**Faculty Evaluation Plan Handbook**

# TABLE OF CONTENTS

[SECTION 1: GENERAL INFORMATION: PROCEDURES AND GUIDING PRINCIPLES 3](#_Toc518298172)

[SECTION 2: AN OVERVIEW OF THE EVALUATION PROCESS 4](#_Toc518298174)

[Faculty Categories for Evaluation 4](#_Toc518298176)

[Faculty Evaluation Procedures 5](#_Toc518298177)

[Support Services for Faculty Evaluation 7](#_Toc518298178)

[SECTION 3: FACULTY EVALUATION: FACULTY rOLES AND CRITERIA 8](#_Toc518298179)

[Teaching and Instruction 8](#_Toc518298181)

[Professional Development and Scholarship 8](#_Toc518298182)

[Service to the College, Profession, or Community 9](#_Toc518298183)

[Teaching and Instruction Areas for Librarians 11](#_Toc518298184)

[SECTION 4: DOCUMENTATION AND PROCEDURES FOR EVALUATING THE THREE FACULTY AREAS 12](#_Toc518298185)

[Summation of Evaluation Criteria 12](#_Toc518298187)

[SECTION 5: EVALUATION PATHWAY AND MANAGEMENT SYSTEM 13](#_Toc518298188)

[SECTION 6: THE INITIAL GRANTING OF CONTINUING CONTRACT PROCESS 14](#_Toc518298190)

[Appendices 16](#_Toc518298192)

[Appendix I. Faculty Evaluation/FEP ePortfolio Timeline 17](#_Toc518298193)

[Appendix II. Guidelines for FEP ePortfolio for Annual Contract Faculty up for Initial Granting 19](#_Toc518298194)

[Appendix III. Guidelines for FEP ePortfolio for Continuing Contract Faculty up for Comprehensive Review 20](#_Toc518298195)

[Appendix IV. Faculty Evaluation: Faculty Self-Evaluation (Form #1) 21](#_Toc518298196)

[Appendix V. Faculty Evaluation: Faculty Goal Setting and Weights (Form #3) 23](#_Toc518298197)

[Appendix VI. Faculty Evaluation: Supervisor Evaluation (Form #2) 24](#_Toc518298198)

# SECTION 1:

## GENERAL INFORMATION: PROCEDURES AND GUIDING PRINCIPLES

The primary purpose of faculty evaluation at Florida SouthWestern State College is to promote individual and institutional self-improvement. Faculty evaluations are completed according to Article 9 and Article 10 of the Collective Negotiations Agreement 2019-2022 and focus on the objectives and goals of the individual and of the College. The College recognizes the need for a consistent system for evaluating its faculty. However, the College also acknowledges the diversity among its faculty and has, therefore, adopted a system of evaluation that values that diversity, recognizes that progress may occur in many directions, and asserts that many types of activities make valuable contributions to the College’s success and growth. Hence, the underlying philosophy of this Faculty Evaluation Plan (FEP) is that evaluation of faculty performance is a complex process that should promote equity and consistency for all individuals. The FEP is designed to enhance faculty development, while also promoting the mission of Florida SouthWestern State College and its need for continual improvement.

The evaluation process supports a multi-source faculty evaluation system through the FEP ePortfolio, which includes self-evaluation, student evaluation, peer recommendation, and supervisor evaluation. The system allows the faculty member to determine, within established ranges, the weights of these evaluations in determining the faculty member’s teaching effectiveness rating. In a broad sense, this evaluation process is intended to encourage and support professional development; promote personal reflection and self-assessment, plan and establish goals; and create professional opportunities. It also provides a positive environment and collegial context for review of teaching purposes, strategies, and materials.

# SECTION 2:

## AN OVERVIEW OF THE EVALUATION PROCESS

The FEP is a comprehensive, individualized approach to reviewing a number of activities associated with the important roles performed by faculty members. The evaluation system encompasses three (3) major faculty areas:

1. Teaching and Instruction
2. Professional Development and Scholarship
3. Service to the College, Profession, or Community

The teaching role is further delineated into three areas that include Classroom Performance and Student Success, Material Preparation and Relevancy, and Record Keeping and Instructional Management. The minimum and maximum weights for each role relative to the total system reflect the values and priorities of the College, academic discipline, and faculty preference. Data gathered for review and evaluation are obtained from students, the individual faculty member’s self-evaluation, and the faculty member’s supervisor according to a specific timeline (see [Appendix I](#_Appendix_I._Faculty)).

