



Faculty Evaluation Procedures

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For more information go to the Faculty & Staff Evaluation website at www.austincc.edu/hr/eval/ or for questions or assistance about the [PEP program](#) e-mail the [Faculty and Staff Evaluation Coordinator](#) or call our office at 223-7745.

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I. OVERVIEW

- A. The purpose of evaluation is to support the continuous improvement of the teaching skills of the faculty of Austin Community College (ACC). The faculty evaluation process is conducted primarily during the fall semester each year; however, evaluations are also conducted during the spring and semester for instructors who were not evaluated during the fall semester or who desire an additional evaluation. Additionally, supervisors may request a subsequent evaluation for faculty members. All new full-time and adjunct faculty members are evaluated during their first semester at ACC.
- B. Southern Association of Colleges and Schools (SACS) requires accredited institutions to conduct an effective faculty evaluation. *According to the SACS Criteria for Accreditation (Section IV) 4.8.10, Criteria and Procedures for Evaluation: An institution must conduct periodic evaluations of the performance of individual faculty members. The evaluation must include a statement of the criteria against which the performance of each faculty member will be measured. The criteria must be consistent with the purpose and goals of the institution and be made known to all concerned. The institution must demonstrate that it uses the results of this evaluation for improvement of the faculty and its educational program.* (www.sacscoc.org/principles.asp)
- C. To ensure compliance with the SACS requirements, the ACC Board of Trustees has adopted two policies which apply to the evaluation process:
 - 1. Policy E-1 section A-3 states: *The College shall provide efficiently-delivered high quality instruction that closely matches student and community needs and enables rapid student progress to competence in their chosen fields . . . The College shall systematically provide the support needed for sustained high-quality instruction that develops the work habits and problem-solving skills needed for successful employment and educational advancement.* (www2.austincc.edu/board/policies/E1.htm)
 - 2. In addition, policy F-4 section R states: *The President shall maintain administrative rules that specify how and by whom evaluations of faculty are to be conducted, what level of performance is required for an evaluation to be considered favorable in the context of this policy, and how evaluations may be appealed. The appeal process shall be constructed so as to meet any legal requirements for notice and hearings.* (www2.austincc.edu/board/policies/F4.htm)
- D. In accordance with board policy and the SACS requirement, Administrative Rule 6.07.001 provides the guidelines for conducting faculty evaluations.

II. EVALUATION PROCESS – INSTRUCTIONAL FACULTY

- A. General Rules
 - 1. The faculty evaluation process includes multiple components and is conducted annually.
 - 2. Full participation in the faculty evaluation process is required.
 - 3. The Faculty & Staff Evaluation office will establish evaluation timelines and will provide complete evaluation procedures to the college community. The Faculty & Staff Evaluation office will heretofore be referred to as FSE.
 - 4. Changes in the evaluation process will be approved by the Academic and Campus

- Affairs Council and distributed to the faculty in a timely manner.
5. FSE shall provide evaluation reports according to the Faculty Evaluation Procedures.
 6. Unless a faculty member does not teach during the academic year, a student evaluation must be conducted.
 7. All new faculty members must conduct student evaluations for every class taught during the first semester of employment.
 8. For most faculties, student evaluations for the fall semester will be used to complete the Evaluation Summary. Spring and/or summer student evaluations will be used for faculty who did not teach in the appropriate fall semester. Spring and/or summer evaluations may also be used in the following instances.
 - a) If the faculty member feels the fall evaluation does not adequately reflect the teacher's competence, spring and/or summer student evaluations may be used upon request, in addition to the fall evaluations.
 - b) Department chairs and/or deans may request spring and/or summer evaluations if the findings of the evaluation committee warrant it.
 9. Faculty members may dispute the outcome of their evaluation according to Administrative Rule # 6.08.005, "Management of Employee Complaints."
 10. Changes to this administrative rule and the Faculty Evaluation Procedures must be approved by the Faculty and Staff Evaluation Committee and the Academic and Campus Affairs Council.

B. In-Class Evaluation of Faculty

2. Fall Evaluations

- a) All faculty members teaching in the fall semester must participate in the evaluation process.
- b) Each faculty member will receive, through email and campus mail, information concerning the student evaluation process and a schedule specifying the time periods during which evaluations must be conducted.
- c) FSE will distribute evaluation packets to each instructor directly through campus mail to the mailbox at the campus where the class is taught.
- d) If a faculty member does not receive a packet for a particular section, the faculty member must contact FSE prior to the designated evaluation window.
- e) Course information which will be printed on the outside of each packet will include: the instructor's name, course title, course number, campus, instructional method, synonym, and instructor Datatel ID number. In addition, Instructions for the Instructor and Instructions for the Student Monitor will be printed on the outside of the packet.
- f) Enclosed in each packet will be the appropriate Faculty Assessment Instruments.
- g) A supply of pencils to mark the Faculty Assessment Instruments will be available in the campus administrative office. The instructor will be responsible for picking up a package of pencils prior to the in-class evaluation.
- h) Each faculty member will: -
 - (1) Schedule an evaluation session for each section taught.
 - (2) Inform students in each section of the evaluation process.

- (3) Select a student monitor to conduct in-class evaluations.
 - (4) Instruct the student monitor to return all evaluation materials to the campus administrative office when the in-class evaluation is complete.
3. Spring and Summer Evaluations
 - a) Additional evaluations will be scheduled in the spring and summer semesters for new-hires, as well as supplemental evaluations requested by the instructor or supervisor. Supervisors must request evaluations for:
 - (1) Faculty who were not evaluated in the fall semester.
 - (2) Faculty members whose fall evaluations have raised concerns for the supervisor.
 - b) Spring and summer evaluations will be scheduled only by request. See the FSE web site to request additional evaluations.
 - c) Faculty should retain copies of their spring and/or summer evaluations in case they are not assigned a course in the following fall semester. In such a case, they should submit copies of the earlier results along with the Faculty Input form at the prescribed time at the beginning of the spring semester so that the evaluation summary process for the year can be completed.
 - d) In most cases an instructor's fall student evaluations provide the basis for evaluation. In the absence of a fall evaluation, evaluators should use spring and/or summer evaluations. In conjunction with the fall evaluations, spring and/or summer evaluations may also be used if the instructor, evaluator, and the department chair believe that it will add relevant information to the evaluation process.

