



The American University of Kurdistan Faculty Evaluation Procedures Policy

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I. INTRODUCTION

- a. **Authority:** The Board of Trustees (herein referred to as “Board”) at The American University of Kurdistan (herein referred to as “AUK” or “University”) is authorized to establish rules and regulations to govern and operate the University and its programs.
- b. **Purpose:** The purpose is to set forth a policy to establish criteria and procedures for the annual evaluation of faculty. Evaluation should assist the faculty and administration to identify and encourage excellence and effectiveness/productivity in teaching, scholarly activity/research, and service, to identify areas of concern and require the execution of a professional development plan, and to generate quantitative and qualitative data that can be used in the consideration of merit increases and promotions.
- c. **Scope:** This policy applies to all faculty (Full-time and adjunct), department chairs

II. ROLES AND RESPONSIBILITIES

- a. **Responsible Executive:** Provost
- b. **Responsible Administrator:** Provost, Deans, and Department Chairs

- c. **Responsible Office:** Office of Provost
- d. **Policy Contact:** Office of Provost

III. DEFINITIONS OF TERMS USED IN FACULTY EVALUATION PROCEDURES

- a. **Authorized Evaluators:** Such as the Provost, appropriate Vice President, deans, immediate administrator for non-teaching faculty, other administrator(s) appointed by appropriate Vice President, department chairs, and peers selected according to the below stated policy of peer evaluation
- b. **Conference:** An evaluation conference is a meeting in which evaluators discuss with the faculty member the results of the evaluation and announce their recommendations.
- c. **Consultation:** A consultation is a conference with a faculty member following an evaluation visitation. A consultation should (a) indicate areas of competence and (b) make specific suggestions for the improvement of teaching, service, and scholarly activity/research.
- d. **Course Objectives:** Learning Outcomes for a course. The phrases “Course Objectives” and “Learning Outcomes” are used interchangeably.
- e. **Department Chair or Equivalent:** The faculty member’s immediate supervisor
- f. **Evaluation:** An evaluation is a periodic and specified formal judgment of a faculty member’s performance. An evaluation (other than student) will be recorded on a standard University form and will be completed by the time designated on the evaluation schedule. Each authorized evaluator will contribute to a summary report regarding the evaluation activities of an individual faculty member.
- g. **Evaluation Terms:** The rating scale for use on standard University evaluation forms reflecting appropriate performance expectancies shall be the following:
 - i. Performance exceeds expectations: (Used to commend the recipient for performance above the expected)
 - ii. Performance meets expectations: (Used to acknowledge meeting the institutional expectations for the performance of duties and responsibilities)
 - iii. Improvement recommended: (Used to warn the recipient that performance is below institutional expectations)
 - iv. Performance does not meet expectations: (Used for unacceptable performance)
 - v. Not applicable/Insufficient data
- h. **Faculty:**
 - i. Adjunct Faculty: Part-time, temporary faculty positions. These individuals are appointed to teach one or more courses or workshops for one academic term.
 - ii. Research Faculty: A faculty position in which the primary responsibility is to contribute to the research mission of the University through the development of a rigorous research program.

- iii. **Teaching Faculty:** A faculty position in which the primary responsibility is teaching courses in degree and/or certificate programs for an academic year to include the titles Instructor, Lecturer, Assistant Professor, Associate Professor and Professor.
- i. **Peer Faculty:** Those faculty members with whom one works on a continuing basis.
- j. **Self-Evaluation:** A summary of all the activities performed by the faculty member over the course of the evaluation period.
- k. **Visitation Evaluation:** A visitation evaluation is a specific observation of a faculty member's assigned activities by an authorized evaluator appointed by the chair of department. Classroom visitations shall be announced and documented at least two (2) days prior to the visit except for the Special Evaluation Process.

IV. FACULTY EVALUATION PROCEDURES POLICY STATEMENT

To foster development of faculty talents and achievements, improve communication and teamwork between the department chairpersons and faculty, stimulate self-evaluations, and enhance quality improvement, it is important to conduct yearly faculty evaluations. It is vital for each faculty member to document his or her activities and accomplishments for the past calendar year and to review progress and set goals for the coming year with their respective department chairs.

The faculty evaluation should emphasize a positive approach by confirming areas of strong performance, indicating areas where performance is insufficient, and indicating areas where improvement should be achieved. If any listed weaknesses are noted, an individualized prescriptive recommendation shall be suggested. The evaluation should reflect on the faculty's current level of performance, as well as note the improvement of prior weaknesses, if any, but it should not depend or focus on deficiencies which have been consistently resolved in the judgment of the faculty. Such a positive approach will provide a basis for the long-term development of the faculty.

V. TEACHING FACULTY PERFORMANCE EXPECTANCIES

Upon employment at AUK, on the premise that the University exists for the educational welfare of the students, a member of the faculty unequivocally accepts the following professional responsibilities (Faculty members do not need to fulfill all of the listed evaluation items to be rated during the evaluation process as exceptional):

Syllabus Development & Presentation

- a. Syllabus learning outcomes meet program accreditation needs, if applicable.
- b. Syllabus has a clear description of grading.
- c. Syllabus is clear, organized, relevant, easy to read, and free of grammatical errors & typos.
- d. Syllabus is consistent in appearance (font size, face, style, etc.).
- e. Faculty assure students understand course policies, procedures and syllabus.
- f. Faculty makes the syllabus and all relevant policies available in electronic format within the first week of classes.

Instructional Planning and Curricula Development

- a. Adhere to the curriculum plan to achieve the expected objectives and outcomes.
- b. Be thorough in preparation for all class assignments.
- c. Course materials are current and reflect knowledge of best practices in the field.
- d. Course materials are corresponding to the catalog description and student learning outcomes.
- e. Course materials demonstrate a variety of teaching strategies.
- f. Research and recommend the revision, deletion or addition of programs and courses to reflect the changes occurring within the subject area.
- g. Cooperate with the department chair and colleagues in planning and implementing curricular and other educational projects.
- h. Utilize current and up to date information and examples in instructional environment.

Content Presentation

- a. Develop and utilize effective pedagogical techniques to enhance the communication of ideas and promote optimal student learning, critical thinking, and performance skills.
- b. Teach information that is accurate and in compliance with the current course outline of record.
- c. Presentation is well organized and utilizes multiple methodologies/techniques to present material, including but not limited to lectures, seminars, discussion groups, research, workshops, and e-learning, etc.
- d. Use ongoing summary and review techniques to ensure student understanding.
- e. Present material as identified in the course description in accordance with the learning outcomes.
- f. Effectively use methods to project enthusiasm when interacting with students.
- g. Use time efficiently and effectively.
- h. Demonstration of a level of proficiency with good English usage and oral presentation skills.

Student Engagement and Participation

- a. Encourage class discussions, when appropriate.
- b. Use both individual and group projects and presentations, if appropriate.
- c. Create an environment where students feel respected, valued and encouraged to share diverse viewpoints.
- d. Respond appropriately to students' questions and challenges within the instructional environment.
- e. Demonstrate methods effectively to assure frequent student-faculty professional contact in and out of classes within office hours.

