

POLICY & PROCEDURES MEMORANDUM

TITLE:	FACULTY EVALUATION AND IMPROVEMENT OF INSTRUCTION
EFFECTIVE DATE:	October 13, 2023* <i>(*LCTCS Policy Update 10/12/23 Procedural Updates 8/4/17, 8/8/16; 8/10/15; 8/4/14; 8/12/13,8/9/12; Title Updates 3/26/12, 1/24/08; Form Addition 1/24/08; Original 12/7/04)</i>
CANCELLATION:	AA-2220.1C (8/4/17)
CATEGORY:	Academic (AA)

POLICY STATEMENT

As an institution of higher education accredited by the Southern Association of Colleges and Schools (SACS), Delgado Community College is required to provide for a system of faculty evaluation that will improve instruction. Furthermore, as a community college under the Louisiana Community and Technical College System (LCTCS) Board of Supervisors, all regular Delgado faculty must be evaluated using the standardized faculty evaluation and planning forms in accordance with [LCTCS Policy #6.502 Faculty Performance Evaluation](#). All policies and procedures for annual faculty evaluation under the Portfolio Evaluation System will be contained in this memorandum.

PROCEDURES & SPECIFIC INFORMATION

1. **Purpose**

To provide policy and procedures and the necessary information and forms for the evaluation of regular teaching faculty.

2. **Scope and Applicability**

This policy and procedures memorandum applies to 9-Month Regular Faculty; 12-Month Regular Faculty; Temporary Faculty; and Adjunct Faculty.

3. General

[LCTCS Policy #6.502 Faculty Performance Evaluation](#) requires all full-time faculty to be evaluated on a standardized rating scale and evaluation planning forms as approved by the LCTCS Board of Supervisors. Each faculty's performance evaluation must be: (1) reviewed and discussed with the faculty member by the supervisor; and (2) dated and signed by the faculty member and the supervisor. All ratings of "needs improvement" or "unsatisfactory" require a written performance improvement plan.

The College utilizes a Portfolio Evaluation System that was initially developed and continues to be enhanced through a collaborative task force of faculty and academic administration. The Portfolio Evaluation System provides for evaluation of regular faculty members. Although adjunct faculty members are not included in the Portfolio Evaluation System, adjunct faculty members are evaluated using [Supervisor's Evaluation Checklist for Part-time Faculty, Form 2220/007](#). It is the responsibility of the academic dean to ensure that temporary and adjunct faculty members are evaluated through student evaluations and/or classroom observation.

The purpose of the Portfolio Evaluation System is to provide a process for faculty evaluation that will promote reflective teaching and improvement of instruction while allowing faculty to set goals in the areas of 1) teaching and direct instructional activities 2) service to students, department, division, college, or community; 3) professional development, and 4) leadership. The final ranking of faculty under the Portfolio Evaluation System will be based on the participation and completion of steps in the portfolio system, performance of basic job responsibilities, the demonstrated level of participation in the portfolio system, and documented progression toward goals in the previously listed areas.

At the beginning of each year, regular faculty will collaborate with a supervisor to select goals in the designated areas. To participate *fully* in the Faculty Evaluation Process and Portfolio Evaluation System throughout the year, faculty must also complete a classroom observation (if applicable) and submit a corresponding form, distribute a formative student evaluation, and compile an Annual Evaluation Portfolio. This portfolio may be a binder, folder, envelope, etc., containing documentation of participation in the system and progression toward goals. At the end of the year, faculty will bring their Annual Evaluation Portfolios to a final conference with their supervisor. At this conference, faculty will receive a final ranking (0–5) according to the criteria set forth in the LCTCS Faculty Evaluation Scale.

Under the Portfolio Evaluation System, job performance expectations are different for Year I, Year II, Year III and Year IV + faculty. Consequently, it is important that the goals selected at the beginning of the year adhere to the specified expectations of the appropriate year of full-time teaching. For example, since new teachers are expected to focus primarily on the classroom, they need not set goals in the area of service to the College until the second year of their full-time teaching assignment. (See [Overview of Expectations According to Years of Service](#).)

