Policies and Procedures for Faculty Evaluation
Full-time and Adjunct

The Faculty Contract specifies that an Evaluation Review Committee (ERC) shall have oversight of the faculty evaluation process. The Committee is to be composed of three (3) faculty members elected by the faculty and three (3) administrators selected by the President of the College.

Overview:

The Evaluation Review Committee is responsible for reviewing and approving Departmental Evaluation Plans. Each Departmental Evaluation Plan outlines the criteria and procedures for the annual evaluation of departmental faculty. Departmental plans will not become operative without the approval of the ERC. Upon approval, they will be forwarded to the appropriate Academic Dean and the Vice President for Academic Affairs. Plans are to include a list establishing a timeframe for each component of the evaluation including student, peer, self and chair evaluations. Annual plans will detail which of these components will be used that year to evaluate each full-time faculty member.

All academic departments are required to use the Student Rating of Instruction (SRI) common faculty course evaluation instrument, for all face-to-face and hybrid lecture courses or the SRI-DL for distance learning courses. Departments offering unique classroom format courses may submit a request to the ERC to use a modified common course evaluation instrument. Such requests must be received by the Committee by October 1th and include a copy of the proposed modified instrument in order to gain approval by November 1st. Chair shares the approved plan with departmental faculty members.

Annual Calendar for the Faculty Evaluation Process

- **Full-Time Faculty-**

Annual Plan:
All full-time faculty members will be evaluated every year. Each department's evaluation plan must be approved by the Evaluation Review Committee. Plans must specify when faculty will be evaluated annually including "off years" not otherwise defined in the Faculty Contract. Off-years include year's 4, 5, 6 after hire and those years when course and peer evaluations are not specifically required. Plans must also include copies of proposed forms and procedures for the conduct of peer, self and Chair evaluations as well as timeframe for administering course evaluations. Modifications to departmental plans must be submitted to the Faculty Evaluation Committee by October 1st for a decision by November 1st.

Method:

During the first three years after hire, a faculty member's evaluation must include Chair, student and peer evaluations (Comprehensive Evaluation). During their fourth (4th), fifth (5th) and sixth (6th) year after hire, the Dean or Department Chairperson may require peer and/or student evaluative reviews if not otherwise required by the department's evaluation plan. Following the sixth (6th) year after hire, Chair, peer and student evaluative reviews (Comprehensive Evaluation) will be included in the evaluation of all faculty members every third year. In the "off-years" faculty evaluations will be dictated by the departmental plan. In most cases, departments have elected to administer the SRI/SRI-DL to faculty members, during either the fall or spring semester, who are not required to have a comprehensive evaluation.

Instruments:

Departmental Evaluation Plans will be composed of the following supporting information: SRI or SRI-DL, Peer Evaluations and Department Chair Evaluation. The Chair Evaluation is to include a summary of each of the other components. Peer, Self and Chair evaluations must use the forms and procedures that have been approved by the ERC. Instructions for the required peer evaluation are attached along with a copy of the Recommended Common Syllabus Elements (to be used in conjunction with the peer evaluation) and a copy of the approved Faculty Self-Evaluation.

Timeframe:

The Departmental Evaluation Plan will specify which semester various components of the evaluation will occur (e.g., SRI in the fall semester, Peer Evaluations in the spring semester and Chair in January). SRI will be administered between the 10th and 13th week of the semester. In courses lasting fewer than 15 weeks, SRI should be administered approximately two-thirds through the course. Plans will ensure that summaries of each faculty will be available to the appropriate academic dean by March 1st each year.

Department Chair Responsibilities

The Department Chair is responsible for collecting all annual evaluations and shares the results with each individual faculty member after course grades have been posted. For faculty receiving a comprehensive evaluation, the Chair reviews the evaluation materials identified for the evaluation according to the departmental plan. Chair completes a Chair Evaluation which summaries each evaluation element. The Chair shares it with each individual faculty member on or before February 1st each year. Chair assists faculty in developing a professional development plan in area(s) where improvement would strengthen teaching performance. The Chair forwards their summary and supporting documentation to the appropriate academic dean by March 1st each year.

Specific steps

1) Ensure that all full-time faculty members are evaluated every year in keeping with the provisions of the Faculty Contract and Departmental Evaluation Plan.
2) Submit to the Evaluation Review Committee by October 1st requests for using unique course evaluation instruments.
3) The Department Chair reviews the results of each component comprising the faculty member's comprehensive evaluation and creates a written summary in the form of a Chair Evaluation. The Chair Evaluation will include SRI

summaries, peer evaluation(s), and recommendations for professional improvement. It may also include a faculty member's self-evaluation.

4) The Chair Evaluation is to be shared with each faculty member in time to be forwarded to the appropriate academic Dean by March 1st each year.

