



# Faculty Evaluation Manual

**Rev. September 2007**

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## **I. INTRODUCTION**

The Board of Minnesota State Colleges and Universities (MnSCU) and Minnesota Statutes require that all employees be evaluated on a regular basis. (Appendix A) Lake Superior College believes that such an evaluation process will promote personal and professional growth for faculty.

New faculty are oriented to the job and the workplace as employment begins. Included in this orientation session is information about Lake Superior College, its mission, and specific institutional policy and procedures to ensure a smooth transition to the college.

Lake Superior College encourages faculty to improve their academic backgrounds and job skills by utilizing various staff development opportunities and funds. These include staff development meetings, attendance at professional meetings, sabbatical leaves, and other growth opportunities. It is the philosophy of Lake Superior College that each employee should strive to improve their talents and skills. The faculty evaluation plan is one part of the process to help achieve that goal.

## **II. PURPOSE**

The purpose of the faculty evaluation process is to build on discovered strengths, assure satisfactory performance and promote professional fulfillment and growth within an atmosphere of freedom and openness. The process will reflect a commitment to faculty development in a constructive manner. The evaluation procedure will not restrict academic rights as defined in the Minnesota State College Faculty master agreement between Minnesota State Colleges and Universities Board of Trustees and Minnesota State College Faculty.

Professional tasks of faculty members are very diverse and complex; no single evaluation method may be effective or even relevant. Thus, the process will offer many options to ensure that an individual evaluation can be devised, providing a systematic process that faculty can use to analyze their professional performance and discover their strengths in order to enhance both.

## **III. FACULTY EVALUATION DEFINITIONS AND ROTATION**

### **A. Unlimited Faculty**

The faculty member will receive, in a timely manner, written notices of when he/she will be evaluated, the name of the supervisor conducting the evaluation, the areas to be evaluated, the weight given to each area, the criteria that will comprise the basis for measuring the faculty member's performance in each area, and who will judge the findings. The faculty member will receive written results of the evaluation, will be provided an opportunity to discuss the results with the evaluator and/or the evaluator's supervisor, and will be afforded the opportunity to provide a written response. The evaluation will be completed once every three years, or more often as determined by the administration.

## B. Probationary Faculty

The Dean will meet with the new faculty member to discuss performance expectations. At this meeting the probationary faculty member will receive written notice of when the faculty member will be evaluated, the name of the supervisor conducting the evaluation, the areas to be evaluated, the weight given to each area, what criteria will comprise the basis for measuring the faculty member's performance in each area, and who will judge the findings.

In the final probationary year, no later than the last day of the fall semester, the faculty member will receive in writing the results of the evaluation process. If serious deficiencies are identified through the evaluation process, these deficiencies will be identified in the written evaluation. In this case, the written evaluation will be accompanied by a written statement that these deficiencies raise questions of continued employment. The probationary faculty member will have until the 35<sup>th</sup> day of spring semester to correct the identified deficiencies and to show improved performance.

In summary,

- 1.) Evaluator will meet with the probationary faculty member to discuss performance expectations in the fall of each academic year.
- 2.) Evaluator will observe one class on an annual basis or one each semester if requested by the faculty member or evaluator.
- 3.) Student appraisal instrument will be used.
- 4.) Follow-up meeting will be held with the probationary faculty member following each classroom observation.
- 5.) Probationary faculty members will correct identified deficiencies.
- 6.) A follow-up classroom observation will be scheduled to determine whether deficiencies have been corrected.

## C. Temporary Full-Time/Part-Time Faculty

Temporary full-time/part-time faculty will be evaluated with classroom observations annually for two years after initial hire and will then follow the three-year rotation schedule as outlined for full-time faculty.

## D. Adjunct Faculty

Adjunct faculty, as defined by contract, will be evaluated annually for two years after initial hire using student evaluations and classroom observation. After two years, adjunct faculty will follow the three-year rotation schedule as outlined for full-time unlimited faculty.

