

Weight	Area of Activity
	(The need for a particular activity and the instructor's opportunity to take advantage of a particular activity should be considered.)

*The faculty member and immediate supervisor will mutually establish procedures and methods of collecting such documentation as is necessary to evaluate the teaching effectiveness based on the criteria listed.

**As related to the self evaluation component, this includes maintaining current competence in the particular discipline or field of specialization. Measurement includes the criteria which are listed in this category.

***Effective participation in the community is more important than just belonging to numerous organizations. Also, the opportunity to participate should be taken into consideration.

Evaluation Of Teaching Faculty

Each faculty member will be officially evaluated annually by the appropriate persons at the College. The evaluation period will coincide with the calendar year (January 1 through December 31). Faculty evaluations will be conducted in the month of February.

A reliable supervisor evaluation is the key to success of the entire process. The supervisor's honest and well-considered judgment is of primary importance since he or she carries the responsibility for the success or failure of his or her division as a contributing factor to the success of the total institution.

However, it is felt that no evaluator can fairly assess a faculty member without understanding the priorities and methods of each discipline and without having sufficient knowledge about the teaching of each faculty member within his or her division. Seeing the teacher at work in the classroom, examining the achievement of the students, and reviewing the students' evaluations of the class are all important aspects of the evaluation.

To assist the evaluator in making the evaluation, the following practices will be employed:

- A. The evaluator will undertake an informal program of learning activities designed to acquaint himself/herself better with the subject matter and learning priorities of each subject (outside his or her own field) taught under his or her supervision. These learning activities might consist of reading material suggested by faculty members, conferences with faculty members about their goals and priorities, and reading matter obtained independently of faculty members.
- B. The evaluator will use some form of classroom observation as an important criterion upon which the evaluation of all teaching faculty in the first, second, or third year of continuous full-time employment with the College is based. Classroom observations of all other full-time faculty may be conducted if either the instructor or the division dean so chooses. Observations should be a serious part of the evaluation process, with a written outline of major perceptions given to the faculty member after each observation. Before each observation, the evaluator should give the faculty member advance notice,

and the faculty member should also inform the evaluator, in advance, of the topic of the day and primary objectives of that class meeting. A post-observation conference with the faculty member will be conducted. The method and number of observations should be worked out with each faculty member.

- C. The evaluator will use faculty members' course outlines/syllabi and other documents (such as lesson plans, activities or lab directions, sample copies of tests, assignment sheets, etc.) revealing methods, procedures, and objectives to assist the person in making evaluations of classroom teaching.
- D. The evaluator will use activity lists supplied by faculty members as the primary documents to be utilized in the assessment of College, professional, and community activities (local/regional) and the emphasis should be on active participation in meaningful activities rather than on membership in organizations alone.
- E. The supervisor's evaluation will use both student evaluations and faculty self evaluation. While it is recognized that biases in student subjective evaluations pose potential distortion in results, students are in the best position to observe the classroom work of the faculty member and to judge the effectiveness of the faculty in getting the material across to the students.
- F. It should be expected that evaluation mean scores should be reasonably consistent across divisions. The Vice President of Instruction and Student Development will require justification for wide variations.
- G. Evaluators will take into consideration possible differences in numbers of students, types of courses, numbers of preparations, methods, educational results, and student clientele among various departments and disciplines within their areas of supervision.
- H. Faculty advising is crucial to the educational process of students and will, therefore, be included in the division dean's evaluation of faculty.
- I. Where it is deemed appropriate and necessary, the supervisor, in consultation with the faculty, can at the time of evaluation recommend voluntary professional development workshops or other activities to aid the faculty in improving teaching effectiveness.
- J. It is recognized that strengths in the different evaluation criteria vary among faculty, but that teaching effectiveness should carry the most weight in the evaluation process. To accommodate the different strengths, the evaluation procedure allows a faculty member to choose and notify his/her supervisor at the previous year's evaluation what percentages of the following year's evaluation will be associated with the four major criteria, with the ranges and limits given:

Teaching Effectiveness and Class Preparation	65% - 75%
College Activities	10% - 15%
Professional Activities	5% - 10%
Community Activities	5% - 10%
Maximum	100%