### Faculty Categories for Evaluation

1. *Annual Faculty (including those applying for Initial Granting of Continuing Contract)*

Annual faculty members do not submit an FEP ePortfolio until they are eligible for continuing contract. FEP ePortfolios are completed and due by the last Friday in September following four consecutive years of “meets expectations” or “exceeds expectations” evaluations. However, faculty will still be evaluated annually by the supervising administrator according to the components set forth in this document. Faculty will complete a self-evaluation in which they are rating themselves in each of the areas of the evaluation. In lieu of providing artifacts in a FEP ePortfolio, faculty will write a narrative outlining their achievements in each of the areas in **Faculty Goal-Setting and Weights (Form #3)**. They will also address the goals they set and how successful they were in achieving those goals. These forms should be maintained electronically for four years and incorporated into the FEP ePortfolio when it is submitted for Initial Granting of Continuing Contract (see [Appendix II](#_Appendix_II._Guidelines)).

1. *Continuing Contract Faculty (including those submitting a Post-Continuing Contract Comprehensive Evaluation FEP ePortfolio)*

Continuing Contract faculty will complete **Form #1** and **Form #3** once each academic year but will not go through a formal evaluation until they are up for post-continuing contract review, which occurs every five years (see [Appendix III](#_Appendix_III._Guidelines)).

### Faculty Evaluation Procedures

**Faculty Self-Assessment and Goals -** During the Spring Semester of each academic year each full-time faculty will complete the **Faculty Self-Evaluation Form (Form #1)** and deliver it to the appropriate Academic Dean/Supervising Administrator (see [Appendix IV](#_Appendix_IV._Faculty)).

**Declaration of Weights -** (all faculty)- As a part of the evaluation process, the faculty member should specify a weight for each of the three areas of evaluation on the **Faculty Goal-Setting and Weights (Form #3)** by the end of March (see [Appendix V](#_Appendix_V._Faculty)). For any given academic year, the sum of these weights must equal 100%. Faculty members may discuss their area weights with their supervisor at any time before making a final determination. This will document a continuous quality improvement process on an annual basis. For first year faculty hired to begin in the Fall Semester of an academic year, the weights will be discussed between the Academic Dean/Supervising Administrator by the third Friday in September as per the FEP Timeline.

**Pre-Evaluation Conference** (optional for continuing contract faculty) - During the Spring Semester of each academic year, prior to the submission of the **Faculty Goal-Setting and Weights (Form #3)**, the supervising administrator may meet with the faculty member to discuss the faculty member’s goals, departmental needs, administrative expectations, and professional development possibilities for the year. The supervising administrator may assist the faculty member in determining goals and funding if necessary. Signed copies of the forms will be kept in the department or division office. Goals may be modified during the year with the approval of the supervising administrator.

**Observation -** Classroom observations, as part of this evaluation process, **are optional** for annual and continuing contract faculty. If the faculty member wants to be observed, the faculty member and the Dean/Supervising Administrator shall mutually agree to a class, date, and time for the supervising administrator to formally observe. The formal observation should ideally occur during a class session where active learning and student participation is expected. If the faculty member would prefer a peer evaluation, the same process will be followed with a continuing contract faculty member completing the observation rather than the supervisor.

**Student Opinion Surveys –** Each fall and spring semester all courses will have Student Opinion Surveys (SOS) activated and faculty should encourage students to complete the surveys.

* Surveys will be completed online provided that safeguards shall be in place to ensure that student surveys shall be confidential, no students shall generate more than one survey per class, every student who completes the section is permitted to complete a survey, and no student who has withdrawn from a section shall complete a survey for that section. Library and counseling faculty evaluations may use different instruments to best evaluate their job duties.
* Surveys shall be conducted no sooner than the ninth (9th) week and no later than the end of the fourteenth (14th) week of the semester. Alternative arrangements will be made for less than a 15-week term and summer courses.
* The College will generate a summary report of all surveys and student written comments completed for each section for each faculty member for use in institutional effectiveness and determining trends.

