

**PALO ALTO COLEGE
COLLEGE PROCEDURES**

Procedure Number: I 12.0
Procedure Title: Faculty Performance Evaluation Guidelines
Relevant Board / SACSCOC Policy: [D.7.1 Employee Evaluations](#)
[D.7.1.1 Employee Evaluations](#)
[D.7.1.2 Faculty Performance Evaluations](#)
D.4.10 Faculty Code of Professional Ethics
(Policy D.4.10.1 Faculty Code of Professional
Ethics (Procedure))
Originating Unit: Vice President for Academic Success
Maintenance Unit: Vice President for Academic Success

I. Purpose: To describe the performance evaluation process and procedures through which we assess the performance of all full-time faculty members. Full-time temporary faculty evaluations will follow the procedure for evaluation of adjunct faculty. Faculty librarians are evaluated following a separate procedure. Performance evaluations of faculty members are for the following purposes:

- To provide information to individual faculty members concerning job performance, thus contributing to professional growth and development.
- To provide information for use in recommendations concerning other institutional personnel actions such as promotions in academic rank.

This procedure does not supersede any existing policies.

II. Procedure Statement:

A. Overview

1. The basic criterion on which all faculty members will be evaluated is the description of the job for which they are currently employed along with specific duties, which may be assigned. Major specific duties should be documented in writing at the time of assignment. An accurate and updated position description and lists of specific duties must be available to both the faculty member and the chairperson/supervisor prior to the evaluation process. Since faculty are professional educators, it is impossible to create an exhaustive list of all duties and expectations of faculty members, thus the

chairperson/supervisor's judgment of the items to be considered is final, subject to an appeal to the respective dean.

2. A formal session between the faculty member and the chair/supervisor will be held annually for discussing mutual expectations and progress of the faculty member. Informal sessions between the faculty member and chairperson/supervisor are encouraged, especially when reservations about performance exist.
3. Faculty shall complete the evaluation process annually for the first five years of full-time employment and biennially after the first five years of employment. Faculty who are hired at the start of the Spring term shall complete a self-evaluation and evaluation by Chair during that first term. (See attachments A and B.)
4. During each portion of the evaluation process, the faculty member shall follow the steps and timelines defined in the process.
5. Faculty chairs will be evaluated according to guidelines established specifically for chairs.
6. Faculty being evaluated will build a portfolio with evidence covering the evaluation period of each component requirement and optional activity in the evaluation model and upload the necessary/relevant evaluation materials when required. The evaluation process includes the faculty member's portfolio of evidence including student evaluations, the review and assessment of the portfolio by peers and by chair, and the enrichment or improvement plan.
7. Student evaluations will be administered in every class every fall and spring term.
8. Classroom observations will be conducted annually by the chair or designee every year for the first five years of full-time employment and every other year after that. Classroom observations will also be conducted by the chair or designee during any year the faculty member is applying for promotion. The observation is an enrichment experience and includes a discussion between the two participants. Any faculty member may request a reasonable number of additional classroom observations by the chair or peers at any time. Additional observations may occur at any time at the request of the chair.
9. The evaluation form shall utilize the following rating designators with their associated definitions.
 1. E = Exemplary Performance – Meets all requirements + at least two optional activities

2. P = Proficient Performance – Meets all requirements
 3. I = Improvement Required – Did not meet ONE requirement
 4. U = Unacceptable Performance – Did not meet TWO or more requirements
10. Following the evaluation by peers and chair, the chair will discuss the results with the faculty member. The faculty member will have the opportunity, at that time, to create a Development Plan, which will outline the faculty member's goals for professional enrichment. Faculty who receive an "Improvement Required" or "Unacceptable Performance" rating on any component area (e.g. Instructional Assessment, Service to Department) will develop an Improvement Plan in collaboration with the chair and dean, which will outline the steps that will strengthen the relevant component area. Faculty with an Improvement Plan will complete an annual evaluation until the Improvement Plan is satisfied as determined by the President.
 11. All faculty evaluations by chair/supervisor will be reviewed by the appropriate dean. Administrative oversight by the Vice President of Academic Success is expected for every faculty member.
 12. If a faculty member is not satisfied with an evaluation, he or she may utilize the official grievance procedure as provided for in district board policies and procedures.