C. Evaluations for Distance Learning Courses

Distance Learning and the Faculty & Staff Evaluation Office now offers ACC students the opportunity to evaluate their Distance Learning instructors via Student Online Services.

1. Make an announcement to your students explaining how to complete DL faculty evaluations by going to the "Student Online Services" page: www.austincc.edu/ITdocs/WebAdvWeb/faceval/ . At this page, students will select the option to conduct faculty evaluations of their DL instructors. The evaluation form is Form C – Open Campus (Distance Learning) Form.
2. Faculty can preview the process at www.austincc.edu/ITdocs/WebAdvW-eb/faceval/ This FAQ document is also accessible on the Student Online Services Faculty Evaluation screens for the students.
3. A listing of the student's current DL courses will be displayed, along with the faculty names teaching the courses. Students will select each course/faculty member, complete the evaluation and submit it. Once the course evaluation has been submitted, the student will no longer be able to evaluate that course/instructor. Students will not be able to use the online evaluation once they have received a grade for the section.
4. The process for reporting evaluation results is the same as the current process and student/faculty confidentiality is the same as the paper/pencil counterpart. Evaluation results and comments will be stored in Datatel and distributed to both the instructor and supervisor in the normal cycle of faculty evaluation processes.
5. Please inform/remind your students of this opportunity to evaluate all their Distance Learning instructors. Any location with internet access will provide the opportunity

to participate in this online process. Paper versions of the evaluation will no longer be available in the Testing Centers as in the past.

6. The online evaluation process will follow the same schedule as face-to-face classes. Online evaluations are no longer available when the term ends.

D. Centers and Early College Start Sites

1. Faculty evaluation packets will be distributed to the off-campus site personnel by the Early College Start office.
2. Evaluation packets will be given to each instructor by the center supervisor or designated site personnel.
3. Each instructor will give the evaluation packet to the student monitor to conduct the in class evaluation.
4. After the in-class evaluation, the student monitor will return the evaluation packet to the center office or designated site personnel.
5. The designated center or site personnel must return the evaluation packets to the Early College Start office to be forwarded to FSE.

E. Other Sites

FSE will coordinate the evaluation distribution procedures for courses taught at non-traditional sites. (i.e., swimming pool, driving range, etc.)

F. Processing Student Evaluations

1. FSE will process the faculty evaluation materials and generate the evaluation reports. The evaluation reports and copies of the student comment sheets will be sent to faculty members and department chairs. Faculty rating reports and grade distribution reports will be sent to Department chairs, deans, associate vice presidents, and the Executive Vice President.
2. Reports for each instructor will be grouped together and sent via campus mail to the instructor's mailbox.
3. In addition, FSE will sort the evaluation reports according to the appropriate department chair. FSE will then distribute the evaluation reports, student comments, grade distribution report, faculty rating report, and blank evaluation summary forms to the department chair.
4. If an instructor is not going to be teaching at ACC during the semester that the reports are distributed, FSE must be notified in writing by the end of the semester being evaluated. If the instructor is unable to notify FSE by the end of the semester being evaluated, notification must take place as early in the subsequent semester as possible. An alternate address must be provided to FSE if the instructor wishes to receive a copy of the evaluation report and student comments.

G. Portfolios

1. In addition to student evaluations, full-time or adjunct faculty instructional performance is evaluated through portfolios. Portfolios provide faculty with an opportunity to “showcase” their work. They also provide evaluators with an opportunity to review such things as course objectives, grading policies, and classroom management. When used correctly portfolios can provide evaluators with a look into the classroom. More importantly, they can provide faculty with an opportunity to reflect on what they do and why. Portfolios are due November 1 of the applicable academic year. If faculty teach in multiple disciplines, a discipline-specific portfolio will be required for each discipline.
 - a) General Rules
 - b) Each faculty member is required to submit a portfolio according to the three-year cycle approved by the Executive Vice President.
 - c) All adjunct and full-time faculty shall complete a portfolio according to

- the timelines established by the faculty evaluation procedures.
- d) Each department may recommend increasing the requirements for the discipline's portfolio beyond the baseline described in the faculty evaluation procedures. Approval shall be made by the appropriate dean and associate vice president.
 - (1) ACC has a three-year cycle for portfolio evaluations. Therefore, instructors will be categorized in one of two ways based on the number of years of service at ACC. For the portfolio process, years of service are considered to be the total number of years the faculty member has taught at ACC. Special considerations:
 - (2) If an instructor only teaches one semester during an academic year, that year is still considered one year of service.
 - (3) If an instructor has not taught at ACC during the previous three academic years, the dean will determine whether or not the instructor needs to be placed back on the first year of the portfolio process.
2. The portfolio will include the following:
- a) Syllabus for each course (not section) taught, up to four courses
 - b) Samples of major assignments, tests, projects
 - c) Statement of Teaching Philosophy
 - d) Course Commentary
 - e) Professional Development Plan
3. Explanation of Portfolio Content
- a) Syllabus: The syllabus is fundamental in connecting a student with the instructor and the institution and is a binding contract between the student and the instructor. A review of the syllabus can indicate whether an instructor is clearly informing students of the policies and procedures of the class and whether those policies and procedures violate best practices or college policy. Unless otherwise directed by your department, submit a syllabus for each course (not each section) taught during the prescribed period, up to a maximum of four courses.
 - b) Samples of Major Assignments: Tests, Projects, etc.: Submit samples of the handouts that are given to students that relate to major assignments or projects. Also submit samples of tests, quizzes, etc. The evaluation team can use these samples to determine if students are being tested over the objectives of the course as given in the syllabus and handouts and if they meet departmental course objectives. The review of the syllabus, handouts, and tests are a part of a whole. The contents of each should complement and reinforce the other.
 - c) Statement of Teaching Philosophy: The statement of teaching philosophy provides valuable insight into how and why an instructor teaches. A statement of teaching philosophy contains the overall values, goals, and objectives of teaching as well as the broad objectives students should learn from the course. The teaching philosophy needs to express what faculty do as teachers and why. The evaluators use the philosophy to determine if the instructor's goals and objectives are congruent with that of the college, the department, and the discipline.
 - d) Course Commentary: The course commentary is an application of the teaching philosophy to one particular course. The course commentary

should contain a statement of what, how, and why the instructor is doing what he or she is doing in one particular course. The faculty member is to reflect on what is being done in a particular course, to examine the methods used to teach the course, and to evaluate the faculty's teaching effectiveness in that course.

- e) Professional Development Plan: The Professional Development Plan will detail anticipated professional development activities in which the faculty member plans to participate over the next one-year or three-year portfolio cycle. Development activities should include growth opportunities, activities designed to close gaps in the instructor's subject matter content knowledge, or corrections of deficiencies or pedagogical concerns identified through the faculty evaluations process. The Professional Development Plan will provide the opportunity for an instructor to demonstrate the specific actions taken by the instructor to enhance teaching performance.
- 4. Faculty with three years of service or less at ACC:
 - a) Each faculty member, in the first, second, or third year of teaching experience at ACC, will submit the appropriate portfolio based on the number of years of service.
 - b) First Year at ACC (First Year Portfolio): Who: All new full-time and adjunct faculty What: Syllabus for each course (not section) taught, up to four courses Samples of major assignments, tests, and projects
 - c) Second Year at ACC (Second Year Portfolio):
 - (1) Who: All faculty who are in their second year of service.
 - (2) What: Same contents as the First Year Portfolio (see above) for the preceding two academic years plus the Statement of Teaching Philosophy
 - d) Third Year at ACC (Third Year Portfolio):
 - (1) Who: All faculty who are in their third year of service and one-third of all full-time faculty on 3-year contracts or adjunct faculty with more than three years of service
 - (2) What: Same contents as Second Year Portfolio (see above) for the preceding three academic years plus the Course Commentary and the Professional Development Plan
- 5. Faculty with more than three years of service at ACC: Each faculty member with 3 or more years of teaching service at ACC will be assigned a date to submit a third year portfolio. The portfolio will contain the same contents as the Third Year Portfolio. Contents are submitted from the previous three academic years of teaching and are due November 1.

H. Faculty Input Forms

- 1. Faculty Input Form -The Faculty Input form is evaluated by departments as a part of the evaluation process. The Faculty Input form provides faculty the opportunity to respond to student evaluations and to document professional service. The Faculty Input form is available from the FSE web site as a downloadable Microsoft Word document or printable PDF document. After completion, faculty must sign and turn it in to the department for review. Timelines for completion of the Faculty Input form are detailed on the Faculty Evaluation Calendar. Faculty who were not evaluated during the fall semester but who were evaluated in the previous summer or spring semester should fill out and submit the Faculty Input form based on the above

evaluation results.

2. Administrative Input Form -The Administrative Input form is available to department chairs, center supervisors, the Director of Distance Learning, and the Director of Early College Start. This form allows input to departments regarding faculty performance. This feedback is optional and the Administrative Input form is not required. The due date for submission of the form will be listed on the evaluation schedule. The Administrative Input form is available through the FSE web site.
3. Instructional Input Form - The Instructional Input form is available to department evaluators to document performance. This form is optional and can be found on the FSE web site.

I. Professional Service

The professional service element of an evaluation, which is required for full-time faculty but optional for adjunct faculty members, is based on a review of non-teaching duties of a faculty member. Professional service includes, but is not limited to, department participation, curriculum development, college committee service, lab/tutor supervision, compliance with administrative procedures, interaction with faculty/staff, and any other relevant data.

J. Administrative Performance: (adjunct only)

The administrative performance component of the evaluation process is based on adjunct faculty compliance with ACC policies and procedures. Administrative performance includes, but is not limited to, compliance with procedures such as conducting required student evaluations, submitting grades on time, conducting posted office hours, and any other relevant data. In addition, any information provided on the Administrative Input Form may be included as part of administrative performance.

K. Instructional Performance

Instructional performance for all faculty members is based on a review of the faculty member's instructional material. This evaluation is based on the faculty portfolio (when required), Grade Distribution Report, the faculty's input from the Faculty Input form, student comments, and classroom observations.

L. Grade Distribution

FSE shall provide department chairs and deans a grade distribution report at the beginning of the semester following the semester the evaluation was administered.

M. Professional Development

1. Full-Time Faculty Professional Development Administrative Guidelines
 - a) All full-time faculty members are required to complete 12 clock hours of professional development activities during the academic. See the professional development calendar for completion deadlines.
 - b) Additional professional development hours above the minimum may be required of an individual employee based on a performance improvement plan (see AR 6.07.002).
 - c) Professional development activities must be directly related to the faculty member's teaching duties. These activities may not, however, include activities that are part of the faculty's regular duties (such as curriculum development or normal course preparation time) or activities for which ACC pays the faculty member an additional stipend (such as innovation grants or summer institute).
 - d) Professional development activities may include, but are not limited to, credit and non-credit courses, workshops, seminars, online credit and non-credit courses/tutorials, and teleconferences. These activities may

- be offered by the ACC Professional Development office, by specific disciplines within ACC, by other ACC offices (such as Human Resources), or by sources outside of ACC.
 - e) The faculty member's professional development is subject to pre-approval.
 - f) Because a faculty sabbatical involves a year of professional development, faculty members participating in a sabbatical are not expected to complete the twelve-hour requirement. Professional development credit for sabbaticals of less than one year will be coordinated through the Professional Development office.
 - g) See the professional development website for full-time professional development activity guidelines and procedures.
2. Adjunct Professional Development Administrative Guidelines
- a) All adjunct faculty are expected to complete four clock hours of professional development each academic school year. See the professional development website at for development activity guidelines.
 - b) Additional professional development hours above the minimum may be required of an individual employee based on a performance improvement plan (see AR 6.07.002).
 - c) Professional development activities must be directly related to the adjunct faculty teaching duties. The activities may not include activities that are part of the faculty's regular duties (such as curriculum development or normal course preparation time) or activities for which ACC pays the adjunct faculty member an additional stipend (such as innovation grants and summer institute).
 - d) Adjunct professional development activities may include but are not limited to credit and non-credit courses, workshops, seminars, online credit and non-credit courses/tutorials, and teleconferences. These activities may be offered by the specific disciplines within ACC, by other ACC offices (such as the Professional Development office or Human Resources), or by sources outside of ACC.
 - e) The adjunct faculty member's professional development is subject to pre-approval.
 - f) See the Professional Development web site for adjunct faculty professional development activity guidelines and procedures.

III. FACULTY RESPONSIBILITIES

- A.** Every full-time and adjunct classroom faculty member (referred to from this point forward as faculty) will participate in the annual faculty evaluation process. The FSE web site has current information regarding the complete faculty evaluation process.
- B.** Steps
 - 1. Receive student evaluation packets- Prior to the beginning of the evaluation window, each faculty member will receive student evaluation packets for each course taught. Evaluation packets will be distributed to the faculty mailbox at the campus where the course is taught.
 - 2. Choose date to conduct the in-class evaluation - Evaluation timelines will be

distributed prior to the beginning of the faculty evaluation cycle. Inform your class that an in-class evaluation will be conducted and that you will not be in the room for the evaluation and will not see the results of the evaluation until after the final grades have been turned in.

3. Check information on the packet label - Check all information on the packet label and make any corrections. Information includes: instructor name, course title, course number, campus, instructional method, synonym, and instructor Datatel ID number.
4. Pick up pencils from the campus administrative office.
5. Take evaluation packet and pencils to class on the day of the evaluation.
6. Select a student monitor - The instructor will select a student to monitor the evaluation. The student monitor will be responsible for distributing the evaluation materials to the students, reading the evaluation instructions, gathering the evaluation materials at the end of the evaluation, and returning the materials to the campus administrative office or designated site location.
7. Give materials to student monitor - Faculty will receive evaluation materials in sealed packets. Faculty must give the evaluation materials to the designated student monitor during the chosen evaluation period to conduct the in-class student evaluations. Review student monitor instructions on the envelope with the student monitor. Leave the room during the evaluation.
8. Student monitor conducts the student evaluations - The student monitor will conduct the evaluation and return the completed packets to the Campus Administrative Office (or designated site location) for processing. Students not in attendance during the in-class evaluation will not be given an opportunity to makeup the evaluation.
9. Send the faculty evaluation portfolio to the department chair - If a portfolio submission is required for that year, faculty must send the faculty evaluation portfolio to the department chair by the November 1. If faculty teaches in multiple disciplines, a portfolio will be required for each discipline. Portfolio information can be found in section II-D of this manual.
10. Receive the student evaluation results - Faculty will receive a printout of all the student evaluation results, a summary sheet for each discipline taught, and copies of any student comments for each section evaluated. These reports will be sent to each faculty member, as well as the department chair, at the beginning of the following semester. For examples of all forms and reports, see the appendix of this manual.
11. Complete the Faculty Input form - The Faculty Input form is available as a downloadable Microsoft Word document or printable PDF from the FSE web site. Faculty must download the Faculty Input form, fill out the required information, and turn it in to the department chair for review. Timelines for completion of the Faculty Input form are detailed on the faculty evaluation calendar.
12. Faculty members who were not evaluated during the fall semester but who were evaluated in the previous summer or spring semester should fill out and submit the Faculty Input form based on the above evaluation results
13. Review and Sign the Evaluation Summary form - Faculty must review and sign the Evaluation Summary form. The signature only signifies receipt of the form, not agreement with the contents. Following the faculty review and signature, the Evaluation Summary form will be returned to the dean for review and distribution.
14. Optional Department Chair Conference - If faculty have any questions concerning the evaluation process or results, the faculty may request a face-to-face conference with the department chair. If a conference is desired, check the appropriate box on the Evaluation Summary form.
15. . Optional Dean Conference - A faculty member may request a face-to-face

conference with the dean to discuss any questions concerning the evaluation process or results. If a conference is desired, check the appropriate box on the Supplemental Conference form.

16. Receive a copy of the completed Evaluation Summary form - When all required signatures have been obtained, the deans will distribute copies of the Evaluation Summary form as indicated on the form.
17. Retention of Portfolio - At the end of the evaluation process, portfolios will be returned to the faculty member. In the event of a dispute over the evaluation, faculty are responsible for keeping a copy of the portfolio until the dispute is resolved. The department may retain portfolios past the end of the evaluation period with previous approval from the dean. When the department retains the portfolio and a dispute arises, a copy must be made available to the faculty.