## E. Adjunct Clinical Faculty

Adjunct clinical faculty will be evaluated within the second term of clinical teaching, and annually thereafter. Adjunct clinical faculty will be evaluated using student evaluations: on-site observations will be conducted as deemed necessary by the Dean.

#### F. Counselors and Library/Audio Visual Faculty

The evaluator will evaluate library faculty using student and staff questionnaires, conferences, observations, examination of materials, and a self-evaluation. An annual meeting to set goals and a meeting to see if the goals were accomplished will be held. The procedures for counselors will be done in essentially the same way as for faculty members. Counselors are evaluated in the Student Services unit by their supervisor.

### IV. COMPONENTS OF EVALUATION

The three components of the evaluation are: professional portfolio, student evaluations, and classroom observation. No single component will be used as the only criteria for disciplinary reasons, loss of professional advantage, or for retention/non-retention purposes. The summary forms will be retained by the administration for a period of four years.

#### A. PROFESSIONAL PORTFOLIO

##### **Task Responsibility: Evaluator and Faculty Member**

Faculty and administrators recognize the necessity and importance of professional skills development for the maintenance of a high standard of academic excellence and the furtherance of quality education at Lake Superior College. It is the administration's desire to encourage and support all faculty members who voluntarily seek to improve their instructional skills in a variety of ways. In order to develop a positive employee-employer relationship to accomplish this objective (within the confines of the Employee Contracts between the State of Minnesota, MnSCU, and MSCF) faculty members will compile a portfolio to include:

- professional development plan
- self-evaluation
- materials

The professional development plan will outline faculty development choices that can realistically be accomplished within a specified time frame. Additionally, the plan will outline ways that the administration will provide support for the faculty member. The plan will be cosigned and become part of the Lake Superior College Faculty Evaluation Plan. It is recognized by the faculty and administration that these plans are confidential, and they will not be used in any way to compare the accomplishments of faculty at Lake Superior College. They are to be used instead for positive, constructive professional development.

The self-evaluation allows faculty to assess their own strengths and development opportunities. It is an opportunity to share information about committee work, conferences, research, publications, new course development, classroom strategies, and any other activities the faculty engages in to further their professional development and to enhance teaching and learning at Lake Superior College.

The materials in the portfolio will include the faculty member's syllabi, visual aids, examinations or other materials as deemed necessary. In addition, the portfolio will contain supporting documentation for professional development activities.

B. **STUDENT EVALUATION**  
**Task Responsibility: Evaluator**

Student evaluations will be conducted to provide anonymous feedback to the faculty member for development purposes. (See appendix B, Student Appraisal Form)

The evaluator or designee will administer a student questionnaire which allows the students the opportunity to take part in the faculty member's evaluation. The faculty may request that the Dean/Vice President of Academic Affairs conduct the student evaluation. The appraisal form will be a standardized instrument. Additional questions may be included if mutually agreed upon by the evaluator and the faculty member.

The faculty member will strive to make the student feel comfortable in their roles as voluntary evaluators and to make them feel that their contribution is a valid one in helping with the total evaluation process. Care should be exercised in letting them know that their expressed opinions will not jeopardize their success at Lake Superior College. Students will be assured confidentiality.

C. **CLASSROOM OBSERVATION**  
**Task Responsibility: Evaluator**

Designed as a feedback session, the evaluator will make at least one announced visit during the evaluation period.

Evaluation of some teaching, advising or counseling situations may not be advisable because of confidentiality. If this is a concern of the faculty member, mutual agreement will be reached as to alternatives to observations.

V. **EVALUATION PROCEDURES/TIMELINE**

The evaluation procedures and timeline will be for all evaluated faculty. The following components will be sequenced and will be mutually agreed upon.

A. **Pre-evaluation Conference/Evaluation Plan**

The evaluator will arrange a preliminary meeting with the faculty member. During that meeting, the evaluator will discuss with the faculty member the procedures, timeline, and general purpose of the evaluation. The evaluator will clearly specify and request written materials which are to be submitted for examination/review (i.e., syllabi, study guides, texts, etc.) Methods of evaluation will be discussed and determined. The evaluator will discuss with the faculty member all components of the evaluation process and the possible implications.