Evaluation of Student Learning:

- a. Assessment tools measure the students' attainment of the course objectives.
- b. Adoption of a variety of student evaluation methods such as exams/tests, students' participation in educational activities, assignments, research, etc.
- c. Graded assessments and other course work are returned to students with feedback and in a timely fashion.
- d. Keep current and accurate records of student progress.
- e. Provide students with timely feedback on their performance of the required course work and suggestions for improvement.
- f. Students can check their cumulative performance at any time during the course via MS Teams and/or through faculty's office hours.
- g. Prepare all records and reports accurately and completely.
- h. Submit grades in conformity with University procedures and deadlines.
- i. Submit records and reports to the proper offices within established deadlines.

Student Communication and Support:

- a. Adhere to ethical principles governing interactions with students and colleagues.
- b. Cultivate a supportive inclusive environment that promotes success of diverse student learners.
- c. Keep scheduled office hours and fulfill obligations as to presence on campus.
- d. Be reasonably accessible to students and offer students help outside of office hours.
- e. Answer phone messages and emails within time frames announced in the course syllabus.

Class Management, Proficiency and Professionalism:

- a. Be prompt and regular in attendance at all class meetings and adhere to scheduled dismissal times.
- b. Within the appropriate timeframe, submit textbook and technology requests.
- c. Photocopy course materials in a timely manner and in accordance with AUK policies/procedures.
- d. Request library materials in a timely manner.
- e. Research and review new books/materials and works with publishers to upgrade teaching materials/resources.
- f. Invite colleagues to evaluate course materials and instruction, as appropriate.
- g. Evaluate colleagues' course materials and instruction as a peer, as appropriate.
- h. Cooperate with supervisors and the University administration to achieve the goals of the institution.

- i. Treat students, colleagues and staff with courtesy and respect.

Professional Development and/or Service:

- a. As per program and college expectations, attend professional development activities regularly to increase personal expertise in both subject matter and teaching techniques.
- b. Be prompt and contribute to discussions and actions plan of all department, committee, and University-wide meetings.
- c. Implement and complete assignments entrusted by the Department Chair, the Dean, the Provost, the President, and other officials dutifully.
- d. Adhere to specified times and deadlines when carrying out all duties and tasks.
- e. Adhere to all faculty evaluation procedures and timelines.
- f. Maintain current knowledge of department goals, planning agenda, assessment activities, and curriculum development.
- g. Participate in program, department and/or University accreditation activities.

Secondary Responsibilities:

- a. In addition to teaching assignments, faculty members are expected to perform an average of at least six hours per week professional development and/or University services.
- b. Suggested Professional Development Activities:
 - Conduct discipline-related research; publish professional materials; and/or write/participate in a grant.
 - Participate in a training session, scientific conference and/or workshop.
 - Update/maintain academic preparations/licensure through approved independent study, coursework, and/or involvement in discipline-related groups and organizations.
 - Produce and/or present creative work or contribute to public awareness and education on discipline related topics.
 - Participate in evaluation of curricula and instructional materials.
 - Evaluate and recommend catalog revisions.
- c. Suggested Service Activities:
 - Actively serve as a member of the Faculty Senate and/or actively participate in an All-University, Senate, College or Department Committee.
 - Actively serve as Faculty Senate Chair, Secretary, Department Administrator position, Course Coordinator, Lead Faculty, Mentor or other official position of stature within the University, colleges, programs and/or departments.
 - Actively support student organizations.

- Work with the Office of Student Affairs, the Office of Enrollment Management and Office of Registration in student advisement, recruiting, University-related processes as a lead participant.
- Actively participate in community volunteer work, and/or serve on community advisory, government, college/university, professional organization/society, or school boards.

VI. RESEARCH FACULTY PERFORMANCE EXPECTANCIES

- a. Research faculty is a faculty with the primary responsibility to develop and implement a rigorous research program.
- b. The performance of research faculty members must be evaluated annually by the Authorized Evaluators and with emphasis on research activities.
 - i. Research Faculty who teach two courses per semester are expected to produce two papers in international peer reviewed impact factor journals or a book published internationally.
 - ii. Research Faculty who teach one course per semester are expected to produce three papers in international peer reviewed impact factor journals or a book published internationally and one paper in international peer reviewed impact factor journal.
- c. The performance expectancies of research faculty members are expected with the same fundamental principles and procedures as those pertaining to the regular teaching faculty, including evaluation at the university-wide level.
- d. Research faculty members shall have teaching obligation with the same teaching and services performance expectancies as for the teaching faculty (Refer to above “V. Teaching Faculty Performance Expectancies”).

VII. DEPARTMENT CHAIR PERFORMANCE EXPECTANCIES

Department Chair shall

- a. Participate in full-time/adjunct faculty and recruitment, assignment, and orientation, and lead the department in the development of position requests, hiring announcements and the selection process for faculty recruitments.
- b. Assist with the assignment of department members to serve on regular faculty evaluation committees for all faculty within the department, unless mutually agreed otherwise.
- c. Organize the recruitment, hiring, orientation, assignment, and evaluation of adjunct faculty within the department, adhering to all faculty evaluation procedures, guidelines, and timelines, including completing the adjunct summary evaluation.
- d. Facilitate department collaboration in the development, revision, reporting, and monitoring of Student Learning Outcomes, Program Learning Outcomes, and Institutional Level Outcomes annually.
- e. Act as the initial contact person for student requests and complaints; if necessary, refer the student to the appropriate office for resolutions of complaint, and communicate with faculty or administration for a potential resolution of the complaint.

- f. Organize and recommend to the dean department class schedules and faculty assignments in accordance with established procedures and timelines and in response to University priorities; adjust the schedules as needed and when possible, in consultation with the department.
- g. With the aid and input of the department, review, revise, and update outlines of record for all courses within the department, following established University procedures.
- h. Coordinate the departmental approval of new course offerings within the department.
- i. Organize and conduct face-to-face monthly department meetings, on average two (2) hours per month. Facilitate communication with all department members to inform them of departmental and University-wide issues and directions affecting the work of faculty within the department.
- j. Identify department issues, needs, and goals and articulate those elements in the planning processes, including the process of institutional excellence.
- k. Represent department issues, planning priorities, needs, and responses at college, advisory and campus committee meetings.
- l. Assist and advise the dean in matters pertaining to the department, including issues related to the implementation of University policies and procedures.
- m. Prepare the department budget; monitor department facilities, equipment, material, and supply needs in accordance with department priorities and established University procedures, and submit for approval by the dean.
- n. Perform such other duties and responsibilities that require department involvement as are mutually agreed upon by the department chair and the dean.
- o. Regularly and effectively communicate, in a respectful manner, with all department members to facilitate consensus and resolution of intra-and inter-departmental issues.
- p. Develop, review and update curricula as needed to maintain articulation agreements with other academic institutions, advisory committees, and other professional and occupational committees and organizations.
- q. Be accessible to students, staff, and administration every week of the academic year.
- r. Establish and post department chair office hours according to the policy and in consultation with the dean to serve the needs of students and faculty in the department.
- s. Act as the initial contact person for requests or concerns from faculty. Consult with faculty to resolve any student or faculty issues. If necessary, refer faculty to the dean or other appropriate administrators for resolution, respond appropriately and in accordance with the law with third parties, including family members or any other person or agency regarding individual student issues.