**Academic Dean/Supervising Administrator’s Evaluation -** The supervisor will review the multiple sources of data listed and complete the **Supervisor’s Evaluation Form (Form #2)** for all annual contract faculty (see [Appendix VI](#_Appendix_VI._Faculty)).

The Academic Dean/Supervising Administrator’s evaluation shall include a **narrative discussing the faculty member’s performance in meeting the standards and expectations in areas of responsibility as observed by the Academic Dean/Supervising Administrator.**

In completing the narrative portion of the evaluation, the faculty member’s supervising administrator shall ensure the following is documented on the form:

* Notification to the faculty member as to areas in which he or she is excelling;
* Notification to the faculty member if deficiencies exist that require correction;
* An explanation of any deficiencies as noted and the expected improvement;
* If deficiencies are noted, the assistance that the Administration will provide to enable the faculty member to improve performance, and,
* The timeframe established to demonstrate improvements.

**Post-Evaluation Conference -** Prior to the end of the Spring Semester (per CNA Article 9.3.7), the Academic Dean/Supervising Administrator will meet with each annual contract faculty member assigned to the instructional unit to discuss the overall evaluation.

**Faculty Response** (optional) **-** The faculty member may add written comments to the **Supervisor’s Evaluation Form (Form #2)** and will sign the form to verify the discussion (per CNA Article 9.3.8) (see [Appendix VI](#_Appendix_VI._Faculty)).

* If an unresolved issue remains after the discussion, the faculty member has ten (10) contracted duty days to provide a written statement to the Academic Dean/Supervising Administrator outlining the concerns and suggesting adjustments to the evaluation (per CNA Article 9.3.8).
* The Academic Dean/Supervising Administrator will respond in writing within ten (10) duty days of the receipt of the statement (per CNA Article 9.3.8).

Faculty have the right to appeal an evaluation as described in the Collective Negotiations Agreement (per CNA Article 9.3.9).

### Support Services for Faculty Evaluation

The following resources are there to support you in successful completion of the faculty evaluation:

1. **Your Academic Dean/Supervising Administrator**
2. **The Teaching and Learning Center (TLC)**
   1. **Instructional Workshops**
      1. Teaching and Learning
      2. FEP ePortfolio Creation
   2. **New Faculty Seminar**

The New Faculty Seminar will be offered to all first-year full-time faculty. The seminar is facilitated by full-time faculty members and the Professional Development Committee. Seminar attendance is mandatory and is a required part of their first-year annual contract responsibilities. Participation in the seminar will serve as the faculty member’s professional development activity for purposes of evaluation. New faculty shall not be held accountable for any other college or department activities during New Faculty Seminar meetings.

* 1. **Faculty Mentoring Program**

Mentors will provide guidance to new full-time faculty, helping them to understand the informal and formal policies and procedures needed to be successful in their role at FSW.

# SECTION 3:

## FACULTY EVALUATION: FACULTY ROLES AND CRITERIA

### Teaching and Instruction

Teaching is the single most important responsibility of faculty members. Classroom teaching is documented by artifacts that faculty place in their FEP ePortfolio. Artifacts may include, but are not limited to, copies of representative syllabi, tests, assignments, materials demonstrating innovative instruction, handouts, samples of student work, and faculty member’s response to the work. Faculty teaching in areas such as fine arts or online may include demonstrated skills through alternative modalities (e.g., CDs, webpage links, and videotapes).

#### Areas for Teaching Role

Classroom teaching effectiveness is evaluated in terms of three dimensions:

* **Classroom Performance and Student Success** includes those technical skills in designing, sequencing, and presenting experiences which induce learning. Evidence for self-evaluation must include discussion of SOS and Student Success data. For faculty librarians, student and faculty observation data gathered through surveys are appropriate evidence for self-evaluation in absence of SOS and Student Success data.
* **Material Preparation and Relevancy** relates to the planning that is included in course creation and delivery. This includes, but is not limited to, syllabi, classroom materials, Power Points, quizzes, innovative assignments and assessments.
* **Record Keeping and Instructional Management** refers to daily housekeeping chores such as submitting grades on time, providing timely feedback to students through rubrics and comments, answering emails and phone requests in a timely fashion.

### Professional Development and Scholarship

Professional Development is defined as those activities of a faculty member in his or her formally recognized area of expertise which contribute to the:

* Development of new knowledge or skill,
* Dissemination of knowledge in the professional community, and
* The development of personal professional skills and standing.