B. **Classroom Observation**

Following the preliminary meeting with the faculty member, the evaluator will arrange an acceptable time(s) for a classroom observation(s), access to on-line courses, or for a mutually acceptable substitute (i.e., video tape, etc.). If classroom observations are to be an instructional

setting, it will be the responsibility of the evaluator to make it as unobtrusive as possible. The evaluator will have access to non-confidential materials being used in the performance of the work. At the request of the faculty member, “peer consultants” of his/her choice may attend the same classroom observation.

The faculty member will cooperate in the scheduling of classroom observations (if they are to be used) to make the observations as objective and meaningful as possible for the evaluator. The evaluator will be afforded the same courtesies as given to the students in the same setting and will be provided with the same materials.

If the video taping option is used: Several classes (each with a different presentation or method, perhaps) will be taped. These tapes will then be reviewed by the instructor and evaluator.

C. Student Evaluation

Student evaluations will be conducted every semester as directed by the Dean.

D. Portfolio

The professional development plan will be developed and given to the Dean at the beginning of each academic year. The other components of the portfolio will be compiled by the faculty member on an on-going basis.

E. Follow-Up Session

After the classroom observation(s) or reasonable substitute, a review of the professional portfolio, and the compilation of data from the student appraisal form, the evaluator will arrange a follow-up meeting. The purpose of this meeting will be to clearly inform the faculty member of the assessment of job performance which has been determined by the evaluation process.

The evaluator will further inform the faculty member of the contents of the written assessment to be placed in the personnel file. In the event that the faculty member rejects the assessment, the evaluation will be appealed to another evaluator. An appeal hearing will be scheduled which will include the faculty member, Vice President of Academic Affairs, and the appropriate Dean.

**VI. REVIEW OF EVALUATION PROCESS**

Once established, changes in the faculty evaluation procedures will be made through the Shared Governance Council process. Student, faculty, or administration may request review of the procedures at the end of any year; however, there will be an automatic review of the procedures at the conclusion of every third year. The review will be concluded by an ad hoc joint faculty, student, and administration committee.

## Appendix A

### Minnesota State Colleges and Universities Board Policies Chapter 4 - Human Resources

#### 4.9 Employee Evaluation

##### Part 1. Responsibility

Each MnSCU college and university and the system office will have in place a procedure for evaluating employees, including faculty and administrators. Supervisors have the responsibility and authority for evaluation of employees. This is consistent with requirements in Minnesota Statutes, Chapter 43A.

##### Part 2. Process

Evaluations are to be completed on a regular basis in the manner prescribed by the procedure. The procedure must be consistent with any requirements found in the applicable collective bargaining agreement.

Date of Implementation: 12/15/99

Date of Adoption: 12/15/99

#### Minnesota Statute

##### 43A.20 Performance Appraisal and Pay

The commissioner will design and maintain a performance appraisal system under which each employee in the civil service in the executive branch will be evaluated and counseled on work performance at least once a year. Individual pay increases for all employees not represented by an exclusive representative certified pursuant to chapter 179A will be based on the evaluation and other factors the commissioner includes in the plans developed pursuant to section 43A.18. Collective bargaining agreements entered into pursuant to chapter 179A may, and are encouraged to, provide for pay increases based on employee work performance.

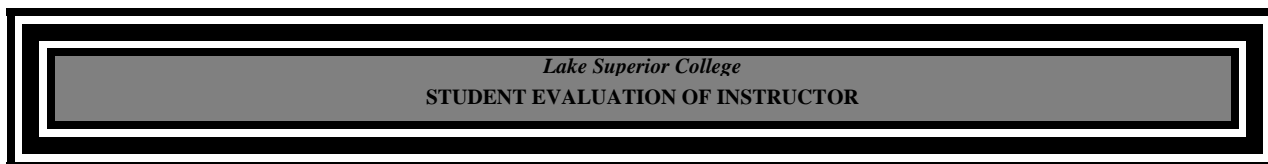
HIST: 1981 c 210 s 20; 1999 c 182 s 14

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## Appendix B

### Student Appraisal Form

DO NOT SIGN THIS FORM!