IV. DEPARTMENT CHAIR RESPONSIBILITIES

- A.** Department chairs play a critical role in the collection of the required information, the convening of the department evaluation subcommittee (if applicable), and the summary evaluation of both full-time and adjunct faculty. Because the information included in the evaluation form is confidential, reasonable precautions must be exercised to ensure that only authorized individuals view the information during the evaluation process.
- B.** The instructional materials and input forms required in the evaluation process are the same for both full-time and adjunct faculty with the exception of the Evaluation Summary form. The Evaluation Summary forms are available as NCR forms that are distributed with the faculty evaluation reports and as a printable PDF document. Additional NCR forms may be obtained from the campus administrative office or FSE. Other required forms can be downloaded from the FSE web site.
- C.** When the evaluation process is complete, the department chair or designee returns the portfolio (unless departmental retention is needed and approved) to the faculty member and all completed forms to the appropriate office. Do not send the forms or instructional material to the Faculty & Staff Evaluation office.
- D.** Steps
 1. Receive the student evaluation report packets and grade distribution report FSE will send a copy of all student reports and comment sheets for each faculty to the department chair. In addition, a grade distribution report listing all faculty by discipline will be included. If the materials are not included with the faculty's packets or are not received by the date indicated on the evaluation schedule, contact FSE immediately.
 2. Receive copy of the portfolio from assigned faculty - If a faculty member is required to turn in a portfolio during that academic year, the instructor will send it to the department chair or designee. If the faculty member teaches in two different disciplines, a portfolio will be required for each discipline. The department chair should ensure that each faculty member in the discipline is aware of the specific requirements of the department.
 3. Receive Faculty Input Form - The department chair or designee will receive the faculty's Faculty Input form. If a committee has been appointed to review the evaluations, the department chair should provide the current Faculty Input form for each faculty member as well as the faculty member's evaluation reports, student comments, and portfolio to the committee. In addition, the department chair should provide the committee with the grade distribution report and the faculty rating report.

4. Perform the Instructional Evaluation - The department chair or appropriate designee conducts the evaluation. Evaluations of adjuncts should be by teams of two or more.
 - a) Items needed to conduct the summary evaluation are the: Faculty Input form, portfolio (if required), discipline grade distribution report, and the student evaluation reports.
 - b) The evaluator will review the information and evaluate the instructional performance of the faculty member.
 - c) If the Instructional Input form is used to document the rationale for the instructional performance rating, the department chair or chairperson of the evaluation subcommittee must sign the form. NOTE: Refer to the instructions on the Instructional Input form regarding the process for form completion.
 - d) In addition, the department chair or subcommittee chair must also complete and sign the appropriate section of the Evaluation Summary form for each faculty member evaluated.
5. Complete the Evaluation Summary Form
 - a) Evaluation Summary - Adjunct Faculty
 - (1) Student evaluation rating
 - (a) The department chair or designated subcommittee chair must record the student evaluation rating from the faculty member's instructor survey summary on the Evaluation Summary form.
 - (b) If the faculty member has more than one instructor survey summary, the faculty's student evaluation rating from the summary with the most responses must be recorded.
 - (c) If the number of responses is the same for each form, enter the higher rating.
 - (2) Instructional performance rating - The department chair or designated subcommittee chair must enter the instructional performance rating from step four of this section.
 - (3) Overall rating
 - (a) The department chair or designated subcommittee chairman must review all the above ratings based on published departmental standards to determine the faculty overall rating.
 - (b) This rating is recorded under the overall rating on the Evaluation Summary form.
 - (4) Administrative performance
 - (5) Summary statement
 - (6) Instructor's comments
 - (7) Dean's approval
 - b) Evaluation Summary form – Full-time Faculty
 - (1) Student evaluation rating
 - (a) The department chair must record the student evaluation rating from the faculty member's instructor survey summary on the Evaluation Summary form.
 - (b) If the faculty member has more than one instructor survey summary, the student evaluation rating from the summary with the most responses must be recorded.
 - (c) If the number of responses is the same for each form, enter the higher rating.
 - (2) Instructional performance rating - The department chair must enter

- the instructional performance rating from step four of this section.
- (3) Professional development rating - The department chair must review and rate the faculty's professional development activities based on college and departmental standards. This rating is recorded under the professional development rating on the Evaluation Summary form.
 - (4) Professional service rating - The department chair must review and rate, according to established departmental criteria, the faculty member's contributions to the department (curriculum development, textbook selection, professional development, etc.), the administrative input (if used), and the faculty member's accomplishments as noted on the Faculty Input form. This rating is recorded under the professional service rating on the Evaluation Summary form.
 - (5) Overall rating
 - (a) The department chair or designated subcommittee chairman must review all the above ratings based on published departmental standards to determine the faculty's overall rating.
 - (b) This rating is recorded under the overall rating on the Evaluation Summary form.
 - (6) Summary statement
 - (7) Instructor's comments
 - (8) Dean's approval
 - c) Review and sign the evaluation summary form for each faculty member
6. Forward Evaluation Summary forms to the appropriate dean
- a) The instructional dean will review the evaluation summaries.
 - b) The dean will then send the entire form to the faculty member for signature.
 - c) Faculty members should review the summary and sign in the appropriate place, indicating whether or not they would like a conference with the department chair.
 - d) The entire form is then returned to the dean for disposition.
 - e) If the faculty member requests a conference, the dean will forward the summary to the appropriate department chair for action.
 - f) If no conference is requested, the dean will review, sign, and distribute the summary form to the appropriate people.
7. Optional department chair conference
- a) If the faculty member has any questions concerning the faculty evaluation process or results, faculty may request a face-to-face conference with the department chair.
 - b) If a conference is requested,
 - (1) The dean sends the summary form and a Supplemental Conference form to the department chair.
 - (2) The department chair must make arrangements with the faculty for the conference.
 - (3) The department chair conducts the conference and records any comments on the Supplemental Conference form.
 - (4) The department chair offers the faculty an opportunity to request a conference with the dean.

- (5) If the faculty desires a conference with the dean, the department chair checks the appropriate box on the Supplemental Conference form.
- (6) After the conference, the department chair returns the Evaluation Summary form and Supplemental Conference form to the dean.
- c) If no request for conference is made the dean signs and distributes the Evaluation Summary form.
- d) The Dean retains a copy of the summary form and the remaining copies are distributed to the faculty member, the department chair, and human resources.

E. Evaluation Material Retention

- 1. The department chair maintains a file copy of the Evaluation Summary form for all active faculty members.
- 2. The department chair maintains all other faculty evaluation materials, except portfolio items, for one academic year prior to the current year. Individual faculty members will retain all portfolio materials, unless they have been placed on probation.
- 3. If the faculty member is placed on probation, the Department chair will retain the portfolio along with all other evaluation materials.

V. DEAN'S RESPONSIBILITIES

A. The department chairs send the completed Evaluation Summary forms to the appropriate dean for review.

B. Steps

- 1. Receive the completed summary forms.
 - a) The department chairs send the completed summary forms to the appropriate dean for review.
 - b) The dean will verify that the appropriate information is provided and all procedures are followed.
- 2. Distribute summary forms for signatures - After the dean reviews the faculty summary forms, they are forwarded to the appropriate instructor for signature.
- 3. Receive signed summary forms from instructors.
 - a) All faculty members must sign and return summary forms to the appropriate dean in a timely manner.
 - b) The dean must coordinate distribution and collection of the forms and notify those instructors that have not returned the forms in a timely fashion.
- 4. Optional dean review
 - a) After the conference with the department chair, a faculty member may request a face-to-face meeting with the Dean to discuss any questions concerning the evaluation process or results.
 - b) If a conference is requested,
 - (1) The dean must make arrangements with the faculty member for the conference.
 - (2) The dean conducts the conference and records any comments on the Supplemental Conference form.
 - (3) After the conference, the dean signs the Supplemental Conference form.
 - c) If no request for a dean's conference is made the dean signs and

- d) distributes the Evaluation Summary form and the Supplemental Conference form.
- d) The dean retains a copy of the Evaluation Summary form and the Supplemental Conference form (if used) and distributes the appropriate copies to the faculty, department chair, and Human Resources.
- C. Deans evaluate department chairs.

VI. OBSERVATION OF NEW FACULTY MEMBERS

- A. All new adjunct and full-time faculty members are required to have an observation the first semester of employment.
- B. Classroom observation
 - 1. A classroom observation will be conducted for each classroom based course taught during the faculty's first semester teaching at ACC.
 - 2. The appropriate department chair or designee will conduct the classroom observation.
- C. Distance learning observations
 - 1. Faculty teaching distance learning courses during their first semester at ACC will be evaluated by the department chair.
 - 2. Department chairs will evaluate the distance learning faculty's adherence to the college's "Principles of Good Practice for Distance Learning."
- D. The department chair or designee is responsible for coordinating the in-class observation.
- E. In-class observation procedures and forms are available on the FSE web site.
- F. After the first semester teaching at ACC, the individual faculty member, his or her department chair, dean, or AVP may request a classroom observation as part of a faculty member's annual evaluation process.
- G. Academic supervisors (department chair, dean, AVP or EVP) may observe classroom teaching with prior notification given to the instructor.

VII. EVALUATION MATERIAL RETENTION

- A. Upon completion of the faculty evaluation process, evaluation materials will be retained according to the following process.
- B. Department chair
 - 1. Maintains a file copy of the Evaluation Summary form for all active faculty members.
 - 2. Maintains all other faculty evaluation materials, except portfolio items, for one academic year prior to the current year. Individual faculty members will retain all portfolio materials, unless they have been placed on probation.
 - 3. If the faculty member is placed on probation, the department chair will retain the portfolio along with all other evaluation materials.
- C. Dean
 - 1. Maintains a file copy of the Evaluation Summary form for all active faculty.
 - 2. Maintains prior year evaluation materials on department chairs who report to the dean
- D. Faculty & Staff Evaluation office
 - 1. Maintains a copy of the course instructor survey report and the instructor survey summary report for all active faculty.

E. Human Resources

1. Maintains a copy of the Evaluation Summary form for all faculty members, active and inactive.
2. Retention length: termination plus five years.

F. Storage/Disposition of Faculty Evaluation Materials

1. Department chairs are responsible for storage ONLY of the previous academic year evaluation materials for all active faculty members.
2. Following the expiration of one prior academic year, department chairs may return the evaluation materials to the appropriate faculty or submit the materials to Records Management for shredding.

G. Retention of Faculty Assessment Instruments

1. FSE or Continuing Education will retain the assessment instruments (optical scan sheets) used in the evaluation process for six months after the end of the semester when the evaluation occurred. After six months, the forms will be destroyed.
2. Optical scan sheets for disputed evaluations will be held until the dispute is resolved.

H. Employment Termination

1. When faculty employment ends, all forms will be forwarded to Human Resources.
2. Human Resources will then decide which materials should be made a part of the permanent file.

I. Comments

1. For full-time faculty who are on multi-year appointments, the department chair MAY opt to retain evaluation materials for the entire three-year cycle, but that is not required.
2. Faculty challenges to evaluation status are handled on a current year basis only, and following completion of evaluation only the Evaluation Summary form is needed to record evaluative standing.

VIII. EVALUATIONS OF CONTINUING EDUCATION INSTRUCTORS

A. Student Evaluations of Continuing Education Instructors - Student evaluations will be completed for each course each semester.

B. Classroom Observations

1. The lead coordinator will arrange a classroom observation for each new Continuing Education instructor.
2. An instructor may request a classroom observation at any time as part of the evaluation process.

C. Evaluation Report

1. The lead coordinator will ensure that a report is collected at the end of each semester for each instructor who was employed.
2. The lead coordinator will share the evaluation summary with the instructor and counsel the instructor regarding needed improvements.

D. Procedures

1. Continuing Education will be responsible for implementing instructor evaluation procedures for the department.
2. Each director will be responsible for training his or her staff (lead coordinators) in implementing the continuing education evaluation process.

IX. EVALUATION PROCESS – NON-INSTRUCTIONAL FACULTY

A. Counselor Evaluation

1. The counselor evaluation process parallels the faculty evaluation process. The primary function of a counselor is very different from the primary function of a full-time instructional faculty member. Therefore, the counselor evaluation procedure is separate from the evaluation procedures for full-time instructional faculty.
2. The evaluation consists of:
 - a) The counselors complete the Evaluation of Counseling Faculty form, which provides an opportunity to rate their Professional Responsibilities, list their accomplishments, and develop an action plan for programs and projects including next year's professional growth and development.
 - b) The Dean of Student Services will complete the Dean's copy of the Evaluation of Counseling Faculty form, the Evaluation Summary form, and either a Counseling Session form or Workshop Observation form.
 - c) The portfolio will include:
 - (1) Statement of counseling philosophy
 - (2) Frequently used resources: samples of handouts or retention tools
 - (3) Workshops/presentation outlines
 - (4) Forms:
 - (a) Counseling Session (Student Evaluation) – used by the student to evaluate the counselor's service.
 - (b) Dean Observation:
 - i. Counseling Session (Dean's Evaluation) - used by the Dean of Student Services to evaluate a counseling session.
 - ii. OR Workshop Evaluation (Dean's copy) – used by the Dean of Student Services to evaluate a counseling workshop.
 - (c) Workshop Facilitator Summary – used by facilitators to summarize workshop evaluation data.
3. New counselors complete a portfolio every year for the first three years. Counselors on multiyear contracts submit a portfolio every three years effective the 2008-2009 academic year. Counselors on probationary status may be required to submit portfolios on an annual basis.

B. Librarian Evaluation

1. The librarian evaluation process parallels the faculty evaluation process. The primary function of a librarian is very different from the primary function of a full-time teaching faculty member and therefore the librarian evaluation procedure is separate from the evaluation procedures for full-time faculty.
2. The librarian evaluations will be composed of two parts. The first, a portfolio, is submitted according to the following guidelines. The second, a librarian self-evaluation, is turned in with the portfolio.
3. Librarian Portfolios
 - a) A librarians' performance in areas of professional responsibility (e.g., acquisitions, system administration, reference, information literacy instruction, instructional design, program coordination/planning, web

page design, management, etc.) is evaluated through portfolios. Librarians' portfolios are due between June 1 and July 31 of the academic year. If the librarian is also an instructor in a discipline, a portfolio will be required for that discipline as well as for Library Services.

- b) Each department may recommend increasing the requirements for the type of portfolio for their discipline beyond the baseline content. Review and approval of proposed department portfolio requirements will be made by the appropriate dean and AVP. Contact the Dean of Library Services for additional librarian portfolio requirements.
- c) Portfolio Content
 - (1) The portfolio will include the following:
 - (a) Goal setting document for professional responsibilities for the academic year
 - (b) Samples of major assignments, tests, projects
 - (c) Statement of Philosophy of Librarianship/Teaching/Education
 - (d) Area of Responsibility Commentary
 - (e) Professional Development Plan
 - (f) Professional Service
- 4. Goal Setting Document: The Goal Setting Document is important in connecting the librarian with the mission of Library Services to support teaching and learning at ACC. A review of the Goal Setting Document can indicate how a librarian is meeting the requirements of professional service in assigned areas of responsibility.
- 5. Sample Creative Products: These samples should be representative and illustrate approaches to problem solving in areas of professional responsibility or ways in which librarians have handled aspects of their professional. Examples might include new acquisitions lists, instructional or informative web pages, cataloging to provide access to resources, presentations, pathfinders or instructional materials to enable access to information, collection maintenance, publications, or special projects.
- 6. Statement of Philosophy of Librarianship/Teaching/Education: This is the most fundamental piece of the portfolio. When done properly, the statement of philosophy of librarianship/teaching/education can provide valuable input about how a librarian manages professional responsibilities. By creating a statement of philosophy of librarianship/teaching/education, librarians will be forced to think about such issues as the overall objectives of their professional work. At the most fundamental level, librarians need to express what they do as librarians and why.
- 7. If this is the most fundamental part of the portfolio, why does it not show up until the second year? The reason is that it is particularly important for new librarians to have a full year of experience at ACC to provide them with a background for the reflection necessary to write the statement.
- 8. The statement of philosophy of librarianship will allow evaluators to determine if the librarian's goals and objectives are in congruence with that of the College, and Library Services.
- 9. Area of Responsibility Commentary: The commentary on a particular area of responsibility is similar to the statement of philosophy of librarianship but is specific to one area, such as collection development, reference, instruction or technical services. The commentary is a statement of what, how, and why the librarian is doing what he or she is doing in a particular area. The idea is to reflect on what is being done in a particular area and to examine the methods used and their effectiveness.

10. Professional Development Plan: The Professional Development Plan will detail anticipated professional development activities in which the faculty member plans to participate over the next one-year or three-year portfolio cycle. Development activities should include growth opportunities, activities designed to close gaps in the librarian's subject matter content knowledge, or correction of deficiencies or pedagogical concerns identified through the faculty evaluation process. The Professional Development Plan will provide the opportunity for a librarian to demonstrate the specific actions taken by the librarian to enhance his or her performance of professional responsibilities.
11. Professional Service: The Professional Service element of an evaluation, which is required for full-time faculty members, but optional for adjunct faculty members, is based on a review of non-teaching duties of a faculty member. Professional Service includes, but is not limited to, Department participation, curriculum development, college committee service, Library Services committee assignments, lab/tutor supervision, compliance with administrative procedures, interaction with faculty/staff, and any other relevant data.