#### Criteria for Professional Development Activities

Professional Development consists of activities that benefit a faculty member’s field of professional expertise and which can be documented in the FEP ePortfolio. Activities may include, but are not limited to the following:

**Formal Education:**

* Achievement of an advanced degree or certification
* Graduate courses in field of study or related coursework

**Scholarship:**

* Scholarly publications
* Development of software
* Course development
* Creative publications
* Grants

**Conference Participation:**

* Presentation at a national professional conference
* Presentation at a regional/state conference
* Attendance at a national professional conference
* Attendance at a regional/state conference
* Participation in workshops, summer institutes, short courses
* Participation in workshops sponsored by TLC

(Presentations may include delivering papers and/or visual exhibits)

**Memberships:**

* Active participation in a professional organization
* Membership in a professional organization

### Service to the College, Profession, or Community

* College Service includes any college-related activities, other than teaching and professional development that promote the goals and objectives of the College.
* Professional Service refers to service to the profession.
* Community Service is defined as the application of a faculty member’s recognized area of academic expertise in the community. Community service is evaluated when possible by the importance of contributions made, by how demanding activities were and by how well objectives were achieved.

#### College Service Examples:

**College-Wide Committee Participation**

* Curriculum Committee
* Professional Development Committee
* Learning Assessment Committee
* Academic Standards Committee
* Academic Technology Committee
* Continuing Contract Review Committee
* General Education Advisory Committee
* IRB Committee
* Sabbatical Committee
* Mental Health Matters Committee
* Honors Scholar Program Advisory Committee
* Dedicate to Graduate Committee
* Bargaining Team
* Ad Hoc Committees
* Chairing or serving on a search committee
* Leading an outcomes assessment project
* Leading the syllabus update/revisions project
* Leading a campus/district workshop

**Campus Committees and Activities**

* Graduation Committee
* Faculty Senate Subcommittees or Task Forces
* Special Projects as requested by the President or Deans
* Chairing or serving on a search committee
* Assisting/mentoring faculty
* Sponsoring/directing student research opportunities
* Assisting in Academic Support Centers
* Organizing a brown-bag luncheon series
* Participating in student recruitment activities

**Club Advisors**

* Student Government
* Phi Theta Kappa
* Multicultural Club
* Student Nurses Association
* Environmental Club
* Creative Expressionists Club
* Philosophy Club
* Aviation Club
* Gay, Straight, Lesbian Alliance
* Peace Club
* Creative Writing Club
* Film Society

#### Community Service Examples:

* Serving on community boards, committees or commissions
* Facilitating a workshop
* Participating in continuing education or customized industry courses, forums and community meetings
* Delivering lectures or seminars that provide professional assistance
* Arranging fine arts events, cultural events and recreational events
* Working with K-12 schools, including reading programs
* Working with university partners
* Working with College-sanctioned virtual resources
* Serving as a journal or newsletter editor, conference organizer
* Serving as an officer of a civic organization or as an organizational representative.

**Documentation** typically includes letters of request for community service, letters of appreciation, minutes of meetings, and supporting statements from Committee Chairs.

### Teaching and Instruction Areas for Librarians

The Teaching and Instruction Roles for the Florida SouthWestern State College Librarian are performed in three different modalities:

* + Formal online and/or classroom teaching
  + Bibliographic instructional sessions
  + Reference work

The Library Faculty Teaching and Instruction Roleswill be evaluated according to their self-generated methods. However, the bibliographic instructional sessions will be evaluated with online student surveys and peer observation forms in lieu of the SOS. The one-on-one instruction at the reference desk will be evaluated through online student surveys.