NOTE: For faculty interested in future promotions, it is important to note that the expectations for promotion to each academic rank are also different. Faculty should refer to the [Promotion-In-Rank](#) policy to ensure they set goals that will make them eligible for promotion to the next rank. (See [Overview of Expectations According to Years of Service.](#))

4. Faculty Evaluation Process and Portfolio Evaluation System

A. Full Participation

Faculty must complete the following specified activities in order to fully participate in the Faculty Evaluation Process:

1. Perform all Basic Job Expectations as outlined in [LCTCS Full-Time Teaching Faculty Evaluation - Part A: Job Expectations Form](#).
2. Collaborate with supervisor to select and document progress toward goals and complete the [LCTCS Full-Time Teaching Evaluation - Part B: Faculty Professional Growth Form](#) (see [Examples of Faculty Goals](#)).
3. Participate in a [Classroom Observation](#) as applicable.
4. Distribute a Formative Student Evaluation as applicable (see [Sample Formative Student Evaluation Form](#)).
5. Compile an Annual Evaluation Portfolio documenting participation in the system and progression toward goals.
6. Participate in a Final Conference with the designated supervisor.

B. Basic Job Expectations

Upon meeting all basic job expectations for a full-time teaching faculty member, including providing all supporting documentation, the faculty member will receive a score of 3 (Meets Expectations) on the [LCTCS Full-Time Teaching Faculty Evaluation - Part A: Job Expectations Form](#). If a faculty member does not meet the criteria of a full-time teaching faculty member, their immediate supervisor must provide documentation of failure to meet expectations that corresponds with the resulting score of 1 (Unsatisfactory) or 2 (Needs Improvement). All ratings of “needs improvement” or “unsatisfactory” require completion of the LCTCS Performance Improvement Plan Form for Faculty Evaluation.

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C. Faculty Professional Growth

1. It is the right of each full-time faculty member to choose to complete the [LCTCS Full-Time Teaching Faculty Evaluation - Part A: Job Expectations Form](#) by providing evidence of any progression toward goals/achievements outside and beyond the basic job duties as outlined in Part A. The faculty member will utilize the [Part B: Faculty Professional Growth Form](#) to establish an evaluation rating that demonstrates more than just Meets Expectations. The Faculty Professional Growth Form is a *living document* and may be edited throughout the academic year until the point of submission.
2. *At the beginning of the Academic Year*, all faculty members who elect to be eligible for a 3.5 or higher rating must submit their draft of [Part B: Faculty Professional Growth Form](#) to the appropriate supervisor. The faculty member and supervisor should discuss and agree upon what would constitute as appropriate evidence for the faculty member's proposed intentions. To finalize Part B for the academic year, the faculty member will schedule a meeting with the immediate supervisor. Once an agreement has been reached and the form has been signed, any revisions to the form must be discussed with and approved by the supervisor before the final conference at the end of the year.

If a faculty member elects to be eligible for Part B at a later point in the academic year, they will need to schedule a meeting with their immediate supervisor to complete the process before the end of the academic year.

3. *During the Final Evaluation Conference*, the goal/achievement should be explained in a brief manner, as well as the outcome. When experimenting for the purpose of improving instruction, it is not necessary to document "success." A statement of what new methodology, approach, technique, etc., has been tried and evaluated is needed. A key element of this process is the discussion or dialogue between the faculty member and the immediate supervisor with the purpose of continuing to improve both student and faculty advancement and success. The goal/achievement's objectives, resources needed (if applicable), assessment method, and results must be discussed with the supervisor.
4. The total points earned on Part B are the following:

Points Earned	Requirements
.5 point towards the overall score	Progression Toward 2 goals/ achievements
1 point towards the overall score	Progression Toward 4 goals/ achievements
1.5 point towards the overall score	Progression Toward 6 goals/ achievements
2 point towards the overall score	Progression Toward 8 goals/ achievements

5. **Goal Selection**

Faculty will set goals in these areas in which faculty contributions are deemed most critical to fulfilling the College's mission. For a list of examples of goals in each area, see [Examples of Faculty Goals](#).

(1) **Teaching and Direct Instructional Activities**

This area encompasses the contracted responsibilities of the instructor to the students. It involves the communication of knowledge, information, and ideas by methods such as lecture, demonstration, discussion, and laboratory experiences. It also encompasses related academic and/or academic support activities such as curriculum development, improvement of instructional program components, and coordination of teaching assignments or clinical labs. (Faculty carrying a full teaching load may choose to concentrate their goals in the areas of teaching and direct instructional activities. Librarians, Department Chairs, et al. may concentrate their goals in the area of academic support activities.

(2) **Service to Students, Department, Division, College, or Community**

This area encompasses the faculty member's responsibilities to the College. It involves participation on committees, task forces, councils, administrative activities, sponsorship of student organizations, special assignments, and program development in respect to the needs of the internal and external communities, etc.