Thoughtful student evaluation can help improve teaching effectiveness. This survey gives you the opportunity to express anonymously your views of this course and of the way it has been taught. Your assistance is appreciated!

**INSTRUCTIONS:** Following is a list of statements concerning the instructor. Please evaluate each of these statements on the scale below. Your response should be recorded on the Scantron Scoring Sheet by marking the appropriate box with a #2 pencil. **If you have any comments, please respond briefly in writing on the reverse side.**

#### "Rating Scale"

A = Strongly Agree	B = Agree	C = Disagree	D = Strongly Disagree	E = This question does not apply to this course
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#### **ORGANIZATION AND PREPARATION OF INSTRUCTOR:**

1. This instructor's course objectives were clear.
2. There was agreement between the announced course objectives and what was taught.
3. The instructor uses class time efficiently.
4. The course encourages students to ask questions.
5. The course was well organized.
6. The instructor provides time for participation in class.
7. The instructor encourages student participation in class.

#### **STUDENT AND COURSE OUTCOMES, USEFULNESS, AND RELEVANCE OF:**

8. The amount of material covered was reasonable.
9. The course helped me to become a more critical thinker.
10. The instructor was concerned with whether or not the students learned the material.
11. This course challenged me intellectually.
12. The classroom instruction aided my understanding the course material.

#### **USE OF FEEDBACK:**

13. The instructor returns papers in a timely fashion.
14. The grading system was clearly explained.
15. The amount of feedback given to me during the course was adequate.
16. The instructor suggests specific ways students can improve.
17. The instructor was readily available during office hours and/or scheduled appointments.
18. The instructor's course objectives were reflected in the exams or other assessments.

#### **CLARITY AND EFFECTIVENESS OF:**

19. The instructor is effective in presenting material.
20. The instructor clearly answered questions raised by students.
21. The instructor's teaching methods are effective.
22. The instructor shows enthusiasm when teaching.
23. The instructor displays a clear understanding of course topics.
24. The instructor seems concerned with student's understanding of lectures/class activities.

**If you have any comments, please respond briefly in writing on the reverse side.**

**PLEASE RESPOND, IN WRITING, TO THE FOLLOWING QUESTIONS:**

**What did you find most helpful in this course?**

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**What changes would you suggest for this course?**

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**How could the physical facilities, classroom conditions, and the general environment be improved?**

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(bas 11/4/05)

Appendix C

Self Evaluation Form

**Lake Superior College  
Self-Evaluation Form**

Instructor \_\_\_\_\_ Date: \_\_\_\_\_

The instructor will complete a self-evaluation of perceived strengths/concerns and state in narrative fashion their personal reflections on their own teaching.

COMMENTS:

\_\_\_\_\_  
Instructor's Signature

\_\_\_\_\_  
Date

Appendix D

Faculty Evaluation Form

# Lake Superior College

## FACULTY EVALUATION FORM

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Course Title	Day & Time
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Instructor's Signature	Date
------------------------	------

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Dean's Signature	Date
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Vice President of Academic Affairs' Signature	Date
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**Instructor's signature indicates** that he/she has reviewed this evaluation and has received a copy.

## Faculty Evaluation Classroom Observation

**An administrator will evaluate the following items during classroom observation using the scale provided. Comments may be written on the back of this form.**

**1-Unsatisfactory   2-Marginal   3-Satisfactory   4-Above Average   5-Exceptional Strength**

### **SECTION 1. - PLANNING AND PREPARATION**

- 1. Selects subject matter at an appropriate level
- 2. Designs clear, logical, and sequential lessons
- 3. Demonstrates appropriate academic planning and lesson design (e.g. develops plans in advance of scheduled activities, plans activities that reflect goals and objectives).