Dean Responsibilities

The academic Dean reviews summaries, confirms that each step of the departmental evaluation plan was followed and communicates with the Department Chair about performance issues and professional development strategies. The dean then shares results with the Vice President for Academic Affairs. The Vice President files faculty evaluation summaries in faculty member's professional file.

Specific steps

1) Ensure that the evaluation process was conducted fairly using procedures approved by the Evaluation Review Committee.
2) Confer with the appropriate Chair about individual faculty members' professional development plans.
3) Assist in developing specific professional development plans in cases where poor performance is noted.
4) Forward the Chair Evaluation with a Dean summary for each faculty member to the Vice President for Academic Affairs to be placed in the faculty member's professional file by April 1 each year.

- ## Adjunct Faculty-

All adjunct/visiting lecturers will be evaluated each semester using the SRI. The Chair will review the results of these evaluations and share the summary statistics of student responses and written comments with each adjunct faculty member prior to the start of the following semester courses. The Chair will confer with the adjunct faculty member to discuss the evaluation results and provide feedback.

Method:

All adjunct faculty members will be evaluated each semester using the SRI or other approved course evaluation instrument.

Timeframe:

SRI will be administered between the 10th and 13th week of the semester. In courses lasting fewer than 15 weeks, SRI should be administered approximately two-thirds through the course.

Department Chair Responsibilities

After course grades have been posted, the Chair will make summary results of the SRI available to adjunct faculty members for review. The Chair may confer with faculty member to develop professional development a plan to improve teaching performance.

Specific steps:

1) Ensure that all adjunct faculty members are evaluated every semester using the SRI unless an alternate/modified form has been approved by the

Evaluation Review Committee.

2) Make available the summary results of adjunct faculty member's SRI evaluations. The Chair may confer with the adjunct faculty member to discuss the evaluation results and make suggestions for improvement.

Dean Responsibilities

Dean reviews summaries of SRI for each adjunct faculty member. Dean confers with Chair in situations where poor performance is detected.

Specific steps:

1) The evaluation process was conducted fairly using procedures approved by the Evaluation Review Committee.
2) A summary of each adjunct faculty member's evaluation is forwarded to the appropriate academic dean within one month of the end of the semester.

Full-time Faculty Evaluation
Minimum Requirements Timeline

Years	***Years***	***Year 7 ->*** *Every third year after tenure is a comprehensive evaluation year*	***Year***
1 – 3	***4 – 6***		***"Off-Year"***
<u>Comprehensive</u> Peer Review SRI Optional: Self Evaluation Chair Evaluation	According to Departmental Plan *	**<u>Comprehensive</u>** Peer Review SRI Optional: Self Evaluation Chair Evaluation	According to Departmental Plan *

*During a faculty member's fourth (4th), fifth (5th) and sixth (6th) year after hire, either the Dean or Department Chairperson or both may require the inclusion of peer and/or SRI in the annual evaluation.

*All Departmental Plans must provide for an annual evaluation of all departmental faculty members in keeping with the Contract requiring an annual evaluation of faculty.

EVALUATION
(Article XIV)

A. All faculty members will be evaluated every year. All departmental evaluation plans shall provide for the inclusion of student and peer evaluation reviews for all faculty members during their first three (3) years after hire. During a faculty member's fourth (4th), fifth (5th) and sixth (6th) year after hire, either the Dean or Department Chairperson or both may require the inclusion of peer and/or student evaluative reviews in the annual evaluation.

B. Following the sixth (6th) year after hire, peer and student evaluative reviews shall be included in the evaluation of all faculty members every third year, such that the evaluative reviews are included in the evaluations of one-third (1/3) of the faculty in a department each year. Student and peer evaluations may be included in the annual evaluation of a faculty member on a more frequent basis by mutual agreement between the appropriate Academic Dean and Department Chairperson.

C. Such evaluations shall be conducted in accordance with the special criteria and procedures submitted by the departments and approved by the Evaluation Review Committee and which shall be in conformity with other provisions of this agreement.

D. Such criteria and procedures will be submitted to a college-wide Evaluation Review Committee to be composed of three (3) faculty members elected by the faculty and three (3) administrators selected by the President of the College. The Evaluation Review Committee will be convened by the Vice President for Academic Affairs at the beginning of each academic year. At that initial meeting, a Chairperson will be elected and a time frame for the completion of the review process will be established.

E. The criteria and procedures submitted to the Evaluation Review Committee by the departments will not become operative without the approval of said committee. Upon approval, they will be forwarded to the appropriate Academic Dean and the Vice President for Academic Affairs. In case of an impasse regarding a department evaluation proposal by the Evaluation Review Committee, the Vice President for Academic Affairs will meet with a Faculty Association representative to resolve the impasse.

F. The foregoing process must be completed by November 30 of each year. Thereafter, between February 1 and March 1 of every year, each faculty member will be evaluated on the basis of the criteria and procedures established by the foregoing process.

G. Each evaluation will be submitted to the appropriate Academic Dean, for review and then will be filed in the faculty member's professional folder.

H. Student Evaluation of Teaching. The results of any student evaluation of teaching are to be regarded as but one source of information about a faculty member’s teaching.

Peer Evaluation Process

The Peer Evaluation Process provides faculty members with an opportunity for an open exchange of and critical inquiry into pedagogy and is intended to strengthen and reinforce sound teaching practice. In other words, Peer Evaluation should avoid simple summative language and promote excellent teaching through conversation between colleagues.

Process

The department chair will start the Peer Evaluation process by discussing with the instructor being evaluated (heretofore known as the Instructor) the purpose for the evaluation and will identify one or more mutually agreed upon peer evaluators. The Instructor will provide the peer evaluator with all of the documentation necessary at least one week prior to complete the Peer Evaluation Process, including syllabi from each course prep and examples of student work. After the evaluator and Instructor have met, the evaluator will submit a narrative to the chair that describes the Instructor's syllabus, assessment of student learning and overall teaching effectiveness. This narrative will be shared with the Instructor. The evaluation should include, but is not limited to, the following:

Evaluation of the Syllabus

- Has the instructor included the Recommended Elements of a Syllabus (*adopted 4/2012)?*
- Are there two hours of out-of-class work/ homework assignments for each class hour, as required by NEASC standards?
- Is the grading scale reasonable/understandable?
- Does the instructor include additional elements that would enhance the syllabus, including links to web sites, additional resources, etc.?
- Are the student learning outcomes identified?

Assessment of Student Learning

- What samples/evidence of student work or other assessment did the instructor provide?
- Does the student work reflect the student learning outcomes identified in the syllabus?
- Has the instructor provided selections of high quality student work as well as those that need improvement?
- Has the instructor provided appropriate feedback (comments, suggestions for improvement, etc.) to the student?

Classroom Observation (optional by department)

- Does the instructor speak clearly?
- Does the instructor show enthusiasm when teaching?
- Does the instructor encourage student questions?
- Does the instructor respond appropriately to student questions?
- Is the subject matter presented clearly?

Summary:

Overall, has the instructor shown that he/she has thought about how students learn and what part he/she plays in the process?

Recommended Syllabus Components

Course Title, number, section #, credit hours (lecture, lab)
Semester and Year
Instructor Name

Instructor Contact Information:

Class location information (Room #, meeting time, etc.)
Email: (CCRI email)
Office: (Campus location, room number)
Office Phone: (other phone numbers)
Office Hours:
Departmental Administrative Support: (Name, Phone number and Email)

Course Description (Course prerequisites if any)
Course delivery mode (hybrid, online, or Bb enhanced)
Course expectations –

In addition to any specific expectations you wish to highlight, state that students are responsible for following the policies set forth in the Student Handbook (http://www.ccri.edu/advising/student_services/handbook.html) and College Catalog (http://www.ccri.edu/catalog/)

Student Learning Outcomes (as approved by the department and/or Curriculum Committee)
Required textbooks and materials (include ISBN when available)

Recommended student materials
Textbook materials on Library reserve and/or electronic resources
Statement about requirements for accessing computer, Internet, and specific hardware
or software requirements if applicable

Grading Scale and policies (college policy)

Assessment Criteria (For example, written and oral reports, tests, homework, lab reports, projects, etc.)
Policies on late or make-up work
Academic integrity statement (plagiarism, use of cell phones/electronic devices
Attendance policy
On-campus meeting requirements for online and hybrid courses

Calendar of weekly course topics

Schedule of course topics and assessments with due dates when possible.

Services for Students with Disabilities

Any student with a documented disability may arrange reasonable accommodations. As part of this process, students are encouraged to contact the

office of Disability Services for Students as early in the semester as possible (http://www.ccri.edu/dss/index.shtml).

This syllabus is subject to change at any time at the discretion of the instructor. Students are responsible for keeping current with changes made to this syllabus.

COMMUNITY COLLEGE OF RHODE ISLAND
Faculty Self-Evaluation

Faculty Name:_____

Department/Discipline_____

***Please attach curriculum vitae as part of the evaluation process.**
The purpose of the self-evaluation is for the faculty member to highlight accomplishments, areas for development and professional self-goals.

1. **Describe briefly your teaching/professional strengths and expertise.**

2. **Provide a brief narrative of your teaching/professional activities.**

3. **What areas are you focusing on for teaching/professional development?**