# SECTION 4:

## DOCUMENTATION AND PROCEDURES FOR EVALUATING THE THREE FACULTY AREAS

The following is the Standard Performance Rating Scale that is used for evaluating each of the faculty areas:

|  |  |  |
| --- | --- | --- |
| **RATING** | **PERFORMANCE STANDARD** | **EXPLANATION** |
| **3** | Exceeds Expectations | An exceeds expectations rating is demonstrated by performance levels that are recognized as going above and beyond the acceptable standards compared to other professional faculty within the department. |
| **2** | Meets Expectations | Meets expectations performance is demonstrated by performance levels that are recognized as meeting all reasonable and acceptable standards compared to other professional faculty within the department. |
| **1** | Needs Improvement | A needs improvement rating is demonstrated by performance levels that are clearly recognized as not meeting reasonable and minimal standards compared to other professional faculty within the department. |

### Summation of Evaluation Criteria

The overall Faculty Evaluation Process is used for evaluation of instructional faculty and librarians and shall result in a determination of “Exceeds Standards,” “Meets Standards,” “Needs Improvement” as illustrated in the grid above. Because of the great diversity in possible approaches to the art of teaching, the FEP, while maintaining a consistent process of evaluation, allows some flexibility for the faculty member.

The process supports a multi-source faculty evaluation system, which includes self-evaluation, student surveys, peer input, and Academic Dean/Supervising Administrator evaluation. The system allows the faculty member to determine, within established ranges, the weights of these evaluations in determining his or her overall evaluation plan each year. Faculty members may select from a wide range of activities in which to participate each year, which are agreed upon during the Academic Dean/Supervising Administrator and faculty member conference at the beginning of the academic year.

No anonymous information or statements shall be used or included in the evaluation process except as may be provided in the Student Opinion Survey (SOS). This shall include any statement or document that cannot be identified sufficiently to be challenged or verified. However, such information may be used to initiate further investigation.

# SECTION 5:

## evaluation pathway and management System

New faculty will be enrolled in an evaluation pathway (electronic) upon initial employment. Faculty members must accept that invitation and follow all directions there for submission of their ePortfolios. There will be a range of ePortfolio submission options (e.g. website link, Word documents, PDFs) and samples shared in a file on the Portal Document Manager via the following path: [academic affairs](https://docs.fsw.edu/docnew/browse.php?fFolderId=31) » faculty evaluation folder

# SECTION 6:

## THE INITIAL GRANTING OF CONTINUING CONTRACT PROCESS

Annual Contract faculty who complete four consecutive years of evaluations that meet or exceed expectations, i.e. four consecutive years of receiving a total score of 2 or better on their Supervisor Evaluations (see [Appendix VI](#_Appendix_VI._Faculty)), may express their intent to apply for an Initial Granting of Continuing Contract Review (IGCC Review) via an email to their Academic Dean/Supervising Administrator, copied to the Chair of the Continuing Contract Review Committee (see CCRC Membership List on the Document Manager). This email must be sent by the second Friday in April of the fourth consecutive year of evaluations that meet or exceed expectations.

By the third Friday in April, Deans will forward a compiled list of faculty intending to apply for Initial Granting to the CCRC Chair and Department Chairs or incoming Chair. At the beginning of the following year, departments with faculty members intending to apply must form an IGCC Review Subcommittee by the third Friday of September. IGCC Review Subcommittees will consist of three faculty members who are on continuing contract. Faculty may serve on multiple IGCC subcommittees. Departments will select two members and the third member will be selected by the faculty member up for review. Participation in subcommittees is voluntary. Department Chairs on continuing contract are eligible to serve on IGCC subcommittees. Depending on need and relevant expertise, and the wishes of the IGCC Review faculty member, the subcommittee may contain persons from outside the department. Once the subcommittee is finalized, the Department Chair will email the names of subcommittee members to the Chair of the CCRC (see CCRC Membership List on the Document Manager). The CCRC Chair will ensure that subcommittee members will be granted access to the respective IGCC FEP ePortfolio.

IGCC Faculty ePortfolios must be submitted via the evaluation pathway by following all directions laid out there. The deadline for submission is the last Friday in September. Reviewers will include the three members of the IGCC Review Subcommittee and the Academic Dean/Supervising Administrator of the IGCC faculty member. The Academic Dean/Supervising Administrator will send the faculty member a letter of support or non-support by the second Friday of October. The faculty member will submit the letter of support or non-support to the ePortfolio by the third Friday of October. That letter will be considered part of the portfolio to be reviewed by the subcommittee members.

The subcommittee will designate a Chair with preference given to the most senior faculty member on the committee. The Chair will fill out the Subcommittee Recommendation Form and conduct an anonymous vote of the subcommittee members to either recommend or to not recommend Continuing Contract (see subcommittee form on the Document Manager). The Chair of the IGCC subcommittee will coordinate a place and time for the required subcommittee interview with the faculty member and reserve a space for the interview.

