for continued professional development of tenured faculty.

      3.   Not used in any Reduction in Force (RIF) issue.

   b.   New full-time faculty will administer mid-semester student evaluations and participate in the mentoring program during their first year at the College. (First Year Cohort participation)

   c.   Evaluations for full-time faculty are normally required during the first, third, and fifth semesters and then during the sixth and ninth years and every fourth year thereafter.

   d.   Evaluation for non-tenured faculty shall occur each fall semester.

The following apply to part-time faculty:

   a.   This evaluation plan is:
      1. To reflect on teaching practices
      2. To reflect on professional development and create a plan

   b.   New part-time faculty will administer mid-semester student evaluations and participate in the mentoring program during their first year.

   c.   Evaluations for part-time faculty shall normally be completed one semester out of six. Evaluation must occur every four years.

   d.   Evaluation for new part-time faculty shall occur in the first semester and may occur in any of the following semesters.

3. Faculty being reviewed will discuss three sets of activities:

   a. A professional development plan submitted by the faculty member outlining goals for the academic year of the evaluation.

   b. Activities related to professional and classroom performance since the last evaluation. This should include a statement of teaching philosophy.

   c. Activities related to service to the department, college, and community.

4. The evaluation shall include the following components and be conducted by a person or a group of three tenured faculty peers trained in evaluation who is/are agreeable to the faculty member and the Department Chair or Director.

   a. A pre-evaluation conference to review the process, agreed upon elements being evaluated, and construct a timeline.

      1. At this time the faculty member's written statement of philosophy will be reviewed. This statement will serve as a guide in evaluating performance.

      2. Faculty member will provide evaluator with a current professional development plan.

      3. Faculty member will provide a review of student evaluations since the last evaluation or since the beginning of teaching if no prior evaluation exists.

      4. Faculty member will provide supporting materials agreed upon during this meeting before the classroom observation.

   b. Instructional observation(s) by the Department chair, Director, or a designee.
      If either the faculty or the evaluator does not believe that the evaluator has the expertise to evaluate content, performance, or to suggest improvements, the faculty member and Department Chair will choose an outside evaluator mutually agreeable to both parties. The outside evaluator puts such comments in writing. The College evaluator is still responsible for the policy, procedures, and report of the professional activities portions of the evaluation.

   c. A post-observation conference

      1. Discuss the class or lab observation.

      2. Review of faculty self-generated materials used for course instruction.

      3. Discuss adherence to policies and procedures relevant to instruction.

      4. Professional development goals should be reviewed.

   d. Other activities as agreed upon by the Department chair, Director, and/or the Vice President for Academic Services with the faculty member.

   e. Faculty member is given a written report of the evaluation to read, discuss, and sign. The faculty member's signature acknowledges receipt of a copy of the evaluation, and attests that the evaluation and process were discussed. The faculty member has the right to submit his/her own documentation regarding the evaluation and/or schedule another meeting with the Department Chair or Director.

5. Consideration of one or more of the following optional professional growth components is encouraged. These activities may be suggested by the Department Chair or Director, the evaluator, or the faculty member being evaluated, but they must be mutually acceptable before they become part of an improvement plan:

   a. Planning and participating in professional development activities.
   b. Participating in a mentor program.
   c. Recording classroom performance and evaluating it.
   d. Using the Center for Excellence in Teaching and Learning's services.
   e. Other components as agreed upon by the faculty member and the Department Chair or Director.

6. The student evaluation forms will be administered each semester to every class a faculty member is teaching.

7. All evaluators will be trained in evaluation processes and procedures.

8. The student evaluation forms will contain four major parts:

   a. Approximately twenty questions asked of all students across the College that concern general instructional   areas of faculty performance.

   b. Up to 15 questions common to all courses in a department or to those with a common prefix in a given department. These are intended to address the various discipline or laboratory/clinical issues of instruction. The Department Chair is responsible for the generation and systematic review of these questions with appropriate faculty members of the department.

   c. Up to 5 questions are available for each individual faculty member to ask his/her students on special issues such as specific assigned readings or some new aspect of the course. These items are for the individual faculty member's use, and they are not considered in the performance evaluation.

   d. Two or more general essay questions designed to elicit comments on the quality of teaching and the faculty member's strengths and weaknesses.