C. Portfolio Categories

1. ACC has adopted a three-year cycle for portfolio evaluations. Therefore, librarians will be categorized in one of two ways based on the number of years of service at ACC. For the portfolio process, years of service are considered to be the total number of years the faculty member has been at ACC.
2. Special considerations:
 - a) If a librarian is employed only one semester during an academic year, that year is still considered one year of service.
 - b) If a librarian has not been a member of the faculty of ACC during the previous three academic years, the dean will determine whether or not the faculty member needs to be placed back on the first year of the portfolio process.
3. The categories for all full-time and adjunct faculty members are:
 - a) Faculty members with three years of service or less at ACC
 - b) Each librarian, in his or her first, second, or third year of service at ACC in the fall semester, will submit the appropriate portfolio based on the number of years of service.
4. First Year at ACC
 - a) Who: All new full-time librarians
 - b) What: Résumé or curriculum vita, highlighting education, employment, and professional service.
 - c) Goal Setting Document for general professional responsibilities for the academic year.
 - d) Accomplishments in areas of professional responsibility (e.g., acquisitions, system administration, reference, information literacy instruction, instructional design, program coordination/planning, web page design, management, etc.), based on the Goal Setting Document created at the beginning of the academic year Professional Development Plan.
 - e) Professional Service (may be included in vita)
 - f) Representative samples of creative output (handouts, worksheets, instructional materials. This material would be gathered from the fall through the spring semester of the academic year in which the librarian

- begins employment at ACC.
5. Second Year at ACC
 - a) Who: All faculty who are in their second year of service.
 - b) What: Same contents as the First Year Portfolio (see above) plus Statement of Philosophy of Librarianship/Teaching/Education, which may relate to one or more areas of professional responsibility.
 6. Third Year at ACC
 - a) Who: All faculty who are in their third year of service.
 - b) What: Same contents as Second Year Portfolio (see above) plus Area of Responsibility Commentary and Professional Development Plan for the preceding three academic years.
 7. Annual Librarian Update to Third-Year Portfolio
 - a) Who: All librarians who are beyond their third year of service but who have not reached another third year cycle.
 - b) What: Update, or “mini-portfolio” including:
 - c) Update to résumé or curriculum vita
 - d) Goal Setting Document for general professional responsibilities
 - e) Accomplishments in areas of professional responsibility, based on goals and objectives of the previous academic year
 - f) Update to Professional Development Plan
 - g) Update to Professional Service (may be included in vita)
 - h) Librarians with more than three years of service at ACC
 - i) Faculty members with more than three years of service at ACC will submit a third year portfolio based on the table below. The portfolio will contain representative items from the previous three academic year’s service and is due July 31.
 - j) Along with the portfolio, the librarian will complete and submit a Library Services Annual Professional Evaluation form. This form gives the librarian the opportunity to evaluate her or his job performance and to report any special or outstanding accomplishments completed during the past academic year. These forms will be provided by your supervisor.

X. APPEALS PROCESS

- A. If the faculty member has any questions concerning the ratings on the Evaluation Summary form, the following steps are provided to discuss the outcomes.
 1. First, after the faculty member receives the completed summary form, a space is provided to indicate the faculty members desire to meet with the evaluator to discuss the evaluation. The department chair will schedule the meeting and discuss the faculty member’s issues. After the conference, the department chair will record any comments concerning the meeting on the summary form. If the faculty member wishes to discuss the evaluation with the dean, the request is made at this time.
 2. Second, the faculty member may request a conference with the dean to discuss the ratings of the evaluation only after meeting with the department chair. The dean schedules the conference and records any comments concerning the meeting on the summary form.
 3. After following the above steps, faculty may follow the steps provided in the

grievance process.

- B. As noted in Administrative Rule AR# 6.08.05, ACC supports good employee relations and harmonious working conditions. To attain these goals, the college seeks to resolve grievances promptly. This procedure provides the mechanism for employees to lodge complaints regarding conditions of employment, interpretation of policies and procedures, disciplinary actions, or any other personnel matter related to employment.
- C. Supervisors are responsible for managing employee concerns, problems, and complaints. Supervisors shall ensure that employee complaints are resolved at the lowest administrative level possible in a timely manner. Therefore, after all steps set fourth in the discussion outlined above are exhausted, all complaints will be handled according to the procedures set forth in Administrative Rule AR# 6.08.05.

BOARD POLICIES

The following Board Policies related to Faculty Evaluation can be found at <http://www.austincc.edu/board/policies.php>

| Policy | Title |
|---------------|--|
| C-1 | General Executive Directives and Limitations |
| C-3 | Duties and Responsibilities, College President |
| D-1 | Statement of Instructional Philosophy |
| D-6 | Employment of Adjunct Faculty |
| F-4 | Faculty Appointments |
| F-7 | Personnel Performance Evaluation |
| F-8 | Due Process for Employees |

ADMINISTRATIVE RULES

The following Administrative Rules related to Faculty Evaluation can be found at <http://www.austincc.edu/admrule/>

| <u>AR#</u> | <u>Title</u> |
|-------------------|--|
| 4.05.001 | Sabbatical Leave Policy |
| 4.06.002 | Use of Faculty Evaluation Results in the Creation of Eligibility Lists |
| 4.06.003 | Qualitative Distinction on Eligibility Lists |
| 4.06.004 | Staffing of Adjunct Faculty |
| 4.06.006 | Multiple Semester Term Appointments |
| 4.06.007 | Adjunct Recruitment and Hiring Process |
| 6.07.001 | Faculty Evaluation |
| 6.08.005 | Management of Employee Complaints |