By the third Friday of November, the IGCC subcommittees shall:

* complete their review of the IGCC faculty’s ePortfolio, and
* conduct a follow-up interview of the IGCC faculty member in order to seek any clarification or amplification of materials submitted.

Following the interview, the subcommittee shall ask the faculty member to leave in order to hold any discussion necessary, to vote, and to complete the Subcommittee Recommendation Form. The numerical vote (either 3-0 or 2-1 in either direction) shall not be recorded; only the subcommittee’s overall recommendation will be recorded on the form. Subcommittee members will be made aware of the subcommittee recommendation, but members should not discuss any part of the subcommittee review process with the IGCC faculty member after the interview is completed.

Sealed envelopes containing the Subcommittee Recommendation Form and any notes from the interview should be delivered to the CCRC Chair (see CCRC membership list on the Document Manager) by the second Friday in December. The CCRC Chair will ensure that the envelope is delivered to the Office of the Provost by the third Friday in December. The subcommittee paperwork will be retained in the Provost’s Office for three years in case of appeal (per CNA Article 10.2.9).

By the third Friday in January, the Provost shall make a recommendation to the President of the College. The President or a designee shall then notify the IGCC faculty member of a final decision by the first Friday of March.

# Appendices

### Appendix I. Faculty Evaluation/FEP ePortfolio Timeline

[The schedule of submissions is established in the CNA.]

|  |  |  |
| --- | --- | --- |
| **Deadline (due by)** | **Action** | **Responsible Parties** |
| Second Friday of August | Faculty evaluation status email to deans/supervising administrators department chairs and Continuing Contract Review Committee (CCRC) chair. | Human Resources |
| Second Friday of August | Enrollment of Initial Granting Faculty in FEP ePortfolio. | TLC |
| Fall Duty Days | Duty Days workshops scheduled for faculty on FEP ePortfolio process; departments will need to create subcommittees in the first departmental meeting; these subcommittees need to be finalized by third Friday in September. | Faculty (all) |
| End of August | Continuing Contract Review Committee (CCRC) formed as per 10.2.5 of the C.N.A. | Faculty Senate |
| Third Friday in September | Conferences held for all New Faculty, Annual Faculty (years 2 – 4) and Continuing Contract Faculty Undergoing Comprehensive Review, and Continuing Contract Faculty; these conferences are voluntary for all groups **except** New Faculty. | Deans/Faculty |
| Third Friday in September | Subcommittees need to be finalized at the departmental level; the names shall be sent to the CCRC Chair. | Department Chairs |
| Last Friday in September | **All faculty up for initial granting of continuing contract need to submit FEP ePortfolio electronically.** | Initial Granting Faculty |
| Second Friday in October | Deans/supervising administrators send the letter of support or non-support to the respective faculty member. | Deans/Supervising Administrators |
| Third Friday in October | Faculty upload the Dean/supervising administrator’s letter of support or non-support to their online FEP ePortfolio. | Initial Granting Faculty |
| Third  Friday in November | Subcommittees must meet with the candidate for an interview, review credentials, document the interview, and submit a recommendation to the CCRC Chair. Subcommittee Recommendation Form is available in the Document Manager. | Subcommittees/Faculty |
| Second Friday in December | Subcommittee reports delivered to CCRC Chair. | Continuing Contract Review Committee Chair |
| Third Friday in December | CCRC Chair delivers subcommittee reports to the Provost. | Continuing Contract Review Committee Chair |
| Mid-January | Fall Student Success Data available for faculty/deans/supervising administrators. | Institutional Research |
| Third Friday in January | Provost submits Initial Granting recommendations to President of the College. | Provost |
| Second Friday in February | **Continuing Contract Faculty Undergoing Comprehensive Review must submit their FEP ePortfolio electronically by second Friday in February.** Include 5th year Form 1. | Continuing Contract Faculty up for Comprehensive Review |
| Second Friday in February | **Initial Granting Faculty will must submit SOS data and Form 1 to the ePortfolio and the dean/supervising administrator.** | Initial Granting Faculty |
| Second Friday in February | Faculty submit Form 1 to the dean/supervising administrators. | Faculty |
| First Friday in March | The President shall notify the applicant for initial granting of continuing contract by letter (via e-mail) | President |
| Month of March | Dean/supervising administrator holds conferences with Continuing Contract Faculty Undergoing Comprehensive Review, and Annual Contract faculty. | Deans/supervising administrator |
| End of March | Deadline for Continuing Contract Faculty Undergoing Comprehensive Review to receive written evaluation from dean/supervising administrator. (Faculty member will have a maximum of 10 working days, from receiving the written recommendation, to review the evaluation prior to finalizing and signing the evaluation). | Deans and Faculty |
| End of March | Form #3 Due to dean/supervising administrator | All Faculty |
| First Friday in April | All contract recommendations due to Human Resources | Deans, Provost |
| First Friday in April | Provost’s office contacts faculty eligible for initial granting in the coming year about status. | Provost |
| Second Friday in April | Faculty eligible for initial granting will send an Email of Intent to dean/supervising administrator and copy to CCRC chair. | Faculty Eligible for Initial Granting |
| Third Friday in April | Deans will forward compiled list of faculty intending to apply for Initial Granting to CCRC Chair and notify the department chair or incoming chair of the need to convene an IGCC Review Subcommittee | Deans |
| End of April | Board of Trustees Meeting |  |
| May 1st | Contracts distributed to faculty. | Human Resources |