APPENDIX A

Terms and Definitions

These concepts and definitions provide a common ground for all evaluation activities.

Elements of Teaching:

Content Expertise: That body of skills, competencies, and knowledge in a specific subject area in which the faculty member has received advanced training, education, or experience and for which she or he is formally recognized by the College.

Communications: Those human interactive skills and characteristics which:
a.   provide for clear communication of information, concepts, attitudes, and philosophy
b.   create a supportive learning environment
c.   promote students' active involvement in their learning
d.   indicate responsiveness to student learning needs

Methods, Materials, And Assessment: Those skills and competencies required to:
a.   design effective learning experiences
b.   choose methods and strategies necessary to sequence and present those learning experiences effectively
c.   design valid measures to confirm that learning has occurred

Evaluation by the Department Chair or designee will be based on the following sources of Information:
a. faculty's self-generated materials for classroom/student use if applicable, what is the faculty using?
b. classroom performance
c. student ratings and general observation of the faculty's participation in out-of-class responsibilities
d. adherence to policies and procedures germane to instruction

Philosophy of Teaching Instructions

A philosophy of teaching is your view of how you pursue learning, knowledge or wisdom with your students in your discipline. A philosophy contains statements about the values by which you teach and statements about your methods of questioning or inquiry. Your philosophy statement should convey how you conceptualize your beliefs about the teaching-learning process.

Since your philosophy is a personal statement, there is no "right way" to do it. However, most philosophies of teaching contain some common elements. This document presents three ways one might wish to organize a philosophy statement in order to stimulate you to design your own model or organizing scheme.

Note that each model helps you examine or take apart both your beliefs and methods and then tell how they interact to produce learning. The "taking apart" seems much easier than the "putting together" because the "putting together" is best seen and experienced, not written about. You may find that starting to write is difficult and requires much thought and that once you start to write, stopping is equally difficult. Such is the nature of creative thinking about meaningful work.

How will you know if your philosophy is what you preach, what you practice or both? Your syllabus and course outline should be one place where an observer can see your philosophy in action. What actually goes on in the classroom is another way to measure the fit. Your evaluation system will tell the observer much about your values and beliefs. What you do with your professional time, travel, commitments, and learning activities give the observer other clues as to whether philosophy and practice match. Student evaluations and honest discussions with peers can further reveal the consistency and effectiveness of your philosophy in your daily teaching. Refer to contract for non teaching faculty language.

MODEL I

A.   WHAT ARE <u>YOUR</u> ASSUMPTIONS ABOUT STUDENTS?

Are students basically good/evil, active/passive, or complete/developing beings? How do you move them as individuals and as a group? What are the underlying characteristics they all possess no matter what their proficiencies? What are the important differences among them that you need to know to bring about change in them? These are some of the questions you might try to ask and answer.

B.   WHAT ARE <u>YOUR</u> ASSUMPTIONS ABOUT TEACHING?

What is your role, their role, and the place of content with how it fits into the learning process? What is your obligation to enlarging the students' ability to apply the content, to see how it is connected to other disciplines, and to see these basic courses as a part of an education?

C.   WHAT ARE <u>YOUR</u> ASSUMPTIONS ABOUT LEARNING?

What are the most successful methods for helping your students to learn your discipline? What is the place of evaluation, writing, speaking, and discussion? What are the organizing principles you use to help your students learn?

D.   WHAT ARE <u>YOUR</u> ASSUMPTIONS ABOUT THE TEACHING-LEARNING PROCESS?

How do you put your assumptions to work in the classroom? What expectations about discipline (both mental and behavioral) do you set? How do you measure success for students as people, for students as content learners, and for you as a teacher? What are the things you do which drive instruction and which motivate students? How does your philosophy come together? How can you see that your philosophy works? What do you do when it fails to work?