### **SECTION 2. - PROVIDES INSTRUCTION AND INSTRUCTIONAL SUPPORT**

- 1. Shows enthusiasm for teaching and learning
- 2. Relates instruction to the interests and needs of the students
- 3. Gives explicit directions
- 4. Uses questioning to promote greater thinking involvement
- 5. Encourages active student involvement in discussions and activities
- 6. Maximizes teaching time and learning time
- 7. Draws upon previous learning when presenting new concepts
- 8. Explains the relationship of one topic to another
- 9. Uses probing questions to check for understanding
- 10. Provides or elicits summary statements
- 11. Demonstrates ability to utilize a variety of teaching techniques and strategies (e.g. uses lectures, discussion, laboratory approaches, etc).

### **SECTION 3. - MANAGEMENT AND ORGANIZATION**

- 1. Organizes instruction around objectives (e.g. explanation of objectives, carries out and follows the planned instructional routine, objectives correspond to syllabus)
- 2. Uses class time efficiently

### **SECTION 4. - RAPPORT WITH STUDENTS, ADMINISTRATORS, AND COLLEAGUES**

- 1. Maintains a positive classroom environment (e.g. praises, interacts spontaneously with students, maintains positive rapport, etc.)
- 2. Responds to students' needs in the classroom (e.g. monitors student progress and adjusts accordingly, asks questions to stimulate thinking and problem solving, etc).

### **SECTION 5. - COMMUNICATION SKILLS**

- 1. Prepares written documents that are visually clear and accurate
- 2. Speaks with effective vocal quality, emphasis, volume, rate, and articulation
- 3. Listens to, and respects, the remarks of others
- 4. Recognizes that nonverbal language can enhance or hinder communication

## Faculty Evaluation Discussion Component

**The following items are for discussion between an administrator and the instructor and should be evaluated by the administrator using the scale provided. Comments may be written in this space or on the back of this form.**

**1-Unsatisfactory   2-Marginal   3-Satisfactory   4-Above Average   5-Exceptional Strength**

### **SECTION 1. - PROVIDES INSTRUCTION AND INSTRUCTIONAL SUPPORT**

- 1. Uses a variety of assessment techniques when evaluating learning or skill development (e.g. written, verbal, performance-based, etc.)
- 2. Designs assessment techniques to measure and stimulate student knowledge or skill related directly to curriculum goals and objectives (e.g. written tests measure objective concepts rather than rote memorization).

### **SECTION 2. - MANAGEMENT AND ORGANIZATION**

- 1. Communicates and enforces expectations for student behavior
- 2. Enforces appropriate safety rules
- 3. Maintains appropriate records and meets deadlines with required reports

### **SECTION 3. - ADHERENCE TO POLICIES AND PROCEDURES**

- 1. Follows MnSCU policies and procedures related to classroom instruction
- 2. Follows college policies and procedures (eg. timelines, book orders, budget, etc.)
- 3. Follows state and federal mandates (eg. safety, sexual harassment, etc.)
- 4. Course syllabus has been updated appropriately and distributed to students during the first week of class
- 5. Is available to students outside of class hours for additional help, advising, etc.

### **SECTION 4. - RAPPORT WITH STUDENTS, ADMINISTRATORS, AND COLLEAGUES**

- 1. Demonstrates fairness and consistency in handling student problems
- 2. Makes use of educational support services available within and outside of the college
- 3. Exhibits high standards of professional ethics when dealing with colleagues, students and administrators

### **SECTION 5. - PROFESSIONAL CHARACTERISTICS**

- 1. Participates in a continuous program of self-improvement
- 2. Keeps current in assigned field
- 3. Is receptive to suggestions to try new techniques

### **SECTION 6. – PROFESSIONAL PORTFOLIO**

- 1. Professional Development Plan
- 2. Self-Evaluation
- 3. Possesses knowledge of subject matter (appropriate qualifications and/or licensure)
- 4. Examples of written documents used in the classroom (handouts, syllabi, exams, schedules, etc.)
- 5. Evidence of continuing education, courses, workshops, publications, community involvement, committee work, new curriculum, innovative teaching techniques, etc.