### Appendix II. Guidelines for FEP ePortfolio for Annual Contract Faculty up for Initial Granting

**Instructions:**

You will need to use the provided digital platform to assemble the FEP ePortfolio, each year placing relevant artifacts into the following sections:

1. **A** **Reflective Statement**

A reflective summary that supports candidate’s granting of continuing contract.

1. **Evaluation Forms**
2. Form #1 (Faculty Self-Evaluation)
3. Form #2 (Supervisor Evaluation)
4. Form #3 (Faculty Goals Setting and Weights)
5. SOS Data
6. Student Success Data
7. **Teaching and Instruction:** Documentation must be included.
8. **Professional Development and Scholarship:** Documentation must be included.
9. **College and Community Service:** Documentation must be included.
10. **Current Curriculum Vitae**
11. **Letter of support or non-support from Academic Dean/Supervising Administrator**
12. **Letters of support from colleagues** (no more than three) (*optional*)

NOTE: If submitting an FEP ePortfolio for Initial Granting, only four years of data may be available.

### Appendix III. Guidelines for FEP ePortfolio for Continuing Contract Faculty up for Comprehensive review

**Instructions:**

You will need to use the provided digital platform to assemble the FEP ePortfolio, each year placing relevant artifacts into the following sections:

1. **A** **Reflective Statement**

A reflective summary of goals and accomplishments since your last portfolio.

1. **Evaluation Forms**
2. Form #1 (Faculty Self-Evaluation)
3. Form #3 (Faculty Goals Setting and Weights)
4. SOS Data
5. Student Success Data
6. **Teaching and Instruction:** Documentation must be included.
7. **Professional Development and Scholarship:** Documentation must be included.
8. **College and Community Service:** Documentation must be included.
9. **Current Curriculum Vitae**

### LogoAppendix IV. Faculty Evaluation Faculty Self-Evaluation

(Form #1)

|  |  |
| --- | --- |
| **Faculty Name**: | **Department**: |
| **Evaluation Year**: |  |

Evaluate your overall performance in each by placing an “X” in the applicable area. Additionally, include narratives and supporting details as requested. (Number of pages attached to this form \_\_\_\_\_\_\_\_\_\_\_\_)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Category** | **Percentage selected** | **Exceeds**  **Expectations**  **(3 points)** | **Meets**  **Expectations**  **(2 points)** | **Needs Improvement**  **(1 point)** | | **Overall points in each category** |
| **Teaching and Instruction**  **(50-60%)** |  |  |  |  | |  |
| **Professional Development and Scholarship**  **(20-30%)** |  |  |  |  | |  |
| **College and Community Service**  **(15-20%)** |  |  |  |  | |  |
| **Total** | 100% |  |  |  | |  |
| **Faculty Member Signature:** | | | | | **Date:** | |

**SELF REFLECTIVE NARRATIVE EVALUATION**

For each area listed below, you need to write a self-reflective narrative supporting your self-evaluation rating. Teaching and Instruction now includes Instructional Performance/Student Success well as Material Preparation and Relevancy and Record Keeping and Instructional Management. Your self-evaluation for Teaching and Instruction should mention how well you performed your duties in all three areas. Include references to student success data and SOS results under Instructional Performance and Student Success.

