

**Title: Full Time Faculty Performance**

- Initial Action:**
  - Board Resolution:** 12/08/01 Resolution #11
  - Last Revised**
    - **Policy:** 3/11/15
    - **Procedure:** 3/28/2018
  - Last Reviewed:** 3/28/2018
  - Effective:** 12/08/01
  - Next Review:** 3/28/2021
  - Responsibility:** Academic Programs
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**POLICY:**

All Cecil College full-time faculty will be evaluated each semester by a student survey and will submit a professional activities report annually.

Faculty will be evaluated each of their first two semesters and then annually for the next two years by the Chief Academic Officer (CAO) or designee, and will submit a self-reflection annually along with their professional activities report.

Full-time faculty who have taught three years or more at Cecil College will submit a self-reflection every third year with that year's professional activities report, and will be evaluated every third year in the classroom by the CAO or designee or by two faculty peers. In the case of a peer evaluation the CAO or designee may perform an additional evaluation at his/her discretion.

**PROCEDURE:**

A faculty member's performance evaluation has several components as detailed above and below:

1. Fulfillment of contract obligations
2. Evaluations by students (Appendix A-B)
3. Classroom observation (Appendix C)
4. Annual report of professional activities (Appendix D)
5. Self-reflection (Appendix E)

**1. Fulfilment of contract obligations**

Faculty are expected to read their contracts and meet all of their contractual obligations. Towards the end of the spring semester, Faculty Senate will have the opportunity to review and provide feedback on the faculty master contract template for the upcoming year, prior to distribution.

**2. Evaluations by students**

Evaluations by students are completed online prior to the completion of the course. The evaluation questions and rating scale are found in Appendix A-C. A faculty member may opt to provide a supplemental evaluation specific to his or her discipline. The results of these evaluations and interpretation of their importance to the faculty member's future teaching of that course may be included as part of the self-reflection (see Appendix F).

**3. Classroom observation**

The Academic Programs office will notify faculty when a classroom evaluation is to be scheduled. For the classroom evaluation by peers, it is suggested that one of the two faculty peers be from the professor's department. The two faculty peers will work as an evaluation team and should attend the same classroom visit if possible. Prior to the observation, the peer team or the Chair/CAO or designee will be provided with the topic along with the agreed upon date, time, and location for the faculty member's chosen classroom observation. A rating and summary of the classroom observation will be prepared (see Appendix D). The summary will include strengths and areas for improvement. Within two weeks of the classroom visit, peer evaluators/Chair will discuss this report with the faculty member prior to submitting the report to the CAO or designee.

Within two weeks of receiving the faculty observation documentation, the CAO or designee will either indicate the observation report meets requirements or will schedule a meeting with the faculty member to discuss the results of a poor evaluation. In addition, within two weeks of the discussion of a poor

evaluation, the CAO or designee will provide in writing the specific areas of strength as well as any areas that need improvement. After receiving the CAO or designee's written response, the faculty member may request another conference if additional clarification is needed. The faculty member will have the opportunity to refute any negative assessment and may request a second classroom evaluation to be conducted by a different evaluator appointed by the CAO in agreement with the faculty member. Faculty members who receive a poor evaluation, indicating significant need for improvement will create an action plan within two weeks of the meeting with the CAO or designee and submit the plan to the CAO or designee. Faculty can request a meeting at any time with the CAO or designee to discuss evaluation results, processes or feedback.

**4. Annual report of professional activities**

Annual report of professional activities (Appendix E) and self-reflection, as required, (Appendix F) are due electronically to the CAO or designee by June 1<sup>st</sup> of each academic year.

The CAO or designee will respond in writing before the end of the last contract day, acknowledging receipt of the submission. Prior to the start of the next semester, the faculty member will receive notification of the acceptability of the submission. Should the submission be unacceptable and require additional development, the written acknowledgement will state any weaknesses and allow one month for resubmission of improvements.

**5. Self-reflection**

Self-reflection is part of the Annual Report of Professional Activities annually for faculty teaching less than three years and every third year for faculty teaching three years or more.

## **Appendix A: Student Evaluation Questions for Full Time and Adjunct Faculty**

- 1 - The instructor posted course materials and assignments in a timely manner.
- 2 - The instructor made course expectations clear.
- 3 - The instructor communicated course material effectively
- 4 - The instructor assigned grades according to stated criteria, in a timely manner, providing feedback regarding student progress throughout the semester.
- 5 - The instructor provided feedback on assignments, questions, and concerns.
- 6 - The instructor was available for consultation.
- 7 - The instructor made course deadlines clear.
- 8 - The instructor demonstrated knowledge about course subject matter.
- 9 - The instructor's assigned activities were related to class content.
- 10 - The instructor held class for all or most scheduled meetings excluding college closures.