MODEL II

A.   WHAT DO <u>YOU</u> BELIEVE ABOUT TEACHING CONTENT?

How do you present theories, principles, and facts? How do you arrange content organizationally so that it makes sense to the learner? How do you decide what to teach and when to teach it?

B.   WHAT DO <u>YOU</u> BELIEVE ABOUT DELIVERING THE CONTENT?

What level and kinds of interaction are appropriate for your discipline? What is the nature of your communication style? What sort of learning environment do you attempt to create? How do you deal with setting the emotional climate for learning and altering it if necessary? What is the place of questioning, giving and receiving feedback, introducing novel material, and pacing the course with the students' ability to learn in mind? How do you deliver content, information, directions, and assignments?

C.   WHAT DO <u>YOU</u> BELIEVE ABOUT THE DESIGNING OF SKILLS?

What experiences, methods, strategies, or activities do you believe bring about learning? What do you believe about the design of valid ways to measure and confirm learning?

D.   HOW DO <u>YOUR</u> BELIEFS ABOUT CONTENT, DELIVERY, AND DESIGN COME TOGETHER IN THE TEACHING-LEARNING PROCESS?

How do these parts come together? How can one see that these parts work?

MODEL III

A.   WHAT IS <u>YOUR</u> VIEW OF YOUR ROLE?

Are you a director, questioner, organizer, motivator, and/or challenger? How much help and intervention do you give? How do you deal with developmental differences? How do you work with individuals in a group context? Are you content or process driven? What are your responsibilities and how do they dovetail with the student's responsibilities?

B.   WHAT IS <u>YOUR</u> VIEW OF THE STUDENT'S ROLE?

What creates a good, efficient learner? What qualities and behaviors does a student need to succeed in your discipline? Statements addressing study skills, time management, and a variety of basic skill abilities as well as affective or emotional characteristics may be discussed.   WHAT IS <u>YOUR</u> VIEW OF HOW THE METHODS OF THE COURSE DIRECT THE TEACHING-LEARNING PROCESS?

What are your methods and why do you use them? How do they help create learning by connecting you and the student to the content? How do they provide practice, feedback, and quantitative and/or qualitative assessment?

C.   WHAT IS <u>YOUR</u> VIEW OF THE KIND AND ORGANIZATION OF CONTENT IN THE TEACHING-LEARNING PROCESS?

What is important to teach? How do you organize it to maximize meaningfulness and retention? How does content balance or compare to other driving factors in your instructional design? How do you make decisions concerning what content to include and when to include it?

Asking for help and feedback, and discussing and examining other teachers' philosophies would be appropriate actions to help make this process enjoyable and meaningful. Center for Excellence staff is ready to help you in a confidential manner. And don't forget the Writing Lab staff as potential helpers.

APPENDIX C

Faculty Evaluation Checklist

During a faculty member's evaluation semester, the Department Chair or Director will follow these instructions and forms and observe at least one class. At the request of either the faculty member or the Department Chair or Director, additional class observations, either announced or unannounced, will be completed. Any forms completed in relation to class observations will remain in department files.

☐ 1.   Pre-evaluation activities

    ☐ a. Pre-evaluation conference to agree on activities and process

    ☐ b. Faculty submits documents:

        ☐ Professional Development Plan (Form A)

        ☐ Teaching Philosophy Statement (Form B)

        ☐ Professional Activity Summary (Form C)

        ☐ Pre-Class Observation Form (Form D) or may provide the information to the Department Chair or Director orally.