1. **TEACHING AND INSTRUCTION SELF-REFLECTIVE NARRATIVE**

(ADDRESS INSTRUCTIONAL PERFORMANCE AND STUDENT SUCCESS; MATERIAL PREPARATION AND RELEVANCY AND RECORD KEEPING AND INSTRUCTIONAL MANAGEMENT)

1. **PROFESSIONAL DEVELOPMENT AND SCHOLARSHIP**
2. **COLLEGE AND COMMUNITY SERVICE**

### LogoAppendix V. Faculty Evaluation Faculty Goal Setting and Weights

(Form #3)

|  |  |
| --- | --- |
| **Faculty Name**: | **Department**: |
| **Evaluation Year**: |  |

**GOALS FOR THE NEXT ACADEMIC YEAR**

BRIEFLY LIST THE SPECIFIC GOALS YOU PLAN TO ACCOMPLISH IN THE NEXT ACADEMIC YEAR BASED ON YOUR SELF-EVALUATION IN TEACHING AND INSTRUCTION, PROFESSIONAL DEVELOPMENT, AND SERVICE IN YOUR MOST RECENT EVALUATION.

1. **GOALS FOR TEACHING AND INSTRUCTION (INCLUDE ALL THREE SUB-AREAS)**
2. **GOALS FOR PROFESSIONAL DEVELOPMENT AND SCHOLARSHIP**
3. **GOALS FOR COLLEGE AND COMMUNITY SERVICE**

|  |  |
| --- | --- |
| **Category** | **Percentage selected** |
| **Teaching and Instruction**  **(50-60%)** |  |
| **Professional Development and Scholarship**  **(20-30%)** |  |
| **College and Community Service**  **(15-20%)** |  |
| **Total** | 100% |

|  |  |
| --- | --- |
| Faculty Member Signature: | Date: |
| Academic Dean/Supervising Administrator Signature: | Date: |

### LogoAppendix VI. Faculty Evaluation Supervisor Evaluation (Form #2)

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| --- | --- |
| Faculty Name: | Department: |
| Evaluation Year: | Supervisor Name: |

Evaluate your overall assessment of faculty performance in each by placing an “X” in the applicable area. Additionally, include narratives and supporting details as requested.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Category** | **Percentage selected** | **Exceeds**  **Expectations**  **(3 points)** | **Meets**  **Expectations**  **(2 points)** | **Needs Improvement**  **(1 point)** | **Overall points in each category** |
| **Teaching and Instruction**  **(50-60%)** |  |  |  |  |  |
| **Professional Development and Scholarship**  **(20-30%)** |  |  |  |  |  |
| **College and Community Service**  **(15-20%)** |  |  |  |  |  |
| **Total** | 100% |  |  |  |  |

**NARRATIVE EVALUATION**

For each area listed below, the academic dean/supervising administrator will write a narrative supporting his or her evaluation rating in each of the three areas listed below: Teaching and Instruction now includes Instructional Performance/Student Success as well as Material Preparation and Relevancy and Record Keeping and Instructional Management. The academic dean/supervising administrator’s evaluation for Teaching and Instruction should mention how well the faculty member performed his or her duties in all three areas.

1. **TEACHING AND INSTRUCTION NARRATIVE**

ADDRESS INSTRUCTIONAL PERFORMANCE AND STUDENT SUCCESS; MATERIAL PREPARATION AND RELEVANCY AND RECORD KEEPING AND INSTRUCTIONAL MANAGEMENT)

1. **PROFESSIONAL DEVELOPMENT AND SCHOLARSHIP**
2. **COLLEGE AND COMMUNITY SERVICE**

|  |  |
| --- | --- |
| Has this evaluation been discussed with the faculty member?  Yes  No | |
| Faculty Member Signature: | Date: |
| Academic Dean/Supervising Administrator Signature: | Date: |

Faculty member’s signature does not mean he or she agrees with the evaluation and he/she maintains the right to provide additional comments as stated in the FEP guidelines.