

South Central College

Faculty Performance Appraisal/Evaluation

I. Purposes and Assumptions

South Central College has a commitment to continuous improvement with a foundation of ongoing personal and professional development. The faculty performance appraisal is one part of the process to help achieve that goal. The primary outcome of this performance appraisal plan is to improve teaching and learning effectiveness.

We recognize that the professional responsibilities of faculty members are very diverse and complex. Our purpose is to conduct a faculty performance appraisal through a systematic process that enables faculty to analyze their professional performance and discover their strengths in order to enhance both. This performance appraisal procedure will not restrict academic rights as defined in the MSCF contract in any way.

We assume that faculty:

- are highly qualified in their respective fields
- desire to perform at a high level
- consider successful student learning a priority
- acknowledge that student feedback provides them with insights on how students perceive the course and how they are learning
- value the opportunity for self-reflection and self-directed professional growth
- are most qualified to develop their own goals for improvement and identify methods to achieve those goals

It is the institution's responsibility to assist faculty by providing opportunities and economic support for professional growth.

II. Policy for Faculty Performance Appraisal

In accordance with System Board Policy 4.9, MN Statute 43 A.20, and The Higher Learning Commission Criteria for Accreditation - Criterion 3b, the purpose of evaluation is to demonstrate the quality and effectiveness of the faculty member's work and to determine successful completion of probationary status. Evaluation is designed to create a process for an

Academic Dean to provide constructive feedback as a means for faculty to continue to develop professionally and continue to become outstanding educators who provide the best possible learning opportunities for our students. The organization supports and values effective teaching.

Implementation of the faculty evaluation process will be conducted in accordance with the Procedure on Faculty Performance Appraisal. Faculty that are considered eligible to be evaluated through this process include; Unlimited Full-time, Unlimited Part-time, Probationary, Temporary Full-time and Temporary Part-time as defined below. Faculty will be evaluated using a three - to five- year rotation. Probationary faculty can be evaluated on a more frequent basis in accordance with campus protocol.

Definitions

Performance Appraisal/Employee Evaluation/Faculty Evaluation - For the purpose of this document are interchangeable.

Adjunct Faculty Member - A faculty member who works fewer than five (5) credits in a term.

Temporary Full-Time Faculty Member - A faculty member who has been hired for a full-time assignment for an academic year.

Temporary Part-Time Faculty Member – A faculty member with a part-time assignment of five (5) or more credits in a semester or a summer session.

Probationary Faculty Member - An unlimited full-time or unlimited part-time faculty member who has not completed the required probationary period.

Unlimited Full-Time Faculty Member - A faculty member with a full-time assignment for an academic year that carries the assumption that such employment will continue on a full-time basis in subsequent years.

Unlimited Part-Time Faculty Member – A faculty member with a part-time assignment between forty percent (40%) and eighty percent (80%) over an academic year that carries the assumption that such employment will continue on a part-time basis in subsequent years.

III. Procedure for Faculty Performance Appraisal/Evaluation

1. Dean will email the faculty member the following documents:

- Ø Dean Classroom Performance Appraisal Form (Form #1)
- Ø Peer-to-Peer Review Form (optional. Form #1)

2. The Faculty and Academic Dean will agree on a class visit; either online or on-campus.

2a. For an on-campus observations:

- The faculty and Dean will schedule the classroom observation visit, at least four weeks prior to the classroom visit.
- Prior to the observation beginning, the Faculty will provide the Dean with that week's learning objective(s)
- The Dean will visit the classroom and complete the classroom observation form (Form #1).
- Following the observation, the Faculty will provide the Dean an example of how that learning objective(s) is assessed (i.e. an exam question, an assignment, etc)
- The course selected for the classroom evaluation will be a course that was evaluated by students the previous semester or will be evaluated during the current the semester.
-

2b. For an online course:

- The faculty and Dean will schedule the classroom observation visit, at least, four-weeks in advance.
- The course will be one from the previous semester (so it does not disrupt the course if it is currently being offered).
- The course will be one that was evaluated by students the previous semester.
- The faculty will open a one-week module of content
- The Faculty will provide the Dean that week's learning objective(s)
- The Faculty will provide the Dean an example of how that learning objective is assessed (i.e. an exam question, an assignment, a discussion board, etc)

Note: The Faculty member may invite two colleagues to evaluate the same classroom session. Peer Reviewers will also complete the classroom observation form (below) (optional item)..

3. Dean will forward the Classroom Performance Appraisal Form to HR to be placed in the faculty member's personnel file.

Form #1

Classroom Performance Appraisal Form

List three (3) things that were effective in the classroom:

List one (1) *suggestion* for improvement in the classroom:

Additional Comments from Dean:

Additional Comments from Faculty:

Signature Academic Dean

Signature Faculty

Date

Additional information:

PDP on file and updated? Yes No

PART III
APPENDIX A

Faculty Performance Appraisal/Evaluation Supporting Documentation
HLC Criterion, State, and MnSCU Employee/Faculty Evaluation Statements and Policies

Higher Learning Commission Core Component - 3b

The organization values and supports effective teaching.

