Ivy Tech Community College of Indiana

POLICY TITLE
Faculty Evaluation Process

POLICY NUMBER
DRAFT 7.3

PRIMARY RESPONSIBILITY
Office of Academic Affairs

CREATION / REVISION / EFFECTIVE DATES
Created August 2000/Revised August 2007/Effective Fall 2007/Fall 2016; revised October 2017/effective immediately

PURPOSE
The Faculty Evaluation Process was designed to provide performance feedback throughout the year, while also providing for a summary evaluation at the end of the appraisal cycle. The process would consist of formative evaluations for the development of full-time faculty, and a summative evaluation that could form a basis for personnel decisions.

ORGANIZATIONAL SCOPE OR AUDIENCE
Full-time faculty

DEFINITIONS
Course Evaluation: A part of the faculty evaluation process involving review of faculty performance relating to their course(s) consisting of reviewing the syllabus, assessment methods and methods of instruction in the classroom.

Student Evaluation of Instruction: A part of the faculty evaluation process involving review by students of faculty classroom performance.

The Rubric for Faculty Evaluation: A resource that provides guidelines for evaluation factors.

POLICY
In an effort to maintain the highest possible standards for faculty, the College will engage in an annual evaluation process to promote the effectiveness for full-time faculty in conjunction with the College mission, goals and changing needs. Elements of the evaluation process will relate to activities that assure success of both individuals and the College as well as assess individual performance over the evaluation period.

PROCEDURE
Faculty Evaluation
Full-time faculty evaluation will consist of student evaluations, course evaluation, self-evaluation, supervisor evaluation and goal setting. Campuses may augment the system with other forms of evaluation, but these form the minimum necessary requirements. For instance, nursing faculty may decide to conduct student evaluations at clinical sites, in addition to Student Evaluation of Instruction for classroom evaluation. Likewise, a campus may decide to add an open-ended student questionnaire on faculty performance to Student Evaluation of Instruction.

Student Evaluation of Instruction
Student evaluations will be done in accordance with current College policy.

Course Evaluation
The evaluation could be done by a peer, chair or Dean, depending on campus preference. The evaluation would be done at least once per evaluation cycle. The campus administration will determine the frequency, and adhere to it consistently. The evaluation consists of three parts: curriculum review, assessment review, and classroom review. The review would be scheduled with the instructor. Syllabus and assessment materials would be given to the evaluator prior to the classroom review.

The curriculum review would involve a review of the syllabus and its components. The course objectives and description should agree with those developed by statewide curriculum committees. The syllabus should describe how the objectives will be attained, and how students will be evaluated.

The assessment review would involve a review of available tests and instructions for other forms of assessment (i.e., essays, portfolios, lab projects, etc.). The review is designed to ensure assessment materials are consistent with course objectives.

The classroom review involves observing a class for no less than one hour. The evaluator should be conscious of those elements described that indicate good instructional methodology.

Within a week of the classroom review, the evaluator should discuss the evaluation with the instructor. The evaluator should comment on strengths and give suggestions for improvement. Repeat observations would be left to the discretion of the evaluator.

In evaluating job specific responsibilities, evaluators would rate faculty on each of the categories, and supply comments. Ratings would be based on discussions from the evaluation period, as evidenced in student evaluations, course evaluation, self-evaluation, or other communicated observations.

Self-Evaluation
Faculty are expected to complete an annual self-evaluation that is intended as professional self-reflective review. The applicable faculty evaluation form is the instrument for the self-evaluation with encouragement to use the both the evaluation category and comment section for each factor. Faculty should acknowledge every
question at the depth they feel necessary. Faculty may answer the questions in two to three words, or provide additional support material for their response. The self-evaluation will assist in identifying any gaps between the faculty member and his/her supervisor in terms of the evaluation. The self-evaluation should be completed at least one month prior to the summary evaluation.

Section I includes eleven factors for evaluation. Comments are expected for each factor.

Section II includes several questions and items for discussion and a section for comments by both the instructor and program/department chair and/or dean.

Section III is a review of the goals from the current evaluation period and development of goals for the next evaluation period. The evaluation would consist of the benefits of the goal and a discussion of any barriers. Goal setting for the upcoming year could be done as a part of the summary evaluation from the previous year, or in a separate meeting. During the meeting, the evaluator and faculty member would arrive at mutually agreeable goals for the upcoming evaluation period. Benchmarks and benefits of the goals, as well as any needs, will be discussed at this time.

**Academic Chair Evaluation**

The Academic Chair Evaluation mirrors the steps in the faculty evaluation with additional applicable factors for the administrative appointment.

Additionally, there are Chair responsibilities which must be discussed throughout the evaluation period. For example, appropriate secondary and postsecondary linkages should be discussed on an ongoing basis, and may be evidenced through the effectiveness of formal or informal agreements. Advisory Committee effectiveness can be demonstrated through Advisory Committee Surveys and Committee minutes, and should be discussed. The Technical Program Review and the Plan for the Improvement of Teaching and Learning can also present itself as an opportunity for supervisors to discuss Chair performance.

**REFERENCES**

Self-evaluation template
Classroom evaluation template
Faculty Annual Evaluation template (also is used for the self-evaluation)
Chair Annual Evaluation template (also is used for the self-evaluation)
Rubric for Faculty Evaluation

**RESOURCE PERSON**

Vice Chancellor for Academic Affairs