VIII. GENERAL EVALUATION PRINCIPLES AND PROCEDURES

- a. The basic aim of evaluation is to improve professional effectiveness. Therefore, information relating to a faculty member's strengths and weaknesses will be discussed openly and frankly with the individual being evaluated.
- b. Data supporting the completed evaluation document shall be readily available to the parties of interest.

- c. Observations of the faculty member's educational activities will be followed as promptly as possible by consultation or written communication in order to discuss the observation. Constructive criticisms and suggestions for improvement shall be specific, and if major inadequacies are found to exist, they will be followed by additional supportive assistance in a timely manner.
- d. In order to evaluate performance expectancies, all evaluators shall have the opportunity for classroom or other appropriate visitations.
- e. The faculty evaluation shall include evidence of achievement of the student learning outcomes of the course and program.
- f. Student course evaluations attempt to survey the classroom population of students and the University shall make technology available to allow surveys to occur during a single class meeting. All student evaluations shall be conducted online unless requested by the professor. The Registrar is responsible for initiating the deployment and setting the start and end times for the online evaluations. The results shall go to the Department Chair or appropriate manager and the professor. These results shall be shared with the individual faculty members during their annual performance evaluation conference.
- g. When student course evaluations receive less than a 50% response rate, the professor shall have the option to conduct in-class student evaluations to replace the original evaluations.
- h. Any rating other than 'Performance meets expectations given in any evaluation category on any evaluation form shall be accompanied by an explanatory remark by the evaluator. All evaluation forms shall include the following statement: "Any rating other than 'Performance meets expectations' given in any evaluation category must be accompanied by an explanatory remark by the evaluator."

IX. EVALUATION OF FACULTY

- a. **Definitions:** The following definitions apply exclusively to full-time contracted faculty and supersede other definitions in this Policy if a conflict in meaning exists.
 - i. Authorized Evaluators: Include members of the evaluation team; chief instructional officer or designees, chief student affairs officer or designees and University president or designees.
 - ii. Consultation: A meeting between a faculty member and one or more authorized evaluators for the express purpose of discussing any aspect of the evaluation procedure affecting the faculty.
 - iii. Contract Period:
 - 1. **First Contract:** The first academic year employed under contract as a full-time teaching or research faculty. The first contract for mid-year hires shall span the first three semesters.
 - 2. **Second Contract:** The second academic year employed under contract as a full-time teaching or research faculty.
 - 3. **Third Contract:** The third academic years employed under contract as a full-time teaching or research faculty.

4. **Fourth Contract:** The fourth academic years employed under contract as a full-time teaching or research faculty.
5. **After 4th year Contract:** Contract after four (4) academic years' employment. It will be a three-year contract.
- iv. **Evaluation Conference:** A meeting in which authorized evaluators discuss with the faculty member the results of the evaluation and announce their recommendations. At the evaluation conference, the faculty member shall receive the following:
 1. Copies of applicable classroom visitations
 2. Summary of applicable student evaluations with a tally and all written comments
 3. Summary of peer evaluations with a tally and all written comments
 4. Copy of administrative evaluation
 5. Final evaluation summary form, with Summary Prescriptive when appropriate
 6. Portfolio evaluation form (for Years 1 and 2 only)
- v. **Evaluation Team:** A team composed of management and seasoned faculty that conducts the various elements of the evaluation process.
- vi. **Portfolio:**
 1. **Year One (1):** A document consisting of a sampling of lesson plans/lecture notes, quizzes, projects, and handouts, as well as a copy of exams and course syllabi for each preparation; evidence of services and other supplemental activities; and other appropriate documents as required by the evaluation team. For research faculty, the portfolio shall consist of published research papers in international peer reviewed impact factor journal(s).
 2. **Year Two (2):** A document consisting of all of the materials required in year one, a copy of final exams for each preparation from the previous year, plus a Year-End Report of Supplemental Hours to cover faculty secondary responsibilities that details year one, and a Self-Evaluation for year one. For research faculty, the Year Two (2) portfolio shall consist of published research papers in international peer reviewed impact factor journal(s).
- vii. **Prescriptives:** Activities determined by the Evaluation Team in order for the faculty member to acquire the skills and behaviors required to achieve a competent and adequate performance. Prescriptive should be supported from data collected and derived from evaluation process.
- viii. **Self-Evaluation:** A yearly evaluation prepared by each faculty member and which must be submitted within two weeks following the end of the Spring Semester. Faculty members shall include a copy of this evaluation in their Year Two Portfolio.
- ix. **Visitation:** A specific observation of a faculty member's assigned activities by an authorized evaluator.
- x. **Yearly Report of Supplemental Hours:** A yearly report of Services to the University and other faculty Secondary Responsibilities to be completed by each faculty member describing activities he/she has engaged in to meet the Faculty

Performance Expectancies as stated in this policy. Second Year faculty members should include a copy of this evaluation in their Year Two Portfolio.

- b. **Procedures:** The procedure for evaluating full time faculty is a four-year program. Evaluation is continual throughout this four-year period. Either a first, second, third or fourth contract period evaluation may result in one of the following recommendations:
- Employ for the subsequent contract period
 - Not to employ for the subsequent academic year.
- i. **Responsibility for Ensuring Completion of the Process:** The dean or associate dean/chairs/directors for teaching faculty and the immediate administrator for research faculty members are responsible for ensuring the completion of the evaluation process.
 - ii. **Evaluation Team Composition:** An evaluation team's membership shall be appointed by the Department Chair and senior faculty to conduct the evaluation process. If by the end of the third (3rd) week of the fall semester, fewer than two faculty have been selected by the department to serve on the team, the appropriate administrator shall appoint senior faculty from within the college/department so that at least two (2) faculty serve on the team. A reduction or change in a team's composition during a contract period shall not, in and of itself, invalidate that particular evaluation process; however, every effort shall be made to ensure that a majority of the members of the evaluation team continue to serve on the evaluation team throughout the four-year evaluation process to facilitate effective evaluation of responses to recommendations and prescriptives.
 - iii. **Faculty Concerns:** The administrator of the evaluation team shall make every effort to ensure the fairness and integrity of the evaluation process. If a faculty member has concerns regarding the fairness or integrity of the process, he/she should contact the immediate administrator of the Evaluation Team. The administrator will document the concerns and provide the faculty member with a written response.
 - iv. **Committee Recommendation:** For Year 1 to Year 4 faculty, a rating of "does not meet expectations" in any category on the summary evaluation report may be sufficient grounds for not recommending retention or renewal.
 - v. **Mid-year hires:** Any faculty member who is hired for an assignment beginning after the end of a fall semester shall be given a first-year employment contract covering the following three academic semesters. Mid-year hires shall be evaluated in the first semester of assignment with classroom visitations only. An evaluation team shall be appointed using the process stated above and classroom visitations shall occur for each preparation sometime in the first semester of the assignment. For the sole purpose of the faculty evaluation process, mid-year hires shall be considered as entering into the first contract year in the first fall semester of the assignment. At that time all evaluation processes and timelines shall be followed as defined in the **a. Definitions, iii(1)** for the first contract year, and **a iii(2)(3)(4)** for the second contract year, the third and fourth contract year.