### **Grading Scale:**

1. Not Applicable
2. Strongly Disagree
3. Disagree
4. Agree
5. Strongly Agree

## **Appendix B: Student Evaluation Questions for Online Faculty**

- 1 - The instructor posted course materials and assignments in a timely manner.
- 2 - The instructor made course expectations clear.
- 3 - The instructor explained concepts clearly
- 4 - The instructor assigned grades according to stated criteria, in a timely manner, providing feedback regarding student progress throughout the semester.
- 5 - The instructor provided feedback on assignments, questions, and concerns.
- 6 - The instructor was available for consultation.
- 7 - The instructor made course deadlines clear.
- 8 - The instructor demonstrated knowledge about course subject matter.
- 9 - The instructor's assigned activities were related to class content.
- 10 - The instructor held class for all or most scheduled meetings excluding college closures.
- 11 - The instructor maintained contact throughout the course.
- 12 - Interaction was available between students and/or the instructor fostering a sense of an online community.

### **Grading Scale:**

1. Not Applicable
2. Strongly Disagree
3. Disagree
4. Agree
5. Strongly Agree

### Appendix C: Classroom Observation Rating Scale

Name: \_\_\_\_\_ No. of Students: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Course No.: \_\_\_\_\_

#### Directions

- The instructor will be evaluated on the eight activities below using the scale to the right of each statement. Rate each activity from one (1) to five (5) with one being the lowest score and five the highest score. Plan an "x" to indicate the appropriate score.

#### A. Observation

Activity	Rating					
	1	2	3	4	5	N/A
1. The instructor clearly provides an introduction to the lesson.						
2. The instructor teaches to the objective.						
3. The instructor illustrates or models what is to be learned.						
4. The instructor checks for students' understanding during the course of the lesson.						
5. The instructor provides the students with guided practice and feedback on the content/skills to be learned.						
6. The instructor provides the students with independent or collaborative practice on the content/skills they have learned.						
7. The instructor encourages student engagement.						
8. The instructor brings the lesson to closure.						

#### B. Summary

1. Total score:

2. Average score (total score ÷ number of activities attempted)

#### Rating Scale:

1 – Poor/Never

2 – Below Average/Rarely

3 – Average

4 – Good/usually

5 – Excellent/Always

N/A – Not applicable

**SIGNATURE PAGE:**

**Evaluator Comments on strengths and areas for improvement:**

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Evaluator's Signature

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Date

**Faculty Member Comments:**

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Faculty Member Signature

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Date

## Appendix C cont'd: Guide for Classroom Observation

Classroom observations are intended to provide support and constructive feedback for instructors. The following questions may assist in the evaluation. It is possible and acceptable that all eight activities may not be demonstrated in each lesson.

1. Does the instructor clearly provide an introduction to the lesson?
  - Does he/she tell students what they will be expected to learn, do or accomplish by the end of the lesson?
  - Does he/she insure that the objective is at an appropriate level of difficulty for the students?
2. Does the instructor teach to the objective(s)?
  - Does he/she present information to be learned through presentation, demonstration, explanation and/or readings etc.?
  - Does he/she use questions and activities that directly involve students in the content to be learned?
  - Does he/she present relevant information clearly and concisely?
3. Does the instructor illustrate or model what is to be learned?
  - Does he/she present students with examples of the product, concept or skill-application during the lesson?
  - Does he/she illustrate the individual components of the concept or skill?
  - Does he/she vary instruction to encompass different learning modalities?
4. Does the instructor check for students' understanding during the course of the class period?
  - Does he/she foster active participation based on class material?
  - Does he/she phrase questions in such a way that invites students to indicate confusion?
  - Does he/she adjust the delivery of instruction or offer additional clarity as needed by the students?
5. Does the instructor provide students with guided practice and feedback on the content/skill to be learned?
  - Does he/she link material to other course content?
  - Does he/she provide activities or opportunities for students to demonstrate learned skills and content (i.e. quizzes, exit tickets, group work or clicker polls)?
  - Does he/she give immediate feedback or corrective information to students as they work/respond to insure understanding of material?
6. Does the instructor provide students the opportunity to practice what they have learned?
  - a. As group work
  - b. Independent class work
  - c. Homework that is reviewed in class
7. Does the instructor encourage student engagement?
  - Does he/she engage students throughout the class with lecture, activities, class discussion, and/or group work?
  - Does he/she foster a participatory environment?
8. Does the instructor bring the lesson to closure?
  - a. Ask for students to help summarize the class
  - b. Check student comprehension/mastery of the topic
  - c. Provide a conclusion to the lesson

## Appendix D: Annual Report of Professional Activities

The Annual Report is intended to document that the faculty member has met contractual obligations and participated in activities leading to professional growth.

- I. Contractual requirements including:
  - a. Courses taught, please list courses, including credit hours for each semester.
  - b. Maintenance of office hours. Please list for fall and spring semesters.
  - c. Service on at least one college committee (not required of first year faculty)

II. Identification of syllabi reviewed, revised or developed during the current year

III. Related and professional activities (choose those that are relevant)

- Service on additional college committees
- Service on statewide committees, workgroups or affinity groups.
- Service within department
- Attendance at professional meetings/workshops
- Presentation at professional meetings/workshops
- Visit to/from faculty of other colleges
- Course work/degrees completed
- Research, publications or grant applications completed
- Public relations or community volunteer work as an affiliate of the College
- Sponsorship of student activities
- Other activities, to be negotiated with the CAO or designee

IV. Goals

Three goals should be identified by the faculty member to be pursued during the following academic calendar. These should be submitted to the Department Chair and included in the Annual Report of Professional Activities. Goals may be on the teaching/individual level, program level or department level. Goals that are pertinent to the department, such as but not limited to, curriculum redesign, data collection, grant application and club creation or advising will also be reported in the department annual report. A minimum of one goal should be on the individual level.

This section of the Annual Report of Professional Activities shall report progress and reflection toward achieving those annual goals identified previously during the year of this report.



## Appendix E: Self-Reflection

Self-reflection is a tool to help faculty members review their professional activities; share successful strategies, innovations and accomplishments; and identify and reflect on outcomes. **It is not intended as an evaluative tool.** Self-reflection is part of the Annual Report of Professional Activities required annually for faculty teaching less than three years and every third year for faculty teaching three years or more.

The self-reflection should include a descriptive summary of any two of the items listed below:

- Reactions and implementations resulting from the evaluation by students
- Effect of your professional activities in Appendix C, section III on teaching or other classroom activities
- Reflections while developing or revising a course
- Experiences learned while teaching a course for the first time
- Lessons learned regarding a specific teaching problem, how it was identified, and solutions attempted
- Descriptions of special projects with individual students
- Audio/video taping of classroom activity for use in class or online with regards to response by students or effect on teaching
- Statement of grading methodology with samples of graded student papers
- Description of innovative, creative or experimental techniques
- Responses to written student comments (compliments or criticisms)
- Reflections on intercollegiate interactions (intra-or interdepartmental projects) Reflection on achievement of your goals from the previous year belong in the Annual Report

**Faculty Performance Evaluation Summary – Completed every year**

<b>Requirement</b> (Waiver of any of these requirements must be approved by the Dean)	Year ____ Year of ____			Comments
	Met	Unmet	NA	Comments from Dean or CAO:
Taught a full load (30 credit hours per academic year, please list).*				
Established, posted and maintained at least 6 (six) office hours per week in the Fall and the Spring semester*				
Participated in the 1 <sup>st</sup> and 2 <sup>nd</sup> Academic Monitoring both the Fall and Spring Semesters.*				
Demonstrated departmental participation which may include but not limited to:* <ul style="list-style-type: none"> <li><input type="checkbox"/> Curriculum development</li> <li><input type="checkbox"/> Planning and assessment</li> <li><input type="checkbox"/> Training and mentoring of adjunct faculty and staff</li> <li><input type="checkbox"/> Informal/formal academic advising</li> <li><input type="checkbox"/> Syllabus review and revision</li> </ul>				
Participated in assessment activities if applicable which may include but not limited to:* <ul style="list-style-type: none"> <li><input type="checkbox"/> Academic Monitoring</li> <li><input type="checkbox"/> Course/Program Assessments (attach example to annual report)</li> <li><input type="checkbox"/> Program Reviews</li> </ul>				
Participated in Commencements and other official college ceremonies/meetings called by the Department Chair, Dean, Vice President of Academic Programs or the President.*				
Service on at least one approved College committee. *				
Completed mandated college professional development. (Safe Colleges)*				
Participated in at least one additional professional development activity.				
Completed research, publications, presentations, or grant applications, exhibitions/demonstrations.				

Participated in public relations or community volunteer work as an affiliate of the College				
Used the Course Management System to post and submit Course Syllabus, Office Hours and other relevant course information, as needed. *				
Identified three goals for upcoming academic year.				

\*required by faculty contract

**Comments related to goals from past academic year:**

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**Comments related to goals for upcoming academic year:**

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**Additional comments from Dean or CAO:**

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**Faculty Comments:**

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Signature of Dean or CAO

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Faculty Member

\_\_\_\_\_  
Date