EASTERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
REGULATION NO. – 5.14

TITLE: EVALUATION FOR FULL-TIME FACULTY REGULATION

DEFINITION: The Evaluation for Full-time Faculty Regulation defines the guidelines, process and evaluation materials included in the comprehensive evaluation for full-time faculty. The evaluation process assesses the quality of faculty performance and identifies areas for improvement, encourages growth in instructor performance and provides reasonable criteria for reappointment. The evaluation process is designed to provide meaningful feedback to the faculty, Academic Program Director, Dean of Career, Technical and Workforce Education, and Dean for Academic and Student Services. All faculty shall be evaluated annually. This policy applies to all full-time faculty regardless of rank or contract type.

EFFECTIVE DATE: JANUARY, 2012; REPLACES 2009 VERSION

Regulation Definitions:

Full-time Faculty: An individual employed full-time on an annual contractual basis designated as faculty who holds rank (per Series 9) and is assigned a full-time workload or equivalent per institutional and WVCCTCE guidelines (Series 8 and BP 3.16).

Summary of Process:
The Full-time Faculty Evaluation Process consists of self-defined faculty goals based on the four performance categories defined in this regulation implementation, and the instructional evaluation developed in keeping with the Faculty Instructional Evaluation (AR 3.4). Evaluations will be conducted annually. Full-time faculty shall receive an evaluation summary prior to June 1. Faculty shall be given a written summary as well as an evaluation conference to discuss the summary.

Evaluation Materials:

Instructional Evaluation Portfolio including documentation as noted in the Practitioner Faculty Instructional Evaluation (AR 3.4), professional goals and supporting documentation for the selected goals (Attachments A and B), Faculty Evaluation Checklist (Attachment C), and any additional support materials as deemed appropriate by the faculty.

Regulation Implementation:

Full-time faculty shall be evaluated on "instructional and curriculum development" and one of the remaining goal categories as chosen by the faculty member. Full-time faculty

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shall provide a statement of professional goals for the evaluation period. Goals will be defined in at least two of the goal categories as listed in the following implementation.

- Instructional and curriculum development: Demonstrated by such activities as developing of new teaching materials or new courses, conducting assessment and incorporating results to guide revision of curriculum.
    - Effectiveness in teaching as demonstrated by such things as student ratings and reactions, judgment of colleagues, development of teaching materials or new courses.
    - Adheres to established academic calendar.
    - Meets classes as scheduled. When circumstances prevent this, arranges in consultation with the supervisor for equivalent alternate class sessions.
    - Uses scheduled final examinations period.
    - Establishes subject matter consistent with department goals (course learning outcomes, selection of instructional resources, etc.).
    - Adheres to learning outcomes as stated in approved Master Course Record Form.
    - Prepares effective classroom/laboratory procedures.
    - Evaluates student accomplishment and provides sufficient opportunities to evaluate student performance.
    - Demonstrates ways in which feedback from evaluation is used to improve teaching effectiveness.
    - Adheres to grading policy as published on course syllabus.
    - Schedules office hours for student consultation.
    - Returns assigned material within reasonable time period that is beneficial to student.
    - Uses classroom technology effectively.
    - Keeps course materials, including textbook selection and reading lists, up to date.
    - Generates enthusiasm and rapport with students.

- Professional growth: Demonstrated by such activities as obtaining advanced degrees, licenses, honors, awards; attending workshops/seminars/conferences in discipline or in support of student learning; continuing formal education through coursework in field; reading professional and trade journals.
    - Conducts personal evaluation of teaching effectiveness and improves performance in weak areas.
    - Attends workshops, seminars, and training sessions in support of teaching and learning.
    - Continues formal education through course work in field of specialization or related area.
    - Develops innovative courses and/or programs.

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- Service to the College: Demonstrated by such activities as successful committee work, participation in College governance, administrative work and work with students in addition to formal student-teacher relationship, mentors new faculty, carries required instructional workload.
    - Attends faculty meetings (department and College), faculty orientation, and faculty development.
    - Serves on department and College committees.
    - Promotes College and departmental programs (academic tours/high school visitations, etc.).
    - Attends college and community activities which support the College mission.
    - Serves as faculty advisor to student clubs, programs or events.
    - Participates in activities that enhance the "stature" of the College in the community.
    - Develops and conducts faculty development sessions.
    - Serves as academic advisor for program majors

- Service to the profession: Demonstrated by such activities as membership in professional organizations; holds licensure in applicable field; success in contribution to the arts or technology, publications, and reputation among colleagues.
    - Reads professional/trade journals to stay current with professional practices and trends in field.
    - Shares with colleagues effective teaching strategies and effective use of technology.
    - Continuing education beyond minimum professional requirements to advance instructional expertise.
    - Belongs to professional/trade organizations.
    - Participates in research and publish articles in scholarly journals and/or textbooks.
    - Presents at local, state or national conferences.

Timeline:

- September 15: Faculty submits a Goals and Priorities form (Attachment A) to the Academic Program Director or immediate supervisor.
- March 15: Faculty submits Self-Evaluation form (Attachment B) to the Academic Program Director or immediate supervisor.
- By April 15: Academic Program Director or immediate supervisor submits written evaluation (Attachment B & C) to the Dean for Academic and Student Services for review and signature.
- By April 30: Dean for Academic and Student Services reviews evaluations (Attachment B & C) and consults with Academic Program Director or immediate supervisor.

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- May 1 – June 1: Academic Program Director schedules meeting with faculty for evaluation conference and distribution of evaluation summary.

Responsibilities:

1. It shall be the responsibility of the faculty to submit Goals and Priorities (Attachment A) and Self Evaluation Forms (Attachment B) and supporting materials at the appropriate times.
2. It shall be the responsibility of the Academic Program Director or immediate supervisor to conduct instructional evaluations and full-time faculty evaluation conferences consistent with the time line. The Academic Program Director will retain the original evaluation materials in the faculty member's file and submit a copy of the final, signed evaluation to Human Resources for retention in the personnel files.
3. It shall be the responsibility of the Dean for Academic and Student Services (or designee) and Dean of Career, Technical and Workforce Education (or designee) to review evaluation summaries prior to conferences. In the event a designee is involved, the same designee will be involved in all evaluations to assure consistency of implementation and standards across all departments.

The Dean for Academic and Student Services and Dean of Career, Technical and Workforce Education are responsible for the implementation of this regulation.

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Dr. Charles Terrell, President Date

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Attachment A
Adapted from SWVCTC

Full-Time Faculty Evaluation
Academic Goals and Priorities

Name:	Academic Year:

This form identifies the professional goals and supporting activities a full-time faculty member expects to complete during the academic year as a component of his/her evaluation process. This form should be completed and sent to the academic program director prior to September 15 of each academic year. The goal categories listed on this form are defined in the Full-Time Faculty Evaluation Regulation.
If a special project or activity is planned, a description should be provided under that category.

1. Instructional and curriculum development

2. Professional growth

3. Service to the College/ Service to the community

4. Service to the profession

Faculty Signature: _____ Date: _____

Academic Program Director or Supervisor: _____ Date: _____

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Attachment B
Adapted from SWVCTC

Full-Time Faculty Evaluation
Academic Goals and Priorities
Self Evaluation Form

Name:	Academic Year:

This form provides the Academic Program Director or immediate supervisor with information for preparing the annual full-time faculty evaluation. Faculty should list significant accomplishments in the categories selected for the annual evaluation noted in the Academic Goals and Priorities Form Submitted in the fall term.

1. Instructional and curriculum development

2. Professional growth

3. Service to the College/ Service to the community

4. Service to the profession

Faculty Signature: _____ Date: _____

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Attachment C:
Full-time Faculty Evaluation Checklist and Summary

Faculty:	Semester:
Academic Program Director or Supervisor:	Date of Review:

Academic Program Director or immediate supervisor completes the Full-time Faculty Checklist and Summary and provides a completed copy to the faculty and retains a copy in the personnel file. The Full-time Faculty Checklist and Summary must be completed for submission with the written evaluation draft for the Dean of Career, Technical and Workforce Education and Dean for Academic and Student Services.

Faculty are to be evaluated in two categories. All faculty are to be evaluated on category 1 (Instructional and curriculum development) and one additional category selected by the faculty as designated on the Academic Goals and Priorities form submitted in September.

Evaluation Component	**Completed**			**Comments**
	Yes	**No**	**NA**	
1. Instructional and Curriculum Development				
Effectiveness in teaching as demonstrated by such things as student ratings and reactions, judgment of colleagues, development of teaching materials or new courses.				
Adheres to established academic calendar.				
Meets classes as scheduled. When circumstances prevent this, arranges in consultation with the supervisor for equivalent alternate class sessions.				
Uses scheduled final examinations period.				
Establishes subject matter consistent with department goals (course learning outcomes, selection of instructional resources, etc.).				
Adheres to learning outcomes as stated in approved Master Course Record Form.				
Prepares effective classroom/laboratory procedures.				
Evaluates student accomplishment and provides sufficient opportunities to evaluate student performance.				
Demonstrates ways in which feedback from evaluation is used to improve teaching effectiveness.				
Adheres to grading policy as published on course syllabus.				
Schedules office hours for student consultation.				
Returns assigned material within reasonable time period that is beneficial to student.				
Uses classroom technology effectively.				
Keeps course materials, including textbook selection and reading lists, up to date.				
Generates enthusiasm and rapport with				

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Evaluation Component	Completed			Comments
	Yes	No	NA	
students.				
Faculty member distributes/posts syllabus during the first week of class; notifies students of syllabus changes with written revisions.				
Faculty member receives a minimum of 3.0 average (5.0 scale) on the IDEA Center forms in the courses selected by the faculty member in the evaluation year (4 courses, 2 per term).				
Faculty member submits grades on time.				
Provides instructional support materials, documented in portfolio • Handouts are prepared by instructor or from alternate sources to support learning outcomes • Additional resources are provided in the classroom, on a webpage or in the syllabus • Examples of student "successes" are provided in portfolio				
Use of instructional technology is documented in portfolio: • Course is delivered on the web or is web-enhanced • Instructional design includes use of effective/relevant technology • Course provides students an opportunity to use technology as applied to the discipline				
2. Professional Growth				
Conducts personal evaluation of teaching effectiveness and improves performance in weak areas.				
Attends workshops, seminars, and training sessions in support of teaching and learning.				
Continues formal education through course work in field of specialization or related area.				
Develops innovative courses and/or programs.				
Presented at conference (Include details in Comments).				
Achieved or maintained professional certification or licensure.				
3. Service to the College				
Attends faculty meetings (department and				

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Evaluation Component	Completed			Comments
	Yes	No	NA	
College), faculty orientation, and faculty development.				
Serves on department and College committees.				
Promotes College and departmental programs (academic tours/high school visitations, etc.).				
Attends college and community activities which support the College mission.				
Participates in activities that enhance the "stature" of the College in the community.				
Develops and conducts faculty development sessions.				
Faculty member has been assigned a 15-hour teaching load (or equivalent reassignment).				
Developed and prepared a proposal for a new course or course revision.				
Prepared national accreditation documents and/or conducted campus visit.				
Developed a federal or state grant application that was funded.				
Prepared course/program review materials and completed assessment process.				
Developed a new training experience.				
Developed proposal for new degree/certificate/emphasis in program area.				
Prepared public exhibit or demonstration.				
Mentored new faculty member or adjunct faculty.				
Advisor to student organization, program or event. Name of organization, program or event:				
Organizer of lecture series (Include title of lecture series).				
Leader of college-wide, professional, or community workshops, courses, or presentations (Include title, date, and place of workshop, course, or presentation).				
Participated in college-sponsored outreach activities – for example, campus visitation day, college/career days, etc.				
Serve as academic advisor for program majors.				
4. Service to Profession				
Reads professional/trade journals to stay current with professional practices and trends in field.				
Shares with colleagues effective teaching				

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Evaluation Component	Completed			Comments
	Yes	No	NA	
strategies and effective use of technology.				
Continuing education beyond minimum professional requirements to advance instructional expertise.				
Belongs to professional/trade organizations.				
Participates in research and publishes articles in scholarly journals and/or textbooks.				
Presents at local, state or national conferences.				
Active member in professional organization(s).				
OTHER: activities which directly contribute to either the academic or administrative functioning of the college, to the community, or to your profession may be reported here and included in the portfolio.				

Evaluation Narrative (Please use additional pages if necessary):

Academic Program Director's or Immediate Supervisor's Signature
_____ Date _____

Comments (to be provided by Dean for Academic and Student Services or Dean of Career, Technical and Workforce Education) (Please use additional pages if necessary):

Dean for Academic and Student Services or Dean of Career, Technical and Workforce Education
Signature _____ Date _____

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My performance evaluation has been reviewed and discussed with my supervisor and I have been advised of how to make improvements in areas indicted in comments and goals.

_____ _____

Faculty's Signature Date

OPTION:
I have read and discussed this performance evaluation with my supervisor; however, I do not agree with this evaluation in its entirety.

_____ _____

Faculty's Signature Date

Comments:

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