First Year Faculty

- vi. **Team Responsibility:**

1. The Administrator of the evaluation team shall be responsible for completing form F-1 Faculty Evaluation Team Responsibilities. The Administrator shall conduct a meeting with the faculty member and present him/her with the Faculty Evaluation Team Responsibilities prior to the administration of any evaluation for the purpose of clarifying the evaluation process, timeline, and committee expectations.
 2. The evaluation team shall be responsible for completing a summary evaluation report of the faculty employee. (Form F-11).
 3. The report shall be based on information gathered from evaluation visitation(s) for a minimum of three (3) sections, student evaluations for each section taught, peer evaluations from a broad spectrum of peers approved by the evaluation team, administrative evaluation, and portfolio evaluation. (Form F-2; F-4; F-6; F-9; F-17).
- vii. Classroom Visitation:
1. Classroom visitation(s) shall occur for each preparation sometime during weeks 1-6. Classroom visitation includes lecture classroom visitation and/or lab or clinical classroom visitation. Each team evaluator shall meet with the faculty member no later than the end of week 7 to go over the F-2 Classroom Visitation Evaluation form or F-3 Lab Classroom Visitation Evaluation form and the faculty member will have the opportunity to read, comment on, and sign the form.
 2. Any rating of “performance does not meet expectations” in any area of the classroom visitation or an overall rating from any individual team evaluator of “improvement recommended” shall result in an evaluation team meeting with the faculty member by the end of the 10th week, which shall include prescriptive comments and a second round of classroom visitations will occur sometime during weeks 12-14. Evaluation team member(s) will conduct these visitations. A second classroom evaluation form, noting “2nd visit” will be completed by the team member(s). The faculty member will have the opportunity to read, comment on, and sign the form.
 3. Classroom visitations will be summarized by the team in the F-11 Faculty Evaluation Summary form and in the F-14 Recommendations and Prescriptives if the team determines that prescriptives are necessary following the second visit.
- viii. Student Course Evaluations: Student course evaluations shall be completed by the end of the 12th week of the Fall semester (F-2 Student Evaluation form).
- ix. Portfolio: The portfolio is due by the end of the 12th week (F-6 Portfolio Evaluation form).
- x. Evaluation Conference:
1. The final evaluation conference shall occur not later than the end of the fall term.
 2. The purpose of the final evaluation conference is to discuss with the faculty the results of the evaluation and announce the team’s recommendation. The evaluation team shall determine what additional evaluation activity shall occur during the spring term. (Form F-11)

3. If the team recommends that the University not employ the faculty member for the following year, no evaluation activities in the spring are necessary.
- xi. Prescriptive Comments: All prescriptive comments for Year 1 must be addressed in writing by the faculty member in the form F-15 Response to Prescriptives and submitted to the evaluation team before completing the Year 3 evaluation. The Evaluation Team shall determine if prescriptives are met by the time the team completes Year Two Evaluation.
- c. **Second Year Faculty**
- i. Team Responsibility:
 1. The Administrator of the evaluation team shall be responsible for completing form F-1 Faculty Evaluation Team Responsibilities. The Administrator shall conduct a meeting with the faculty member and present him/her with Faculty Evaluation Team Responsibilities form prior to the administration of any evaluation for the purpose of clarifying the evaluation process, timeline, and committee expectations.
 2. The evaluation team will be responsible for completing a summary evaluation report of the faculty member.
 3. The report shall be based on information gathered from classroom visitation(s) and student evaluations for a minimum of three (3) sections taught, peer evaluations from a broad spectrum of peers approved by the evaluation team, administrative evaluation, portfolio evaluation, and Yearly Report of Supplement Hours for service to the University and faculty Secondary Responsibilities and Self-Evaluation Report. (Form F-2; F-4; F-6; F-7; F-9; F-16; F-17).
 - ii. Prescriptive Comments: All prescriptive comments for Year 2 must be addressed in writing by the faculty member before completing the Year 3 evaluation. The Evaluation Team shall determine if prescriptives are met before the Team completes Year Three Evaluation. The Evaluation Team may conduct additional classroom visitations in the Spring in response to prescriptive comments. (Form F-14; F-15)
 - iii. Classroom Visitation: Classroom visitations shall be completed for each preparation no later than the 12th week of the fall semester. (Form F-2; F-3)
 - iv. Student Evaluations: Student evaluations shall be completed by the end of the 12th week of the fall semester. (Form F-4; F-5).
 - v. Portfolio: The portfolio is due by the end of the 12th week. (Form F-6)
 - vi. Evaluation Conference: The final evaluation conference shall occur not later than the end of the fall term. The purpose of the final evaluation conference is to discuss with the employee the results of the evaluation and announce the team's recommendation. (Form F-11).
 1. The evaluation team shall determine what additional evaluation activity shall occur during the spring term.
 2. If the team recommends that the University not employ the faculty member for the following year, no evaluation activities in the spring are necessary.

d. Third Year Faculty

i. Team Responsibility:

1. The Administrator of the evaluation team shall be responsible for completing form F-1 Faculty Evaluation Team Responsibilities. The Administrator shall conduct a meeting with the faculty member and present him/her with Faculty Evaluation Team Responsibilities form prior to the administration of any evaluation for the purpose of clarifying the evaluation process, timeline, and committee expectations.
 2. The evaluation team will be responsible for completing a summary evaluation report of the faculty member. (From F-11).
 3. The report shall be based on information gathered from each of the following: classroom visitation(s), student course evaluations, peer evaluations from a broad spectrum of peers approved by the evaluation team, administrative evaluation and Yearly Report of Supplement Hours for service to the University and faculty Secondary Responsibilities and Self-Evaluation Report. (Form F-2; F-4; F-6; F-7; F-9; F-16; F-17).
- ii. Classroom visitations shall occur by the end of the fall semester. Student course evaluations shall be completed by the end of the 12th week of the fall semester. (Form F-2; F-3).
- iii. Evaluation Conference: The final evaluation conference shall occur not later than the end of week ten (10) of the spring semester. The purpose of the evaluation conference is to discuss the results of the visitation and other relevant evaluation information. If the team recommends that the University not employ the faculty member for the following year, no evaluation activities in year four (4) are necessary. (Form F-11).
- iv. Prescriptive Comments: All prescriptive comments must be addressed in writing by the faculty member and submitted to the evaluation team before the team completes the Year 3 evaluation. The Evaluation Team shall determine if prescriptives are met in the Evaluation Conference. (Form F-14; F-15).

e. Fourth Year Faculty:

- i. The evaluation team shall be responsible for completing a summary evaluation report of the faculty members.
- ii. The report shall be based on a summary of all annual evaluations completed during the first three period including the Year-End Report of Supplemental Hours and Self-Evaluation Report.
- iii. It is not mandatory at this point in the evaluation process to visit the classroom or conduct student evaluations. The evaluation conference shall occur not later than the end of the fall semester. The purpose of the evaluation conference is to discuss with the employee the results of the evaluation and announce the team's recommendation.

f. Three Year Evaluation Process after Fourth Year

- i. Once the full-time faculty members completed the four years services to the University, faculty members will enter a three-year evaluation process.
- ii. This process will consist of student course evaluations (first year; Form F-4), classroom visitations (second year; Form F-2, F-3), and a summary of the evaluation activities (third year, Form F-12). The process requires submittal of a Yearly Report of Supplemental Hours in all three years of the evaluation process (Form F-16) and the Self-Evaluation Report (Form F-7) in years one and two of the evaluation process. The dean, with the assistance of department chairs, will maintain a three-year rotational list for all faculty in the college/department.
- iii. After receiving Year Four faculty evaluation, faculty members will be placed on the first year of the three-year evaluation rotational list for the following academic year.

Year One of Three-Year Evaluation Process

- i. Self-Evaluation: Each member of the faculty shall submit the Yearly Report of Supplemental Hours and Self-Evaluation Report that includes goals and objectives within two weeks following the end of the spring semester. (Form F-7; F-16).
- ii. Student Course Evaluation: During the first year of the evaluation process, the Registrar will administer at least one student course evaluation for each preparation by the end of the 11th week of the semester. The student evaluations, including a tally of the ratings and a file of scanned written comments will be submitted as part of the Self-Evaluation Report to the dean. (Form F-4)

Year Two of Three-Year Evaluation Process

- i. Self-Evaluation: Each member of the faculty shall submit the Yearly Report of Supplemental Hours and Self-Evaluation Report that includes goals and objectives within two weeks following the end of the spring semester. (Form F-7; F-16).
- ii. Classroom Visitation by Peers: During the second year of the evaluation process, the faculty member will select a peer evaluation team. The peer evaluation team will include a maximum of two faculty members selected by the individual faculty member being evaluated. Those faculty members will be responsible for classroom visitations which will be completed during the second year of the evaluation process. A summary of the classroom visitations will be prepared by the faculty member and submitted as part of the Self-Evaluation Report to the dean/department chairperson. (Form F-2; F-3).

Year Three of the Three-Year Evaluation Process

- i. Summary of Evaluation (Form F-12): During the third year of the evaluation process, the faculty member will summarize evaluation activities and findings of Years One and Two. This report will be submitted to the dean by the end of the 6th week of the spring semester. The Faculty Summary Report will include:
 - Summary of progress made on goals and objectives
 - Summary of the self-evaluations
 - Yearly report of supplemental hours (from the previous three (3) years)

- Student course evaluations
 - Peer evaluations (classroom evaluations).
- ii. **Administrative Evaluation (Form F-17):** The faculty member will meet with the dean or designee by the end of week 14 of the spring semester of the third year. During the evaluation meeting, the dean will comment on the summary report and appropriate performance expectations and will review the administrative evaluation prepared from the submitted evaluation documents. The combined documents (self-evaluation reports from each of the two years, the yearly reports of supplemental hours from the previous three years, the summary evaluation prepared in year three, and the administrative evaluation) constitute a complete evaluation report. One copy shall be placed in the faculty member's personnel file and the faculty member shall retain one copy.

Repetition of Evaluation of the Three-Year Evaluation Process

If the faculty member does not meet expectations in the appropriate performance expectancies listed in this Policy, an evaluation consultation shall be held with the dean and shall be repeated annually until expectations is met.

Failure to Comply with Evaluation Timelines of the Three-Year Evaluation Process

If the faculty member fails to submit all required evaluation forms by the timelines established in this policy in any of the three years, the dean will submit notification of failure to submit to the Office of Human Resources for inclusion

into the faculty member's personnel file. The faculty member shall be given the opportunity to append a response to this notification.

- g. **Submission of Recommendation:** This recommendation is used for the faculty members with contract period from Year One to Year Four. The evaluation team shall submit its recommendation to the Provost. A simple majority of the team members shall determine the team's recommendation.
- h. **Split Recommendation:** If the evaluation team is equally split on what recommendation to submit, the dean or designee shall meet with the team to mediate an agreement. If the mediation does not result in an agreement by a simple majority of the evaluation team, the dean shall review the matter and forward a recommendation to the Provost and then to the President, who will make the final decision.
- i. **Other Recommendation Condition**
- i. **Provost Does Not Support:** If the Provost does not support the team's recommendation, the Provost and the team shall meet in an attempt to resolve the disagreement. If the disagreement is not resolved, the President shall review the matter and make the final decision.
- ii. **Provost Does Support:** If the Provost agrees with the team's recommendation, it shall be forwarded to the President.

X. EVALUATION OF DEPARTMENT CHAIRS

Department chairs are evaluated separately, both as a teaching faculty member and as a department chair. Their evaluation as a teaching faculty member will follow **XI. Evaluation of Faculty** of this Policy.

- a. **Timeline:** The department chair evaluation will be conducted on a yearly basis and no later than the end of the tenth week of the spring term.
- b. **Responsibilities:** The dean or immediate administrator will prepare and complete the form "Department Chair Evaluation Report" included in this Policy. One copy of this report shall be placed into the department chair's personnel file, and one copy shall be provided to the department chair.
- c. **Included in this evaluation are:**
 - i. **Self-Evaluation (Form F-8):** Continuing self-evaluation is a characteristic of a professional institutional citizen. Each department chair shall examine his/her own performance, including the establishment of goals for his/her professional growth and will seek ways to become more effective in his/her work with students and colleagues. The Department Chair self-evaluation form shall be completed and submitted to the dean or immediate administrator no later than the eighth week of the spring term.
 - ii. **Administrative Evaluation (Form F-18):** Each year an evaluation meeting will be held with the department chair and his/her dean or immediate administrator at which time information will be presented regarding the results of the self-evaluation process including the agreed-upon goals and objectives. The evaluation meeting shall be conducted no later than the tenth week of the spring term.
 - iii. **Peer Evaluation (Form F-10):** The faculty members of the department will be given the opportunity to complete the Chair Peer Evaluation form no later than the eighth week of the spring term. The form will be distributed to all members of each department by the dean or immediate administrator and return to the dean or immediate administrator. These forms will be kept confidential.
 - iv. **Report:** The dean or immediate administrator will prepare a single report incorporating an evaluation of the self-analysis, the peer evaluation, and those performance expectancies listed under this Policy, **VII. Department Chair Performance Expectancies** of a department chair. One copy of this report shall be placed in the department chair's personnel file, and the department chair shall retain one copy. The report shall be completed no later than the tenth week of the spring term.

XI. ADJUNCT FACULTY EVALUATION

- a. **Responsibility:** Evaluation of adjunct and partial contract professors is the responsibility of:
 - Dean
 - Director, ELI
 - Department chairs
 - Other administrators assigned by the Provost or appropriate administrator
- b. **Evaluation Report:** Evaluation shall be reported in accordance with the performance expectancies listed in this Policy, which are observable by the various evaluators and which are appropriate to the assignment as an adjunct professor.