Examples of Evidence

- *Qualified faculty determine curricular content and strategies for instruction*
- *The organization supports professional development designed to facilitate teaching suited to varied learning environments.*
- *The organization evaluates teaching and recognizes effective teaching.*
- *The organization provides services to support improved pedagogies.*
- *The organization demonstrates openness to innovative practices that enhance learning.*
- *The organization supports faculty in keeping abreast of the research on teaching and learning, and of technological advances that can positively affect student learning and the delivery of instruction.*
- *Faculty members actively participate in professional organizations relevant to the disciplines they teach.*

MnSCU System Board Policy - 4.9 Employee Evaluation

Part 1. Responsibility

Each Minnesota State Colleges & Universities institution and the Office of the Chancellor shall have in place a procedure for evaluating employees, including faculty and administrators, on an annual basis. Supervisors have the responsibility and authority for evaluation of employees under their supervision unless the college or university procedure provides for another process. This is consistent with requirements in Minnesota Statutes, Chapter 43A.20.

Part 2. Process

Evaluations are to be completed in a manner consistent with any requirements found in Minnesota Statutes and the applicable collective bargaining agreements or personnel plan. A procedure may provide for evaluations of a limited scope in certain years if that is consistent with the language of a collective bargaining agreement.

Minnesota Statute 43A.20 PERFORMANCE APPRAISAL AND PAY

The commissioner shall design and maintain a performance appraisal system under which each employee in the civil service in the executive branch shall 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 shall 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.

SOUTH CENTRAL COLLEGE POLICY & PROCEDURE

SUBJECT: FACULTY PROFESSIONAL DEVELOPMENT PLANS

Authorities:

This policy is written in accordance with MnSCU Board Policy 3.32 and System Procedure 3.321 regarding Faculty Credentialing. The professional development plan process will be administered by the Academic Affairs Office.

Purpose:

This policy applies to faculty in unlimited positions. The purpose of the professional development plan, as stated in System Procedure 3.32.1, *"is to identify activities and/or strategies to be used by the faculty member to maintain currency in the faculty member's credential field(s) and in teaching and learning skills and may include activities that go beyond maintaining currency..."*

Policy:

All faculty members in unlimited positions are responsible to prepare and carry out a faculty professional development plan. Plans will be developed in consultation with the supervisor and shall address specific objectives and expected outcomes in up to six of the following component areas:

1. Content knowledge and skill in the discipline/program
2. Teaching methods and instructional strategies
3. Related work experience
4. Study appropriate to the higher education environment
5. Service to the college and the greater community;
6. And other components, as appropriate

The Professional Development Plan must cover a period of three academic years unless there are extenuating circumstances dependent upon the nature of the activities to be completed. While the plan effective dates may vary, the faculty will be required to annually complete an Academic Plan Progress form provided to them by the supervisor each fall semester to ensure progress and relevancy to the faculty member's credential field and level of teaching experience.

Procedures:

1. Faculty will complete the Faculty Professional Development Plan Form (attached to this policy),

schedule a consultation meeting with Supervisor prior to May 1st and submit the plan to the supervisor by May 1st. The PDP will be effective the beginning of the following academic year.

2. At the consultative meeting, the faculty member explains objectives. Supervisor provides input. The faculty member and supervisor sign PDP. The faculty member maintains a copy of the PDP.

3. The original PDP is kept on file in the Academic Affairs Office. The PDP will not be kept as part of the personnel file. The PDP will not be kept with other documents. Access to the original PDP will be made available to the faculty member upon request.

4. Professional Development Plan progress will be reported annually by the faculty member completing an Academic Plan Progress form. The form will be sent out by the supervisor at the beginning of fall semester each year via the email system as an attachment. Faculty will be required to return the completed form to the supervisor by November 1. The form will be reviewed by the supervisor and attached to their current Professional Development Plan.

5. Faculty members are allowed to "update" or "modify" their plan as needed.

Responsibilities & Dissemination:

The Academic Affairs Office is responsible for implementation of this policy in compliance with Board Policy 3.32 and System Procedure 3.32.1.

Date Revised: 2/18/11

COLLEGE FACULTY PROFESSIONAL DEVELOPMENT PLAN

Unlimited Full-time & Unlimited Part-time Faculty

South Central 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 college professional development policy.

| |
|---|
| Faculty Member Name _____ Credential Field * _____ |
|---|

**Use separate form for each credential field*

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;
not all six need to be
addressed)
professional certifications/licenses.*

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

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: _____

1. 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

Consultation with Supervising Administrator on

Supervising Administrator's Signature _____ Date

The above professional development plan This plan does include the suggestions discussed during

consultation. This plan does not include the suggestions discussed during
(Check one) 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

| |
|-------|
| <hr/> |
|-------|

Form: 3.32

FACULTY PROFESSIONAL DEVELOPMENT PLAN PROGRESS FORM

This form is to be completed annually and submitted to the Academic Affairs Office. Document the completion of the various Professional Development Plan activities completed within the past academic year. This form will be reviewed by the Academic Affairs Office and then attached to your current Professional Development Plan.

1. Content knowledge and skill in the discipline/program:

(Example: Attended Basket Weaving Workshop Oct 5-7, 2010 and attended the following sessions; Reading if the Reed is Right for Your Project, Specialty Weaving Techniques, Marketing to potential Weavers.)

2. Teaching methods and instructional strategies:

(Example: Attended the CTL training session on “Developing Curriculum for D2L” September 21 – 22, 2010)

3. Related work experience:

(Example: Worked at Wonderful Weavers part-time (15 hrs/wk) for 5 weeks, June 5 – July 7, 2010)

4. Study appropriate to the higher education environment:

5. Service to the college and the greater community:

6. Other components, as appropriate:

Faculty Member's Signature:
Form: 3.321

Date: