Blinn College Faculty Evaluation System

Purpose

1. To provide information in a formal and periodic manner to each faculty member about his/her performance in the overall instructional process. With this knowledge, the faculty member can work to build upon strengths and identify areas of concern, thus improving the instruction and guidance of Blinn College students.

2. To make available to the appropriate Dean, Vice Presidents, and the College President information concerning each faculty member that will allow them to counsel with the faculty member both in areas to be commended and in areas that require improvement, and to make decisions in matters of assignment, promotion, and retention.

Evaluation Procedures

The Faculty Evaluation System includes three parts: a Student Perception of Instruction (SPOI), an Evaluation of the Faculty by the appropriate Dean or his/her Designee, and a Faculty Development Plan the faculty member.

1. Student Perception of Instruction. The College will use an instrument to measure student perceptions of instructional effectiveness developed by the Academic Standards Committee. The committee may consult, as needed, with other institutional offices, such as the Office of Institutional Effectiveness and Enrollment Management and Distance Learning.
   - Following faculty evaluation process guidelines, students in each course will be asked to give their perception of instructional effectiveness.
   - The Student Perception of Instruction will be uniformly administered and overseen by the Office of Institutional Effectiveness and Enrollment Management (IEEM) in consultation with the appropriate Dean or designee. The IEEM office is also responsible for the compilation of results and distribution to the appropriate division.
   - The appropriate Dean or Designee will then review those results using additional information provided for this purpose.

2. Evaluation of Faculty. The appropriate Dean or Designee will evaluate each faculty member in the division using the designated instrument.
   - Evaluation documents for part-time and full-time faculty have been developed, their content based on the approved institutional responsibilities of the respective faculty function. The standard competency level of each faculty member is “meets expectations”; if a higher or lower rating is given, the supervisor will provide an explanatory comment in the space provided.
   - The appropriate Dean or Designee will also review as part of the evaluation process documents such as assessment tools as outlined in the relevant master
course syllabus, the course syllabus, class handouts, and any other relevant documents. Good practice suggests that when one assessment strategy is used to measure success, another assessment strategy should be utilized for comparative purposes (e.g. grade distribution, course tracking, etc.).

3. **Faculty Development Plan**. The faculty member, in consultation with his/her Dean or Designee, will provide a written response to the evaluation conference.
   - The *Faculty Development Plan* provides the faculty member the opportunity to respond to student and supervisor ratings, to discuss any professional development or service activities undertaken during the previous year, and to outline plans for future goals and/or improvements.
   - The faculty member will complete the *Faculty Development Plan* document and return it within the timeline stated to his/her Dean or Designee.

**Assessment of Faculty Performance**

The appropriate Dean or Designee will evaluate faculty according to their success in all these areas:

- **Student Perception of Instruction**
- **Evaluation of Faculty**
- **Faculty Development Plan**

A *Faculty Evaluation System Summary* will be completed by the appropriate Dean or Designee and opportunities for improvement in any of these areas may result in performance improvement plan.

**Administration of the Process and Dissemination of Records**

The responsibility for administering the faculty evaluation system and implementing its procedures shall belong to the Vice President for Instruction for Academic Programs and the Vice President of Technical and Workforce Education.

The Human Resources Office shall keep a file of evaluation records as detailed by this process. To protect the privacy of all concerned, access to evaluation records shall be limited to the College President, appropriate Vice President, Human Resources Office, appropriate Dean or Designee, the faculty member concerned, and others as permitted by law.

The faculty member shall be advised when a document is placed into his/her evaluation file, and shall be entitled to a copy of any document in the file.
Process Implementation.

1. *Student Perception of Instruction* is conducted every semester in every section of every course prior to the official drop date. Deadlines for administration of this instrument are set by the Office of Academic Affairs.
2. Results from the *Student Perception of Instruction* are provided to the appropriate Dean or Designee by the IEEM office by the end of each semester.
3. Each year, *Student Perception of Instruction* results from prior semesters, the *Supervisor’s Evaluation of Faculty*, and any additional supporting documentation are provided to the faculty member for review prior to the faculty evaluation conference.
   a. The faculty member will complete the *Faculty Development Plan* and provide a copy to his/her Dean or Designee before the division deadline.
   b. The appropriate Dean or Designee will review the *Faculty Development Plan* prior to the completion of the supervisor’s evaluation documents.
4. The appropriate Dean or Designee shall meet with each faculty member to review the *Student Perception of Instruction* results, *Evaluation of Faculty* document, the faculty member’s current *Faculty Development Plan*, and any additional documentation provided.
5. Deadlines for completing the Faculty Evaluation System are set by the Office of Academic Affairs.
Faculty Responsibilities

Faculty are responsible to division leadership to perform the following duties. All references to faculty include full-time, adjunct and part-time faculty.

INSTRUCTION:

1. Prepare adequately for all classes.
2. Provide students with the necessary course syllabus on the first day of instruction as outlined in the Faculty Handbook and adequately explain the core components.
3. Teach the course effectively as defined in the Master Course Syllabus.
4. Follow all course and division requirements as outlined in the Master Course Syllabus.
5. Teach assigned classes using the division-adopted course materials regardless of modality.
6. Meet traditional classes at the designated location and time, and for the duration of that scheduled period. Teach the equivalent course content for distance learning classes using the respective modality to ensure that all material is covered in a timely and structured manner.
7. Post office hours and maintain required 40 hours per week with a minimum of 35 on-campus duty hours as required by Board Policy DJ (Local) (full-time faculty). Post and maintain office hours (thirty minutes per week per section taught) in an appropriate area designated for student conferences (part-time faculty). Post the communication mode(s) you make available for student questions (distance learning faculty).
8. Administer final examinations following all College schedules and policies.

DIVISION:

9. Leave the classroom/laboratory in proper order.
10. Attend division meetings as instructed by the Dean.
11. Participate in the College Faculty Evaluation System.
12. Serve dependably on division or College committees as assigned.
13. Assist in maintaining, reviewing, revising, and administering all course-related materials.
14. Participate as requested in division curriculum development and review, as well as course assessment.

COLLEGE:

15. Assist in implementing College regulations.
16. Refer students to Student Services for necessary testing, personal and crisis counseling, and career guidance.
17. Attend district-wide meetings (required for full-time faculty and encouraged for part-time faculty).
18. Maintain and submit by the required deadline student performance records, such as attendance, grades, and course assessment measures.
19. Meet all college deadlines for submitting required personnel/employment documentation.
20. Participate in and assist with collegiate activities such as commencement as assigned.
22. Complete all required online training: Workplace Answers Training, New Faculty Orientation, and Ecampus training by stated deadline.

PROFESSIONAL:
23. Remain proficient regarding all duties and responsibilities related to the classes taught.
24. Maintain professional development as defined in College policy.
25. Conduct instructional and College-related functions in a professional manner.
26. Establish and maintain professional working relationships with students, colleagues, and supervisors.
Student Perception of Instruction (SPOI)
TRADITIONAL COURSE

Students will be asked to provide their perception of instruction for each course; the instrument will be worded as follows.

About yourself:
1. I expect to earn the following grade in this class.
2. I come to class adequately prepared for each session.
3. I have contacted my instructor outside of class.

Overall opinions:
4. I would recommend this instructor.

Course Organization:
1. My instructor made a Course Syllabus available at the first class meeting.
2. My instructor begins and ends class on time.
3. My instructor uses class time to cover course content stated in the syllabus.
4. My instructor makes course requirements clear to me.
5. My instructor is available during scheduled office hours.
6. My instructor’s exams and assignments are related to course objectives.
7. My instructor returns graded work in a timely manner.

Course Instruction:
8. My instructor presents the course material clearly and logically.
9. My instructor uses different methods to help us understand course material.
10. My instructor expects us to use all materials purchased for the course.
11. My instructor recommends additional resources to enhance learning.
12. My instructor demonstrates the significance of the subject matter.

Learning Environment:
13. My instructor creates an atmosphere in which ideas can be freely exchanged.
14. My instructor is enthusiastic about teaching the subject.
15. My instructor interacts fairly and considerately with students.
16. My instructor challenges us academically.
17. My instructor challenges us to explore and evaluate new ideas.
18. My instructor encourages us to take an active role in the class.

This is an opportunity to give your written opinion about this course and your instructor.

1. Please comment on any aspects of this course that you felt were particularly effective.
2. How could this course be more effective?
Student Perception of Instruction (SPOI)
DISTANCE LEARNING COURSE

Students will be asked to provide their perception of instruction for each course; the instrument will be worded as follows.

About yourself:
1. I expect to earn the following grade in this class.
2. I spend adequate time preparing for and participating in my online class.
3. I communicate with my instructor regularly.

Overall opinion:
4. I would recommend this instructor.
5. I am satisfied with the services I received from the Distance Learning Office.

Course Organization:
1. My instructor made a Course Syllabus available at the first class meeting.
2. My instructor covers course content stated in the syllabus.
3. My instructor makes course requirements clear to me.
4. My instructor’s exams and assignments are related to course objectives.
5. My instructor grades work in a timely manner.
6. My instructor responds in a timely manner to my communication.

Course Instruction:
7. My instructor presents the course material clearly and logically.
8. My instructor uses different methods to help us understand course material.
9. My instructor expects us to use all materials purchased for the course.
10. My instructor recommends additional resources to enhance learning.
11. My instructor demonstrates the significance of the subject matter.

Learning Environment:
12. My instructor creates an atmosphere in which ideas can be freely exchanged.
13. My instructor is enthusiastic about teaching the subject.
14. My instructor interacts fairly and considerately with students.
15. My instructor challenges us academically.
16. My instructor challenges us to explore and evaluate new ideas.
17. My instructor encourages us to take an active role in the class.

This is an opportunity to give your written opinion about this course and your instructor.

1. Please comment on any aspects of this course that you felt were particularly effective.
2. How could this course be more effective?
3. Describe any technological issues you experienced that may have affected your performance in this course.
**Evaluation of Faculty**

Referencing the *Faculty Handbook* which defines faculty responsibilities, the appropriate Dean or Designee will evaluate the faculty member by responding to each of the following twenty-five statements. Faculty members who “meet expectations” on each item have fulfilled their responsibilities as defined by the institution. For any rating other than "meets expectations," the appropriate Dean or Designee must provide comments.

The appropriate Dean or Designee will use the following ratings in conducting the evaluation and will provide a summary of each rating.

- U - Unsatisfactory
- NI - Needs Improvement
- ME - Meets Expectations
- EE - Exceeds Expectations

**INSTRUCTION:**

1. Prepare adequately for all classes.
2. Provide students with the necessary course syllabus on the first day of instruction as outlined in the *Faculty Handbook* and adequately explain the core components.
3. Teach the course effectively as defined in the Master Course Syllabus.
4. Follow all course and division requirements as outlined in the Master Course Syllabus.
5. Teach assigned classes using the division-adopted course materials regardless of modality.
6. Meet traditional classes at the designated location and time, and for the duration of that scheduled period. Teach the equivalent course content for distance learning classes using the respective modality to ensure that all material is covered in a timely and structured manner.
7. Post office hours and maintain required 40 hours per week with a minimum of 35 on-campus duty hours as required by *Board Policy DJ (Local)* (full-time faculty). Post and maintain office hours (thirty minutes per week per section taught) in an appropriate area designated for student conferences (part-time faculty). Post the communication mode(s) you make available for student questions (distance learning faculty).
8. Administer final examinations following all College schedules and policies.

**DIVISION:**

9. Leave the classroom/laboratory in proper order.
10. Attend division meetings as instructed by the Dean.
11. Participate in the College faculty evaluation process.
12. Serve dependably on division or College committees as assigned.
13. Assist in maintaining, reviewing, revising, and administering all course-related materials.
14. Participate as requested in division curriculum development and review as well as course assessment.
COLLEGE:
15. Assist in enforcing College regulations.
16. Refer students to Student Services for necessary testing, personal and crisis counseling, and career guidance.
17. Attend general faculty meetings (required for full-time faculty and encouraged for part-time faculty). Attend required college orientation (all new faculty).
18. Maintain and submit on time required student performance records, such as attendance, grades, and course assessment measures.
19. Meet all college deadlines for submitting required personnel/employment documentation.
20. Participate in and assist with collegiate activities such as commencement as assigned.

PROFESSIONAL:
22. Remain proficient regarding all duties and responsibilities related to the classes taught.
23. Maintain professional development as defined in College policy.
24. Conduct instructional and College-related functions in a professional manner.
25. Establish and maintain professional working relationships with students, colleagues, and supervisors.
Faculty Development Plan

The Faculty Development Plan provides the faculty member the opportunity to discuss any professional development or service activities undertaken during the previous year, to respond to student and his/her Dean or Designee’s comments, and to outline plans for future goals and/or improvements.

Professional Growth
1. Faculty members, especially full-time faculty, are expected to participate in student, division, and/or institutional activities.
2. Full-time faculty members are expected to comply with College professional development policies.

Evaluation Response
1. The faculty member is provided an opportunity to respond to the Student Perception of Instruction results.
2. The faculty member is provided an opportunity to respond to the Evaluation of Faculty.

Goals
1. The faculty member provides a written report of progress made on goals established the previous year.
2. The faculty member develops goals for the coming year considering student perception of his/her instruction and his/her Dean or Designee’s evaluation. The faculty member should develop these goals in conjunction with division and institutional goals.

All the instruments used for the Faculty Evaluation System can be found on the Human Resources webpage under forms, http://www.blinn.edu/personnel/index.html, and in the Faculty Handbook section 2.15.