(3) **Professional Development**

This area encompasses the faculty member's responsibilities to the teaching field as well as to the discipline. It involves participating in activities that promote professional growth and enhance the instructor's competence in the teaching field and knowledge of the subject-matter. Activities include conferences, workshops, seminars, research, participation in professional organizations, special assignments, etc. At the community level, it may involve participating in College-related outreach activities, advisory groups, special projects, community outreach activities, etc.

(4) **Leadership**

This area encompasses the contributions that faculty can make to their colleagues, the College, and their profession by virtue of their experience and the expertise they have gained during their professional careers. It involves taking leadership roles within their departments, programs, divisions and/or the College at large or within external professional organizations or endeavors. It also involves sharing knowledge and expertise with colleagues within the College and/or external to the College.

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Faculty should set their goals based on the agreed-upon goals of their Departments and Divisions. The faculty may also select goals in such a way that the necessary workload of the departments will be equitably distributed. Department Chairs may choose to concentrate their goals in the area of academic support rather than on teaching.

To meet the job expectations according to years of full-time teaching service at Delgado, faculty may use the following guidelines to set the necessary number of goals in the appropriate areas:

- **Year I** faculty should be advised by their supervisors to focus on the classroom and teaching strategies. First year faculty are not expected to set goals in the areas of service, professional development, and/or leadership/sharing of expertise.
- **Year II** faculty* should set two goals in the area of teaching and direct instructional activities. They should also set one goal in the area of service to students, department, division, college, or community. At this level, it is suggested that faculty fulfill their service to the College by working at the departmental or divisional level.
- **Year III** faculty* should set two goals in the area of teaching and direct instructional activities; two goals in the area of service to students, department, division, college, or community; and one goal in the area of professional development.
- **Year IV+ faculty*** should set one to three goals in the area of teaching and direct instructional activities, one to three goals in the area of service to students, department, division, college, or community; and one to three goals in the area of professional development.

*NOTE: For Year II+ faculty, at least one goal listed on the [LCTCS Full-Time Teaching Evaluation - Part B: Faculty Professional Growth Form](#) should correlate with an area targeted for development on the previous academic year's [LCTCS Full-time Teaching Faculty Evaluation – Part C: Overall Evaluation](#).

6. Documentation of Goals

When faculty members are selecting goals at the beginning of the year, they must also be prepared to propose an effective and reasonable method of documenting progression toward each goal. For example, two faculty members may decide to observe and discuss three of each other's classes throughout the academic year. The documentation may be a faculty-generated form listing the class observation and discussion dates with the signature of each faculty member verifying that they have met on these dates, and/or a written reflection of what they have learned from this process. If neither the faculty member nor the supervisor can arrive at a means of documenting a particular goal, another goal must be selected.

Throughout the year, faculty will assemble documentation demonstrating progression toward their goals for inclusion in the *Annual Evaluation Portfolio*. Documentation should not be cumbersome, but it must be adequate. In other words, documentation need only verify the accomplishment of the goals; it need not show the manner or the extent to which a goal was accomplished. It is not necessary to download assignments, interactions with students, tests, etc.

At the end of the year, faculty must place their documentation demonstrating progression toward goals into the *Annual Evaluation Portfolio* and bring it to the Final Conference with the supervisor. For each goal, a short reflective explanation should be included explaining the intent of the goal and its outcome.

Note: It is not necessary to document “success” when experimenting for the sake of instructional improvement, only that a new methodology, approach, technique, etc. was tried and evaluated. The important element here is the discussion or dialogue between the faculty member and the supervisor always with the purpose of continuing to improve teaching and learning of both students and teachers.

7. **Classroom Observation**

Faculty will be observed at prescribed intervals. Those faculty members below the rank of Associate Professor will be observed once every academic year. Those who are at the rank of Associate Professor and above need only be observed every other year. Academic deans of each division will designate whether observations will be done by the academic dean, Department Chairs, mentors, or peers in each division.

After the designated observer has completed the observation, a conversation should take place between the observer and the observee in which the questions on the [Classroom Observation Form, Form 2220/002](#) are discussed. After the discussion, the observer should type up the Classroom Observation Form in a way that reflects the previous discussion. Since the purpose of this activity is to encourage teachers to reflect on their own teaching, it is strongly recommended that the observer include the observations, ideas, instructional options and follow-up activities proposed by the observee on the Classroom Observation Form. The observee will include this form in the Faculty Evaluation Portfolio in order to document participation in this instructional improvement activity.

8. **Formative Student Evaluation**

Faculty will design and/or distribute at least one formative student evaluation in at least one of their class sessions during the course of the academic year. This evaluation should contain open-ended questions and should elicit information from the students that will help the instructor examine and improve instruction. Faculty can design their own evaluation tool or use the example provided in [Sample Formative Student Evaluation Form](#). Evidence that the Formative Student Evaluation has been completed should be included in the Annual Evaluation Portfolio and brought to the Final Conference.

9. The Annual Evaluation Portfolio

Faculty will compile an Annual Evaluation Portfolio documenting participation in each of the steps of the system and progression toward the goals listed on the [LCTCS Full-Time Teaching Faculty Evaluation: Part B: Faculty Professional Growth Form](#). This portfolio will be brought to the Final Conference. This portfolio will allow the supervisor to verify participation in the system and progression toward goals. Although this portfolio need not be bound and should not resemble a promotion packet, the contents should be arranged in fashion that will allow an organized and comprehensible presentation at the Final Conference. Faculty will keep their portfolio and may use it in the future when compiling their promotion packets.

10. Recommended Format of the Faculty Evaluation Portfolio

- [LCTCS Full-Time Teaching Faculty Evaluation - Part B: Faculty Professional Growth Form](#)
- [Classroom Observation Form](#) (as applicable)
- Evidence of distribution of [formative student evaluation](#) (as applicable)
- Documentation of progression toward goals in the area of teaching and direct instructional activities
- Documentation of progression toward goals in the area of service to students, department, division, college, or community
- Documentation of progression toward goals in the area of professional development
- Documentation of progression toward goals in the area of leadership, if applicable

11. Final Conference with the Supervisor

At the end of the year, the designated supervisor will schedule a conference with individual faculty members. Faculty will bring their Annual Evaluation Portfolio and the following support documentation to this meeting.

- Course Observation Form (as applicable)
- Formative Student Evaluation (as applicable)
- Evidence that all State, Federal, and College Mandated Trainings has been completed before submission of evaluation (Code of Ethics Training, Title IX Training, Safety and Risk Management Training, etc.)
- [LCTCS Full-Time Teaching Faculty Evaluation: Part B: Faculty Professional Growth Form](#) and accompanying Evidence (At the discretion of faculty member)

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At this conference, the supervisor will be able to verify participation in the system and progression toward goals. Faculty members should be encouraged to discuss what they have observed, reflected on, learned, and/or accomplished throughout the year. The *Annual Evaluation Portfolio* may serve as a framework for this discussion. Based on the feedback from classroom observation, formative student evaluations, faculty members should identify at least one area they would like to target for development during the next academic year. During this conversation, faculty can also discuss with the supervisor what resources are needed from the College to support instructional improvement and professional growth and satisfaction.

12. Overall Evaluation Rating Categories

- A. At the end of the final conference, each faculty member will receive a final evaluation score of 1-5 according to the requirements described in the LCTCS Rating Scale as follows:

Score	Requirements
5 = Outstanding	In order to receive this rating, the faculty member must make exceptional contributions to teaching and learning, service work, and/or professional development. These contributions must go beyond the expectations of the full-time faculty job description.
3.5 – 4.5= Exceeds Expectations	This rating indicates that the faculty member performs beyond the faculty's expectations in several areas, and that this performance has been documented.
3 = Meets Expectations	Based on this rating, faculty member is meeting job expectations satisfactorily.
2 = Needs Improvement	Based on the rating, certain areas of the evaluation need to be addressed. There is a job-related issue that has surfaced over the past year which needs to be addressed in the coming year. There must be at least one written notification with formal documentation of counseling sessions.
1 = Unsatisfactory	According to this rating, the faculty member's performance is not at an appropriate level of quality. It is unlikely that the situation for this employee will improve or that it will only be temporary issue. There have been multiple written notifications with formal documentation of counseling sessions.

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- B. The overall evaluation score will be calculated by adding both [LCTCS Full-Time Teaching Faculty Evaluation Part A: Job Expectations](#) and [Part B: Faculty Professional Growth](#) together. The following requirements apply to the overall evaluation score issued on the [LCTCS Full-Time Teaching Faculty – Part C: Overall Evaluation Form](#).
- A faculty member will not have to complete a [Faculty Professional Growth Form](#) to receive a score of 3 (Meets Expectations).
 - The Rating on [Part A: Job Expectations](#) will not be negatively affected by a score of zero on Part B.
 - Failure to achieve a score of 3 in [Part A: Job Expectations](#) will negate all progress made as documented on [Part B: Faculty Professional Growth](#).

Part A Score – Job Expectations	+	Part B Score – Professional Growth	=	Part C Score – Overall Evaluation Rating
	+		=	

If faculty members do not participate in this conference, the supervisor will have no way to evaluate participation in the system or progression toward goals and the maximum score on the Faculty Evaluation Scale is “1”.

13. **Portfolio Evaluation Timeline**

Specific dates for each year’s [Annual Portfolio Evaluation Timeline](#) are published annually in the Delgado Community College *Operational Guidelines*. The general timeline for portfolio evaluation is as follows**:

***Whenever the designated day falls on a holiday in any year, the timeline will be adjusted accordingly, using either the last working day before or after the holiday, as appropriate.*

General Portfolio Evaluation Timeline

- September Supervisors confer with faculty regarding goals if not previously completed. Begin class visits and observe instructional material.
- October Faculty members submit completed Part B: Faculty Professional Growth submitted to supervisors, if not previously completed.
- October - April Faculty members collect documentation of progress toward goals, participate in Classroom Observation where appropriate, and conduct formative evaluations in at least one class during the academic year.
- April - Mid-June Supervisors conduct Final Conference with faculty members, individually or with department.

June	Completed faculty evaluation forms due to academic deans by date set by each academic dean.
End of June	Completed LCTCS Full-Time Teaching Faculty Evaluation Forms (Part A, Part B, and Overall Faculty Evaluation Form, and LCTCS Faculty Performance Improvement Plan (if applicable) due in Office of Human Resources.

14. Forms for Faculty Evaluation

The following is a complete list of the [Faculty Evaluation Forms](#) for full participation in the Portfolio Evaluation System and Faculty Evaluation Process. ****

- [LCTCS Full-Time Teaching Evaluation: Part A Job Expectations \(Form 2220/003A\)](#)
- [LCTCS Full-Time Teaching Evaluation: Part B Faculty Professional Growth Form \(Form 2220/003B, to be filled out by faculty before the Final Conference\)](#)
- [Classroom Observation Form \(Form 2220/002\)](#)
- [Sample](#) Formative Student Evaluation Form (*faculty member can design own*)
- [LCTCS Full-Time Teaching Evaluation – Part C: Overall Evaluation \(Form 2220/003C, to be filled out by supervisors only\)](#)
- [LCTCS Performance Improvement Plan Form for Faculty Evaluation, applicable for Overall Evaluation Scores Below 3 Only](#)

****Note: Programs that have external accreditation mandates may develop and use additional forms.

15. Cancellation

This policy and procedures memorandum cancels AA-2220.1C, *Faculty Evaluation and Improvement of Instruction*, dated August 4, 2017.

Attachments:

[Overview of Job Expectations According to Years of Service](#)

[Examples of Faculty Goals](#)

Faculty Evaluation Forms:

- [LCTCS Full-Time Teaching Evaluation - Part A: Job Expectations \(Form 2220/003A\)](#)
- [LCTCS Full-Time Teaching Evaluation - Part B: Faculty Professional Growth Form \(Form 2220/003B\)](#)
- [Classroom Observation Form \(Form 2220/0022\)](#)

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- [Sample Formative Student Evaluation Form](#)
- [LCTCS Full-Time Teaching Evaluation – Part C: Overall Evaluation \(Form 2220/003C\)](#)
- [LCTCS Performance Improvement Plan Form for Faculty Evaluation \(Form 2220/003PIP, applicable for Overall Evaluation Scores Below 3 Only\)](#)
- [Supervisor's Evaluation Checklist for Part-time Faculty, \(Form 2220/007\)](#)

Policy Reference:

LCTCS Policy #6.502, [Faculty Performance Evaluation](#)
Delgado Policy and Procedures Memorandum, [Promotion-In-Rank](#)

Review Process:

Committee on Faculty Evaluation and the Improvement of Instruction 4/23/04
Academic Affairs Council 11/4/04
College Council 12/7/04
Task Force on Faculty Evaluation Policy 3/17
Faculty Senate Review 4/17

Procedural Updates- Vice Chancellor for Academic Affairs Approval:

Form 2220/007 Addition/Title Updates 1/24/08
Title Updates 3/26/12
Suspension of SOI Requirement Effective 8/8/16; 8/10/15; 8/4/14; 8/12/13, 8/9/12
Procedural Update – Task Force on Faculty Evaluation Policy Recommendations 8/4/17
LCTCS Policy Update – Vice Chancellor for Academic and Student Affairs Approval – 10/13/23

Distribution:

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