- K. If an evaluatee wishes to improve their evaluation rating, or to achieve a specific (general category, i.e., very good, excellent) rating in any or all of the evaluation categories (i.e., teaching effectiveness and classroom preparation, College, professional and community activities,) the evaluatee may have the option of meeting with his or her division dean, who will indicate general areas in which progress should result in improvement of his or her overall evaluation. If the faculty member wishes, he or she may then prepare specific objectives which, if accepted by the evaluator and achieved by the individual involved, will result in improvement of the rating in that category and in the overall rating, provided the previous year's level of performance in other areas is maintained. It should again be recognized that the dean's judgment is involved and that finite specification of the activities to be accomplished, which will result in an improved rating, is extremely difficult.

Explanation Of Performance Levels

Excellent. The performance rating of "Excellent" indicates that the individual is fulfilling his/her expected faculty duties and functions in one or more areas on such a high level of quality that his/her performance deserves special recognition.

The supervisor would be expected to write a justification enumerating the ways in which the individual is excelling. This justification would become a part of the individual's permanent record.

Very Good. The performance rating of "Very Good" indicates that the individual is fulfilling his/her expected faculty duties and functions on a high level of proficiency. This rating by the supervisor indicates that no reservation exists in regard to any component of the quality being evaluated.

Good. The performance rating of "Good" indicates that the individual is doing a solid job in meeting the requirements of his/her position and performing all tasks that are normally expected of him/her.

Needs Improvement. Although professionals recognize the need for constant improvement, the performance rating of "Needs Improvement" indicates that the individual is fulfilling in a satisfactory manner most, but not all, of the expected faculty duties and functions as listed under criteria for evaluation. This level of performance would be applicable, but not limited, to those teachers who recently have been placed in their current position and who need improvement.

The supervisor would be expected to specify to the individual the way or ways in which he/she is failing to meet expected performance standards and to make to the individual specific suggestions concerning ways to improve his performance.

Unsatisfactory. The performance rating of "Unsatisfactory" indicates that the individual definitely is failing to meet the standards of performance expected of him/her as a faculty member at WCC. Normally the rating of unsatisfactory would not be given by the supervisor without previously having given the rating of "Needs Improvement"; therefore, the individual in most cases would

be aware of his/her failure to meet expected performance levels in specified areas.

The supervisor would be expected to state specifically in writing the ways in which the individual has failed to meet expected performance standards and to explain to the individual the reasons for assigning this rating.

Assignments of this rating may indicate that the teacher's services will not be required after contract expiration and that future contracts will not be offered.

["Evaluation Of Teaching Faculty \(Form A\)"](#)

The Total Process (Teaching Faculty)

Using the above principles, the faculty evaluation process will be conducted as follows:

1. [Form A](#) will be used to report the evaluation results.
2. The Student Evaluation Form will be used. The form is primarily diagnostic in purpose. As soon as the results of the questionnaires are obtained, they will be conveyed by the immediate supervisor to the faculty member. Students' written comments will also be conveyed, along with raw scores and their interpretation.

Each faculty member will select one or two classes from Fall or Spring semesters during which he or she wishes to have the student evaluation forms administered in each of his or her classes. The choice is to be made the first week of each Spring semester for the following evaluation year.

Faculty will be able to select the specific dates and times (within the prescribed time frame) for student evaluations. Division deans will then establish a schedule and administer, during the 12th - 14th week of the semester(s) selected, (5th - 7th week for developmental studies) the Student Evaluation Form. If the faculty member chooses to use only one semester for the official student evaluation, he/she is encouraged to solicit input from students in the other semester using the standard form or other forms or procedures for the purpose of analyzing and improving the instructional performance. If, in this other semester, a faculty member chooses to use the standard forms, they can be computer processed. The supplemental evaluations will not be reviewed by the division dean unless the faculty member so desires.

The faculty member's student evaluation scores on the Student Evaluation Form (or the average of the semester scores if that option is exercised) will be used by the division dean as input into the annual faculty evaluation process which ends during the Spring semester of each year.

Part-time faculty will be evaluated by students the first semester they teach and one time each academic year thereafter.

3. A [self-evaluation form](#) based on "Form A" categories has been prepared for College-wide use. The faculty member will submit his or her completed form to his or her supervisor during the Spring semester prior to the final evaluation process. Results will be used by the division dean in his/her overall assessment of the faculty.

4. The supervisor evaluation process will function with the following breakdown in category points and weighting to be chosen by the faculty member for each category on "Form A."

Category	Weighting*	Maximum Score Available per Category	Range of Possible Evaluation Points per Category (Score x Weight)**
Teaching Effectiveness and Class Preparation	65% - 75%	100	0-75
College Activities	10% - 15%	100	0-15
Professional Activities	5% - 10%	100	0-10
Community Activities	5% - 10%	100	0-10
Maximum: 100%		Maximum: 0-75	

*Total weighting chosen must equal 100%.

**Evaluation points are calculated by multiplying the faculty-chosen weighting percentage by the score assigned to the category by the division dean.

The division dean will use all available information, including his own observations, his judgment regarding preparation, complete student evaluations, faculty self-evaluations, and evidence relating to the achieving of previously agree-upon goals for the evaluation year, in arriving at the point value to assign under each category.

Maintenance of Evaluation Process

To help assure that the evaluation process runs smoothly, these control measures will be followed:

1. Administration will review the procedure and provide meaningful training on a regular basis for evaluators in the use of the procedure, to help assure uniformity of application.
2. A special faculty committee will be established each year to begin its work following the completion of the yearly evaluation process with the purpose of reviewing the evaluation process for any possible modifications. At least 50 percent of the membership of the committee will be persons who have served on the committee during the previous year.
3. Timetables, based on the above recommendations and existing guidelines, will be implemented and maintained by the administration.

["Faculty Self-evaluation Form"](#)

Evaluation Conferences

1. Informal Evaluation Conference

Since faculty evaluation is an ongoing process, there will be at least one "Informal Evaluation Conference" at which the faculty member and his or her immediate supervisor will discuss the four criteria. Suggestions and methods for improvement of performance will be considered. The ideal

time for this meeting is during the spring and early fall. New faculty members will have their informal evaluation conferences between April 15 and May 15 in addition to their earlier official evaluations.

Faculty members who join the staff after classes begin in the fall will not be officially evaluated until the next academic year, but will have an informal evaluation during the spring.

2. Pre-Evaluation Conference

There will be a "Pre-Evaluation Conference" between the appropriate immediate supervisor and each faculty member. At this meeting the immediate supervisor may discuss the faculty member's tentative evaluation with him or her. The immediate supervisor may unofficially complete "Form A." The faculty member may bring and/or discuss his or her evidence to substantiate his or her performance in each of the four criteria as shown on "Form A." They will discuss thoroughly each of the criteria.

3. Official Evaluation Conference

Within one week after the "Pre-Evaluation Conference," the "Official Evaluation Conference" will be held. At this time the immediate supervisor will present his/her evaluation of the faculty member and will give reasons for his/her evaluation ratings. "Form A" must be used. This conference may or may not be the final conference depending on which of the following options are selected by the faculty member:

- a. accept and sign the evaluation without written comment
- b. accept and sign the evaluation with written comment

If the faculty member chooses option "b," he/she then has two working days to make a written comment/response, listing and explaining each of his/her objections. If the immediate supervisor and the faculty member cannot agree on the official evaluation, the faculty member may elect to attach his written comment to the evaluation or initiate the "Faculty Grievance Procedure." It should be clearly noted that the evaluation score itself is not grievable, only the application of the procedure is grievable.

A written summary of the "Official Evaluation Conference" (and the "Informal Evaluation Conference" for new faculty) will be provided to the faculty member being evaluated at his/her request.

The faculty member being evaluated shall have the right to examine all written or demonstrative evidence utilized in the development of the evaluation and shall be provided an opportunity to present a response, which shall become part of the record.

The pre-evaluation conference and the official evaluation conference can be one and the same by mutual agreement between the supervisor and teacher.