## Appendix E

### Performance Evaluation Summative Commentary

**Directions:** Designed to summarize comments by the evaluator, this form provides an opportunity for the faculty member to react to those comments. This form will be placed in the personnel file by June 1 of the year in which the evaluation takes place.

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**Evaluation Procedure Used:**

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**Evaluation Information Gathered:**

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**Evaluator's Comments:**

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**Faculty Member's Comments:**

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Instructor's Signature

Date

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VP of Academic Affairs Signature

Date

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**Evaluator's Signature**

**Date**

**Appendix F: Professional Development Plan**  
Unlimited Full-time & Unlimited Part-time Faculty  
Lake Superior College

This professional development plan is to identify activities and/or strategies I will use in maintaining currency in my credential field and in teaching and learning skills. This plan may include activities that go beyond maintaining currency. This plan is being submitted in accordance with the timelines and criteria specified in the faculty evaluation process.

Faculty Member Name _____	Credential Field * _____
<i>*Use separate form for each credential field</i>	
My plan covers the _____ academic year(s). Period from _____ to _____	

My plan addresses specific objectives and expected outcomes with respect to the following components:  
(Check all that apply)

- A. Content knowledge and skill in the discipline/program.**  
Example: *Learning new technology or methodologies; computer software training, writing skills workshop, communication/interpersonal relations skills training, attain professional certifications/licenses.*
- B. Teaching methods and instructional strategies.**  
Example: *Classroom management, curriculum development, learning styles, on-line delivery, cultural and diversity enrichment.*
- C. Related work experience.**  
Example: *Business/industry internships, relevant summer employment, observation or special project(s) with employers.*
- D. Study appropriate to the higher education environment.**  
Example: *Advancement of academic credentials, researching, publishing, grant writing.*
- E. Service to the college and the greater community.**  
Example: *Active participation in Rotary, Chamber of Commerce groups, leadership in professional organizations, leadership in college committees, working with youth in academic skills development.*
- F. Other components, as appropriate:** \_\_\_\_\_

Describe the objectives and expected outcomes for each component checked above:  
(ADD ADDITIONAL PAGES AS NECESSARY)

**A. Content knowledge and skill in the discipline/program:**

Anticipated completion timeline: \_\_\_\_\_

**B. Teaching methods and instructional strategies:**

Anticipated completion timeline: \_\_\_\_\_

**C. Related work experience.**

Anticipated completion timeline: \_\_\_\_\_

**D. Study appropriate to the higher education environment:**

Anticipated completion timeline: \_\_\_\_\_

**E. Service to the college and the greater community:**

Anticipated completion timeline: \_\_\_\_\_

**F. Other components, as appropriate:**

Anticipated completion timeline: \_\_\_\_\_

Faculty Member's Signature \_\_\_\_\_ Date \_\_\_\_\_

Supervising Administrator's Signature \_\_\_\_\_ Date \_\_\_\_\_  
The above professional development plan  This plan does include the suggestions discussed during consultation.  
*(Check one)*  This plan does not include the suggestions discussed during consultation.  
Comments and/or additional consultation meetings \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**FOR USE OF FORMER UTCE FACULTY MEMBERS ONLY**  
*(For column movement I to II and III for faculty members of ALL appointment types)*  
The above professional development plan is submitted to meet the criteria for column movement in accordance with the five-year service requirement (a.k.a. five-yr. license renewal) as described in the March 22, 2006, Memorandum of Agreement between MnSCU and MSCF.  
Faculty Member's Signature \_\_\_\_\_ Date \_\_\_\_\_  
The above professional development plan is approved for purposes of column movement:  
Supervising Administrator's Signature \_\_\_\_\_ Date \_\_\_\_\_