- c. Evaluation Process: Adjunct Professors will be evaluated on an annual basis that begins the first semester of their employment. For the purpose of the evaluation process, an adjunct professor who is initially hired in either primary term of an academic year will commence year two of the evaluation process in the following academic year.
- d. Classroom Visitation (Form F-2 and/or F-3):
 - i. In the first semester of employment, adjunct faculty shall be evaluated in each preparation while teaching in the classroom, and lab/clinical adjunct faculty shall be evaluated while conducting their professional lab/clinical assignments by the dean, department chair, or designee.
 - ii. In second semester of the evaluation process, classroom visitations/professional evaluation shall be conducted. Additional visitations/evaluations may be conducted when an adjunct faculty member is assigned to teach a course for the first time or when a pattern of student complaints becomes evident to the department chair or dean.
 - iii. A meeting will be held within two (2) weeks of the visitation with the adjunct faculty member to review the classroom evaluations and teaching materials and to give feedback regarding teaching performance. Adjunct faculty shall be evaluated on the appropriate classroom visitation form.
- e. Student Course Evaluations (Form F-4): Student course evaluations shall be conducted for each preparation every year in either the fall or spring semester as requested by the department chair or appropriate manager. The adjunct faculty shall either conduct these evaluations online or request that a designated proctor by the department conduct in-class student course evaluations. The department chair or appropriate manager and the adjunct faculty shall receive the student evaluations, including a tally of the ratings and a file of scanned written comments by the end of the 11th week of the semester.
- f. Self-Evaluation (Form F-7): During each year of the evaluation process, the adjunct faculty member may submit a Self-Evaluation Form.
- g. Summary of Evaluation (Form F-13): Each year of the evaluation process, the department chair, in consultation with the appropriate manager, or the appropriate manager shall prepare an Adjunct Faculty Summary Evaluation to summarize findings of any appropriate evaluation activities for the year.
 - i. In cases where the rating is “performance exceeds expectations” (#1) or “performance meets expectations” (#2), the department chair shall either hold a summary meeting with the adjunct faculty member or send the form via email to the adjunct faculty member no later than the 12th week of the semester. The adjunct faculty member shall return a printed, signed copy to the evaluator within two (2) weeks.
 - ii. In cases where the rating is “improvement recommended” (#3) or “performance does not meet expectations” (#4), a summary meeting shall be held with the adjunct faculty member to provide feedback and specific suggestions for improvement of teaching or professional performance. In addition, evaluative comments shall identify any deficient Teaching Faculty Performance Expectancies applicable to adjunct faculty, as outlined in this Policy, and performance issues documented in student

evaluations, classroom visitations, and/or in student complaints. This meeting shall occur no later than the 12th week of the semester.

XII. SPECIAL EVALUATION PROCESS

A special evaluation may be conducted whenever the administrator has a cause to believe that the faculty member is not meeting the job expectancies set forth in this Policy. It is the responsibility of the administrator to thoroughly investigate the complaint to validate the allegation prior to the initiation of the Special Evaluation Process. In such situations, the appropriate administrator (generally the dean) will determine the appropriate method and scope of the evaluation.

The evaluation process, as determined by the administrator, may include, but is not limited to, such methods of review as student course evaluations, peer evaluations, administrative evaluations and/or classroom/worksites visitations. Special evaluations will be conducted in conformance with the principles set forth in Section **XIII General Evaluation Principles and Procedures (h)** of this Policy. Whenever possible, all such evaluations will be conducted by the University employees.

- a. Notification: The administrator will notify the faculty in writing of the special evaluation including the evaluation process to be used and expected time frame, of any job expectancies that are not being met and of any classroom or worksite visitations in advance. The faculty member will be provided with clearly identified prescriptive comments and guidelines regarding the expected outcome of the special evaluation process. The faculty member will be informed of his/her right for Appeal Procedures.
- b. Visitations: Visitations that are part of the special evaluation process are exempt from the notification limits in **III. Definitions of Terms used in Faculty Evaluation Procedures (k)** of this Policy.

XIII. APPEAL PROCEDURES

During the first 4-year faculty evaluation period, a faculty member may appeal a recommendation for not rehiring.

- a. Notification: The administrator will notify the faculty in writing of the special evaluation including the evaluation process to be used and expected time frame.
- b. Faculty Evaluation Grievance Procedures: The following grievance procedures apply solely to faculty members who have been denied rehiring/reappointment.
 - i. General Provisions: A "grievance" is a formal written allegation that the University, in an arbitrary or capricious manner, decided not to offer a faculty member a contract for the following year, violated, misinterpreted, or misapplied any of its policies and procedures concerning the evaluation of the faculty member.
 - ii. Formal Written Allegation: A "grievance" is also a formal written allegation that the University, in a decision denying the faculty member employment after the fourth year contract, acted unreasonably or violated, misinterpreted, or misapplied, any of its policies and procedures concerning the evaluation of the faculty member.
 - iii. Definition of Grievant: A "grievant" is a faculty member denied rehiring/reappointment of such faculty member.

- iv. Working Day: A "working day" is any day Sunday through Thursday on which the AUK Administrative Offices are open for business.

b. Levels of Evaluation Procedure Grievance

Level One

- i. Within twenty (20) working days of receiving the official written notice, the grievant must present his/her grievance in writing to the Provost. The grievance shall:
 - Be specific
 - Contain a synopsis of the facts supporting the allegation
 - Identify the specific policy or procedure of the evaluation procedure which has allegedly been violated
 - Contain the date of the alleged violation
 - State the remedy requested
 - Be signed by the grievant.
- ii. The Provost shall communicate his/her decision to the employee in writing within ten (10) working days after receiving the grievance. If the Provost does not respond within the time limits, the grievant may appeal to the next level.
- iii. Within the above time limits, either party may request a personal conference.

Level Two

- i. If the grievant is not satisfied with the disposition of the grievance at Level One, or if no written decision has been rendered within ten (10) working days after submission of the grievance to the Provost, the grievant may, within an additional five (5) working days, request in writing to the President.
- ii. The President and the grievant shall meet in an attempt to resolve the disagreement. The decision of the President shall be based solely upon the evidence and arguments presented by the respective parties. The President shall consider and decide only on the specific issues submitted in writing and shall have no authority to decide any other issue not so submitted. The decision for rehiring/reappointment or not for rehiring/reappointment from the President is the final decision and not appealable to the Board of Trustees.

XIV. POLICY HISTORY

- a. **Approved by:** Board of Trustees
- b. **Adopted:** June 14, 2021
- c. **Amended:** June 14, 2021

XV. APPENDIX – FACULTY EVALUATION FORMS

F-1 Faculty Evaluation Team Responsibilities Form

F-2 Classroom Visitation Evaluation Form

F-3 Lab Classroom Visitation Evaluation Form

F-4 Student Evaluation Form

F-5 Student Evaluation: ELI Classes

F-6 Portfolio Evaluation Form

F-7 Self-Evaluation - Faculty

F-8 Self-Evaluation – Department Chair

F-9 Peer Evaluation Form

F-10 Peer Evaluation: Department Chair

F-11 Faculty Evaluation Summary Form

F-12 Faculty Evaluation Summary Form (After Year 4)

F-13 Adjunct Faculty Summary Evaluation

F-14 Recommendations and Prescriptives Form

F-15 Response to Prescriptives Form

F-16 Yearly Supplemental Hours Report Form (Faculty services and secondary responsibilities)

F-17 Faculty Administrator Evaluation Form

F-18 Department Chair Evaluation Report (Administrative Evaluation)

Appendix: Faculty Evaluation Forms

There are Faculty Evaluation Forms, including:

- F-1 Faculty Evaluation Team Responsibilities Form
- F-2 Classroom Visitation Evaluation Form
- F-3 Lab Classroom Visitation Evaluation Form
- F-4 Student Evaluation Form
- F-5 Student Evaluation: ELI Classes
- F-6 Portfolio Evaluation Form
- F-7 Self-Evaluation - Faculty
- F-8 Self-Evaluation – Department Chair
- F-9 Peer Evaluation Form
- F-10 Peer Evaluation: Department Chair
- F-11 Faculty Evaluation Summary Form
- F-12 Faculty Evaluation Summary Form (After Year 4)
- F-13 Adjunct Faculty Summary Evaluation
- F-14 Recommendations and Prescriptives Form
- F-15 Response to Prescriptives Form
- F-16 Yearly Supplemental Hours Report Form (Faculty services and secondary responsibilities)
- F-17 Faculty Administrator Evaluation Form
- F-18 Department Chair Evaluation Report (Administrative Evaluation)

Appendix – Difference Faculty Evaluation

F-1 Faculty Evaluation Team Responsibilities Form

Professor: _____ Date: _____

Department: _____ Completing Year: 1 2 3 4

Evaluation Team

Administrator: _____ Members: _____

EVALUATION PROCESS

A. Classroom Visitations

Year 1: By the end of week 6 (fall semester). Year 3: By the end of fall semester
Year 2: By the end of week 12 (fall semester). Year 4: As needed

Assignments:

Team Member

Class/Activity

- Classroom visitations shall be announced and documented at least two (2) days prior to the visit.
- Observation of the faculty member’s educational activities will be followed as promptly as possible by consultation or written communication in order to discuss the observation.

B. Student Evaluations

Year 1: By the end of week 12 (fall semester)
Year 2: By the end of week 12 (fall semester)
Year 3: By the end of week 12 (fall semester)
Year 4: As needed

Assignments:

Team Member

Class/Activity

C. Portfolio Evaluation (Please indicate team members responsible for portfolio review.)

Year 1: By the end of week 12 (fall semester). Year 3: Not applicable Year 2: By the end of week 12 (fall semester). Year 4: Not applicable
--

Assignments:

Team Member

_____	_____
_____	_____
_____	_____

D. Peer Evaluations

To be completed by the end of the fall semester. (Recommended by week 12.)

Responsible Team Member: _____

E. Administrative Evaluation

To be completed by the end of the fall semester.

Responsible Team Member: _____

F. Summary Evaluation

To be completed by the evaluation team.

Includes:

- Peer evaluation summary,
- student evaluation summary,
- portfolio evaluation summary (years 1 and 2),
- classroom visitation summary (if applicable),
- counseling visitation summary (if applicable),
- administrative responsibilities evaluation,
- faculty self-evaluation, and
- yearly report of supplemental hours.

Date and time: _____

Year 1: By the end of the fall semester Year 2: By the end of the fall semester Year Year 3: By the end of week 6 of the spring semester Year 4: By the end of week 6 of the spring semester

G. Responses to Prescriptives (if applicable)

Must be addressed in writing by the faculty member and the evaluation team must respond before completing the subsequent year evaluation.

H. Evaluation Conference

Date and time: _____

Year 1: By the end of the fall semester
Year 2: By the end of the fall semester
Year 3: By the end of week 6 of the spring semester
Year 4: By the end of week 6 of the spring semester

I. SIGNATURES:

Faculty Member _____
Date

Administrator _____
Date

Team Member _____
Date

Team Member _____
Date

Team Member _____
Date

Team Member _____
Date

Appendix – Faculty Evaluation Forms

F-2 Classroom Visitation Evaluation form

Professor: _____ Date & Time of Visit: _____

Department: _____ Subject Taught: _____

Observer: _____

Second Visit (As needed based on the Faculty Evaluation Committee decision)

Rating:

- 1 Performance exceeds expectations** (Used to commend the recipient for performance above the expected)
- 2 Performance meets expectations** (Used to acknowledge satisfactory performance of duties and responsibilities)
- 3 Improvement recommended** (Used to warn the recipient that performance is below what is expected)
- 4 Performance does not meet expectations** (Used for unacceptable performance)
- 5 Not applicable/insufficient data**

Any rating other than “Performance meets expectations” (#2) must be accompanied by an explanatory remark by the evaluator.

Remarks or specific suggestions for change optional in “comments” space provided.

A. Classroom Dynamics:

Rating:

1 2 3 4 5

- 1. This professor encourages student participation by inviting questions, allowing students to problem-solve, or encouraging feedback during class session

--	--	--	--	--
- 2. This professor listens attentively and gives explanations to students with clarity.

--	--	--	--	--
- 3. This professor provides an environment for student participation that is conducive to the learning process.

--	--	--	--	--
- 4. This professor treats a diverse population of students ethically, courteously, and fairly.

--	--	--	--	--
- 5. This professor demonstrates effective classroom management skills to promote learning and critical thinking.

--	--	--	--	--

Comments:

B. Teaching Strategies and Technique

Rating:

1 2 3 4 5

- 1. This professor presents information that is accurate and compliant with current course outline and/or syllabus.

--	--	--	--	--
- 2. This professor presents content or uses a format organized in a logical sequence.

--	--	--	--	--
- 3. This professor communicates effectively in the classroom to promote learning and critical thinking.

--	--	--	--	--
- 4. This professor employs various techniques/modalities to enhance lecture content.

--	--	--	--	--
- 5.

--	--	--	--	--

This professor distributes handouts or instructional materials (if any) that are appropriate to content being presented.

- | | | | | | | | |
|----|---|---|--|--|--|--|--|
| 6. | This professor utilizes effective pedagogical techniques to promote learning and critical thinking. | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table> | | | | | |
| | | | | | | | |
| 7. | This professor engages students in the learning process. | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table> | | | | | |
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Comments:

- | | | | | | | | |
|--|--|--|---|---|---|---|---|
| C. Class Preparation and Subject Matter Expertise | Rating: | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | | | |
| 1. | This professor shows evidence of thorough preparation through presentation of course material. | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table> | | | | | |
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| 2. | This professor’s chosen materials demonstrate academic rigor appropriate to level taught. | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table> | | | | | |
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| 3. | This professor demonstrates subject matter expertise in course design. | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table> | | | | | |
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| 4. | This professor demonstrates subject matter expertise in instructional delivery. | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table> | | | | | |
| | | | | | | | |

Comments:

- | | | | | | | | | | | | | |
|---|----------------|--|---|---|---|---|---|--|--|--|--|--|
| D. Overall summary of Classroom Visitation | Rating: | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | | | | | |
| 1 | 2 | 3 | 4 | 5 | | | | | | | | |
| | | | | | | | | | | | | |
| Narrative Summary: | | | | | | | | | | | | |

E. Comments by Professor: (optional)

F. Signatures:

Observer: _____ Date: _____
 Professor: _____ Date: _____

Appendix – Faculty Evaluation Forms

F-3 Lab Classroom Visitation Evaluation form

Professor: _____ Date & Time of Visit: _____

Department: _____ Subject Taught: _____

Observer: _____

Second Visit (As needed based on the Faculty Evaluation Committee decision)

Rating:

- 1 Performance exceeds expectations** (Used to commend the recipient for performance above the expected)
- 2 Performance meets expectations** (Used to acknowledge satisfactory performance of duties and responsibilities)
- 3 Improvement recommended** (Used to warn the recipient that performance is below what is expected)
- 4 Performance does not meet expectations** (Used for unacceptable performance)
- 5 Not applicable/insufficient data**

Any rating other than “Performance meets expectations” (#2) must be accompanied by an explanatory remark by the evaluator.