☐ 2.   Classroom Performance

☐ 3.   Post-observation

Faculty and Department Chair discuss:

    ☐ a.   The class observed

    ☐ b.   The written instructional class materials submitted

    ☐ c.   The relationship between the teacher's philosophy, classroom performance, and self-generated materials

    ☐ d.   The faculty's professional development plan

    ☐ e.   The faculty's student evaluations

    ☐ f.   Adherence to germane policies and procedures of the department and College

    ☐ g.   Professional activities since the last evaluation

    ☐ h.   Other components as agreed upon

☐ 4.   The evaluator and faculty member will complete and/or sign the appropriate documents after all evaluation activities are completed (Form E)

FORM A

PROFESSIONAL DEVELOPMENT PLAN

Either faculty member or Department Chair or Director may initiate activities, but both must sign the plan to indicate it is agreeable to both.

1. Goals:

2. Activities to meet goals and ways to measure progress:

3. How success will be defined and measured:

4. Other comments:

Department Chair

_____   _____   _____
Printed Name   Signature   Date

Faculty Member

_____   _____   _____
Printed Name   Signature   Date

FORM B

TEACHING PHILOSOPHY STATEMENT

Faculty Name: _____   **Date:** _____

Department: _____

Write and submit your teaching philosophy statement no later than one week prior to the first class observation. You will not need to rewrite your statement during subsequent semesters of full evaluation unless you so choose. Appendix B may help you as will the Writing laboratory or Center for Excellence in Teaching and Learning staff.

TEACHING PHILOSOPHY STATEMENT

FORM C

PROFESSIONAL ACTIVITIES SUMMARY

Faculty Name: _____ **Date:** _____

Department: _____

Please complete the following information since you were last evaluated and give a copy to your Department Chair when requested. (Optional for Part-time Faculty)

PROFESSIONAL INFORMATION

1. Parkland Committees and activities (participated in Senate, PCA committees, departmental committees, course committees, advised student groups, etc.)

2. Honors and distinctions (listings in professional directories, election to honor societies, publications, etc.)

3. Graduate study, staff development courses, (degrees earned, hours accumulated, etc.) trips, conferences, CEU's etc.

4. Professional organizations including local ones (memberships, offices, papers, speeches, attendance).

5. Other professional contributions

FORM D

PRE-CLASS-OBSERVATION   INFORMATION

OPTIONAL: Faculty may provide the following information to the Department Chair <u>verbally</u> **or** in <u>writing</u>.

Faculty Name: _____   **Date:** _____

Class / Date / Time / Location: _____ / _____ / _____ / _____
                                            Class   Date   Time   Location

DOCUMENTS PRESENTED:

PROJECTED CONTENT:

PROJECTED METHODS:

PROJECTED STUDENT INVOLVEMENTS, ACTIVITIES, RESPONSES:

PROJECTED LEARNING OUTCOMES:

METHODS FOR EVALUATING STUDENT LEARNING:

POTENTIAL LATITUDES BASED ON STUDENT FEEDBACK:

ANTICIPATED DIFFICULTIES FOR THIS CLASS SESSION:

FORM E

FACULTY EVALUATION

Name: _____

       Teaching Faculty   Non-Teaching Fac   Counselor

       Librarian   Full Time   Part time

Evaluation Date**:** _____

Course Title, number and section**:**_____

Evaluator name and title**:** _____

Last evaluation completion date**:**_____

Next evaluation due**:**_____

Summary highlights from last evaluation**:**

(Notes here or see attachment)

Faculty Focus

Topic	Presented/Observed	Action Plan
Teaching Philosophy Statement		
Professional Development Plan		
Professional Activities/College Committees/Community Service Summary		

Curriculum Focus

Topic	Presented/Observed	Action Plan
Syllabus		
Course Schedule		
Weekly Objectives		

Topic	Presented/Observed	Action Plan
Cobra Organization		
Cobra Grading/Other Grading System		
Accessibility Score		
Lecture/Lab Observation		
Student Evaluations		

Department Chair

_____   _____   _____
Printed Name   Signature   Date

Faculty Member

_____   _____   _____
Printed Name   Signature   Date

Division Dean

_____   _____   _____
Printed Name   Signature   Date

Vice President for Academic Services

_____(Signature)   _____(Date)