B. EVALUATION GUIDELINES

Faculty performance evaluations provide a mechanism for faculty to regularly reassess professional performance and use such assessment as a basis for improvement of instruction. Performance evaluation of faculty shall be based primarily on four factors:

1. Teaching: including instructional design, delivery, and assessment; class/course management
2. Scholarly/Creative Activities: including professional development; discovery/creative activities; dissemination
3. Service: including to the institution, profession, and the general public
4. Administration: where applicable for academic leadership assignments

While the primary responsibility of faculty is teaching, service and professional development are also areas of professional responsibility and must be a part of the performance evaluation. The following guidelines are provided to facilitate coordination among institutional processes for faculty performance evaluation and promotion in rank.

The faculty performance evaluation process is based on four component areas: (1) Student Surveys, (2) Classroom Evaluations, (3) Peer Evaluations, and (4) Chair Evaluations. As a final step, all full-time faculty have the opportunity to submit a faculty development plan as a blend of both self-evaluation and as a response to the results of the evaluation process.

Evaluation by chairperson/supervisor:

The chairperson/supervisor will conduct an annual written evaluation for all full-time faculty members each year of the first five years of full-time employment and every other year after that. The evaluation will be based on criteria outlined below.

1. Student Surveys:

Student evaluations of all faculty will be conducted according to the following guidelines:

- a. Student surveys are mandated by State of Texas Legislature House Bill 2504 to be conducted every regular semester (Fall and Spring) of every year for all classes for every faculty member.
- b. The faculty evaluation process includes student surveys for all classes of all instructors of record regardless of status.
- c. The process is designed to protect the confidentiality of both student and faculty member.
- d. Student surveys, administered through an online software that can be directly linked to our course learning management system, are conducted within the course term and in a format that assures anonymity.
- e. Student surveys are conducted for all classes regardless of modality of instruction.

2. Classroom Observations:

The following guidelines will be used for classroom observations:

- a. For full-time faculty, classroom observations are conducted during each year in which a faculty member submits a portfolio for evaluation, annually for the first five years of employment, and biennially after the first five years of employment
- b. Classroom observations are performed by the Department Chair, or designee, and are designed to complement the student perspective with a professionally informed appraisal.
- c. The approved classroom observation form, for online asynchronous or

- face-to-face synchronous classes, will be used (attached).
- d. A copy of the completed form will be provided to the faculty member and the original will be placed on file in the office of the chairperson/supervisor.
 - e. Observations will be scheduled at the mutual convenience and consent of affected persons.
 - f. Any faculty member may request additional classroom observations by the chairperson/supervisor or peers at any time. Additional observations may be requested by the chairperson/supervisor in writing, stating the reasons for the request. If the faculty member is unwilling to undergo additional observations, then he or she may appeal to the appropriate dean.
 - g. Faculty will use the classroom observations in their portfolio and development plans, and the Chair will use the results in their performance evaluations and recommendations.
 - h. The results of classroom observations are also used by peer reviewers and promotion committees.

3. Peer Evaluations

Peer evaluations will be conducted according to the following guidelines:

- a. Peer reviews are conducted during the spring semester for each faculty member who is submitting a portfolio for evaluation. Full-time faculty must have a peer evaluation every spring during their first five years of employment and a peer evaluation biennially after their first five years of employment.
- b. All faculty seeking promotion must submit a portfolio for peer evaluation the spring term prior to the year in which the individual will apply for promotion.
- c. Peer reviews will be independently conducted by faculty members who have been anonymously assigned as peer reviewers.
- d. Peer evaluations are conducted to ensure that faculty members' performances in three essential areas – teaching, service, and professional development – are reviewed by a panel of three experienced faculty members from their discipline and/or division.
- e. Peer evaluations involve a review of the portfolio submitted for evaluation. The peer evaluation shall be based primarily on the four factors outlined at the beginning of this section (B).
- f. The peer evaluations produce recommendations for improved performance and are required as supporting documentation in the promotion process.

4. Evaluations by Chair

Chair evaluations will be conducted according to the following guidelines:

- a. Chair evaluations are conducted the spring semester for each faculty member who is submitting a portfolio for evaluation. Full-time regular faculty must have a chair evaluation each year during their first five years of full-time employment and a chair evaluation biennially after that.
- b. It is the responsibility of each department chair or faculty supervisor at Palo Alto College to conduct evaluations of all full-time faculty.
- c. Chairs use student survey results, classroom observations, peer evaluations, and evidence provided within the faculty member's portfolio as the basis for their evaluations.
- d. Chair evaluations of the portfolio the faculty member submitted for evaluation shall be based primarily on the four factors outlined at the beginning of this section (B).
- e. The chair evaluation shall utilize the rating designators outlined in part II.B.9 of this procedure.

Attachments:

Attachment A: Faculty Self-Evaluation

Attachment B: Faculty Evaluation by Chair or Supervisor

Attachment C: Online Classroom Observation

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Approved:

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