

POLICY & PROCEDURES MEMORANDUM

TITLE:	FACULTY EVALUATION AND IMPROVEMENT OF INSTRUCTION
EFFECTIVE DATE:	December 7, 2004* <i>(*Procedural Update 8/4/17; SOI Suspension 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)</i>
CANCELLATION:	AA-2220.1B (7/28/03)
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 Board of Supervisors, all regular Delgado faculty must be evaluated and ranked according to a [six-tier evaluation scale](#). 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**

The Portfolio Evaluation System 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 Division 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 improve instruction while allowing faculty to set goals in the areas of 1) teaching and related activities/academic support, 2) service to students, program, division or college, 3) professional service and development, and 4) leadership and sharing of expertise. 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 achievement of 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 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 achievement of 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 [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. **Portfolio Evaluation System**

Faculty must complete five specified activities in order to receive a ranking of 4 or 5 on the [Faculty Evaluation Scale](#). Participants must:

1. **Select goals** and complete the [Preliminary Evaluation Agreement Form](#) (see [Examples of Faculty Goals](#)).
2. Participate in a [Classroom Observation](#) when appropriate.
3. Distribute a **Formative Student Evaluation** once an academic year (see [Sample Formative Student Evaluation Form](#)).
4. Compile an **Annual Evaluation Portfolio** documenting participation in the system and achievement of goals.
5. Participate in a **Final Conference** with the designated supervisor .

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 Related Activities/Academic Support**

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 related activities. Librarians, Department Heads, et al. may concentrate their goals in the area of academic support).

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

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 Service and 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, workshop, 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 and Sharing of Expertise**

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.

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 Heads may choose to concentrate their goals in the area of academic support rather than on teaching.

6. **Preliminary Evaluation Agreement**

At the beginning of the year, faculty must list their proposed goals on the [Preliminary Evaluation Agreement Form, Form 2220/001](#). This form should be presented to the designated supervisor by the time specified by that supervisor. Then, in the course of a scheduled conversation, the faculty member and the supervisor will reach a consensus as to the choice of goals, and a mutually acceptable Preliminary Evaluation Agreement Form will be signed by both parties. Included in the discussion will be the minimum requirements according to academic rank and years of service so that the faculty member may choose to revise goals in order to be eligible for a 4 or 5 on the [Faculty Evaluation Scale](#). 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.

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 related activities/academic support. They should also set one goal in the area of service to the College. 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 related activities/academic support, two goals in the area of service to department/division, and college, and one goal in the area of professional development.
- **Year IV+ faculty*** should set one to three goals in the area of teaching and related activities/academic support, one to three goals in the area of service to the department/division and college, and one to three goals in the area of professional development. For Year IV+ faculty, the minimum number of goals is seven and these goals may be distributed in the areas of teaching/academic support, service, professional development, and/or leadership/sharing of expertise.

*NOTE: For Year II+ faculty, at least one goal listed on the [Preliminary Evaluation Agreement](#) should correlate with an area targeted for development on the previous academic year's [Faculty Member's Final Conference Form](#).

7. 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 the achievement of 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 the achievement of 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. For example, if a faculty member's goal is to teach a course using Canvas Learning Management System, the faculty member may simply download a roster of the students enrolled in the Canvas course. It is not necessary to download assignments, interactions with students, tests, etc.

At the end of the year, faculty must place their documentation demonstrating achievement of 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.

8. **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. Deans of each division will designate whether observations will be done by the Division Dean, Department Heads, 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.

9. **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.

10. **The Annual Evaluation Portfolio**

Faculty will compile an Annual Evaluation Portfolio documenting participation in each of the five steps of the system and achievement of the goals listed on the Preliminary Evaluation Agreement. This portfolio will be brought to the Final Conference. This portfolio will allow the supervisor to verify participation in the system and achievement of 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.

11. **Recommended Format of the Faculty Evaluation Portfolio**

- [Preliminary Evaluation Agreement Form](#)
- [Classroom Observation Form](#)
- Evidence of distribution of [formative student evaluation](#)
- Documentation of achievement of goals in the area of teaching and related activities/academic support
- Documentation of achievement of goals in the area of service to the students, program, division, or college
- Documentation of achievement of goals in the area of professional service and development
- Final Conference Form for Faculty

12. **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 [Faculty Member's Final Conference Form, Form 2220/003](#) to this meeting. At this conference, the supervisor will be able to verify participation in the system and achievement of 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, and student opinion of instruction surveys, 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.

At the end of the final conference, each faculty member will receive a final evaluation score of 0-5 according to the requirements described in the [Faculty Evaluation Scale](#). Achieving a minimum Basic Job Responsibilities score does not guarantee a faculty member's final evaluation score for the academic year; meeting the additional requirements for the final evaluation score as described in the [Faculty Evaluation Scale](#) is also required. If faculty members do not participate in this conference, the supervisor will have no way to evaluate participation in the system or achievement of goals and the maximum score on the Faculty Evaluation Scale is "0."

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

Beginning of September	Supervisors confer with faculty regarding goals if not previously completed. Begin class visits and evaluation of instructional material.
Beginning of October	Faculty members submit completed <i>Preliminary Agreement Form</i> *** submitted to supervisors, if not previously completed.
Mid-October	Student evaluation of instruction
October - March	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.
End of March	Faculty members submit <i>Faculty Final Conference Form</i> to supervisors.
April - May	Supervisors conduct Final Conference with faculty members, individually or with department.
End of June	Division Deans/ Supervisors submit faculty evaluation <i>reports</i> for faculty to Vice Chancellor for Academic Affairs.
Beginning of July	Completed Supervisor's Evaluation Summary Forms due in Office of Human Resources. Supervisors submit list of faculty members NOT eligible for merit raises to Vice Chancellor for Business and Administrative Affairs.

****Preliminary Evaluation Agreement goals are based on program, department, and/or division goals in the areas of Teaching and Related Activities/ Academic Support; Service to Students, Department, Division or College; and Professional Service and Development.*

14. **Required Forms for Faculty**

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

- [Preliminary Evaluation Agreement Form \(Form 2220/001\)](#)
- [Classroom Observation Form \(Form 2220/002\)](#)
- [Sample](#) Formative Student Evaluation Form (*faculty member can design own*)
- [Faculty Member's Final Conference Form](#) (Form 2220/003, *to be filled out by faculty before the Final Conference*)
- [Additional Evaluation Form for Nursing Faculty \(Form 2220/005 for Nursing faculty only\)](#)
- [Supervisor's Evaluation Summary \(Form 2220/006, to be filled out by supervisors only\)](#)

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

15. **Cancellation**

This policy and procedures memorandum cancels AA-2220.1B, *Faculty Evaluation and Improvement of Instruction*, dated July 28, 2003.

Attachments:

[Faculty Evaluation Scale](#)

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

[Examples of Faculty Goals](#)

[Faculty Evaluation Forms:](#)

[Preliminary Evaluation Agreement \(Form 2220/001\)](#)

[Classroom Observation Form \(Form 2220/002\)](#)

[Sample Formative Student Evaluation Form](#)

[Faculty Member's Final Conference Form \(2220/003\)](#)

[Additional Form for Nursing Faculty \(Form 2220/005\)](#)

[Supervisor's Evaluation Summary Form \(Form 2220/006\)](#)

[Supervisor's Evaluation Checklist for Part-time Faculty, Form 2220/007](#)

AA-2220.1C

December 7, 2004*

(*Procedural Update 8/4/17; SOI Suspension 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)

Policy Reference:

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

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