Remarks or specific suggestions for change optional in “comments” space provided.

A. Lab Classroom Dynamics:

Rating:

1 2 3 4 5

- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| <ul style="list-style-type: none"> 1. Encourages student participation by inviting questions, allowing students to problem-solve, or encouraging feedback during lab class session 2. Listens attentively and gives explanations to students with clarity and a non-threatening manner. 3. Verbal expressions and physical demeanor set a tone for lab classroom environment that promotes the learning process. 4. Demonstrates awareness and/or sensitivity to cultural, ethnic, and gender differences in communication with class members. 5. Presents a positive, professional image. 6. Communicates effectively orally and in writing. 7. Demonstrates effective lab classroom management skills. | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr> </table> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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Comments:

B. Teaching Strategies and Technique

Rating:

1	2	3	4	5
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1. Provides a safe environment for student participation that is conducive to the learning process.

--	--	--	--	--
2. Information presented is accurate and appropriate to the situation.

--	--	--	--	--
3. Balances presentation/demonstration with opportunities for hands-on practice.

--	--	--	--	--
4. Presents content or uses a format organized in a logical sequence.

--	--	--	--	--
5. Encourages students' exploration and utilization of lab resources.

--	--	--	--	--
6. Appropriately utilizes board, overheads, or other instructional aids to enhance presentation/demonstration.

--	--	--	--	--
7. Distributes handouts or instructional materials that are appropriate to content being presented.

--	--	--	--	--
8. Shows enthusiasm for the subject matter to encourage active student participation in learning.

--	--	--	--	--

Comments:

C. Class Preparation and Subject Matter Expertise

Rating:

1	2	3	4	5
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1. Shows evidence of thorough preparation.

--	--	--	--	--
2. Chosen materials demonstrate academic rigor appropriate to level taught.

--	--	--	--	--
3. Demonstrates subject matter expertise.

--	--	--	--	--
4. Distributes handouts or instructional materials that enhance the content being presented/demonstrated, when appropriate.

--	--	--	--	--

Comments:

D. Overall summary of Lab Classroom Visitation

Rating:

1	2	3	4	5

Narrative Summary of Lab Events during the Presentation

E. Comments by Professor: (optional)

F. Signatures:

Observer: _____ Date: _____

Professor: _____ Date: _____

Appendix – Faculty Evaluation Forms

F-4 Student Evaluation Form

Professor:	
Course Title:	
Day/Date of Class:	

Course#:	
Time of Class:	

Rating:
A Strongly Agree
B Agree
C Disagree
D Strongly Disagree
E Not applicable/Insufficient data

Professor:

	A	B	C	D	E
1. Presents subject matter clearly, thoroughly, and communicates ideas and concepts effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Organizes class time effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Creates a supportive learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Generates interest and student participation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Gives clearly defined assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Meets and dismisses classes as scheduled.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Invites questions, listens attentively, and answers with clarity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Is available to students as per the syllabus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Provides relevant information from sources other than the textbook, when appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Makes the syllabus available at the beginning of the course, with clear grading criteria included.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Treats a diverse population of students ethically, courteously, and fairly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Returns exams and papers in a timely fashion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Follows the course syllabus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Overall, this professor is teaching the class well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Answer the following questions:

- A.** What has the professor done especially well in teaching this course?
- B.** How might the professor improve this course?
- C.** Additional comments

F-5 Student Evaluation: ELI Classes

Instructor:	
Class:	
Day/Date of Class:	

Today's Date:	
Time of Class:	

Rating:
A Strongly Agree
B Agree
C Disagree
D Strongly Disagree
E Not applicable/Insufficient data

	A	B	C	D	E
1. This instructor explains more than once, if asked.					
2. This instructor is available during office hours, as listed on syllabus.					
3. This instructor is organized.					
4. This instructor asks students to talk, not only to listen.					
5. This instructor has many activities for improving my English.					
6. This instructor starts and ends class on time.					
7. This instructor's lessons and directions are clear and easy to understand.					
8. This instructor tells students how they are doing.					
9. This instructor respects me and my culture.					
10. This instructor is fair and polite to all students.					

Class Activities

	A	B	C	D	E
11. In this class, I have good books and materials.					
12. In this class, my homework relates to the work done in class.					
13. In this class, I have a chance to work with other students					
14. In this class, I can ask questions and get answers.					
15. In this class, it is clear what is required to pass the class					

Please check yes or no for each question:

	Yes	No
16. Did you receive a syllabus when you started in class?		
17. Overall, this instructor is teaching the class well.		

Please write your comments below. Don't worry about spelling and grammar.

- A. What does the instructor do well?
- B. How can the instructor improve?
- C. Additional Comments.

Appendix – Faculty Evaluation Forms

F-6 Portfolio Evaluation Form

Professor: _____ Date: _____

College/Department: _____ Completing Year: 1 2 3 4

The portfolio serves as a way of documenting the performance of those responsibilities that the institution expects of a faculty member. Each professor’s portfolio will be unique and will vary according to what is appropriate for each teaching discipline. It is expected that as the professor moves through the evaluation process the nature and extent of the portfolio will change according to the individual’s experience. The portfolio should include contributions in each of the areas identified below.

Each evaluation team will evaluate the appropriateness of the materials submitted according to criteria deemed important for the teaching discipline.

Rating:

- 1 Performance exceeds expectations** (Used to commend the recipient for performance above the expected)
- 2 Performance meets expectations** (Used to acknowledge satisfactory performance of duties and responsibilities)
- 3 Improvement recommended** (Used to warn the recipient that performance is below what is expected)
- 4 Performance does not meet expectations** (Used for unacceptable performance)
- 5 Not applicable/insufficient data**

Any rating other than “Performance meets expectations” (#2) must be accompanied by an explanatory remark by the evaluator.

Remarks or specific suggestions for change optional in “comments” space provided.

FACULTY ASSIGNMENT

A. Evidence of adequate classroom preparation:

	1	2	3	4	5
1. Course syllabi for each preparation					
2. Copy of a final exam for each preparation. (Required the 2nd year)					
3. Sample of lecture/lab notes for each preparation					
4. Sample of assignments for each preparation					
5. Sample of handouts for each preparation.					

A. Evidence of adequate classroom preparation: (Cont.)

6. Sample of feedback on student assignments for each preparation (Student names redacted)

1	2	3	4	5

B. Syllabus Development:

1. Syllabus learning outcomes meet program accreditation needs, if applicable.

1	2	3	4	5

2. Syllabus has a clear description of grading.

--	--	--	--	--

3. Syllabus is clear, organized, relevant, easy to read, and free of grammatical errors & typos.

--	--	--	--	--

4. Syllabus is consistent in appearance (font size, face, style, etc.).

--	--	--	--	--

5. Faculty assesses student understanding of course policies, procedures and syllabus.

--	--	--	--	--

6. Faculty makes syllabus and all relevant policies available in electronic format within the first week of classes.

--	--	--	--	--

C. Evidence of Paper Publication (Research Faculty Only):

1. Two papers in international peer reviewed journal if teaches two courses per semester.

1	2	3	4	5

2. Three papers in international peer reviewed journal if teaches one courses per semester.

--	--	--	--	--

D. Overall Summary of Faculty Portfolio Evaluation.

--	--	--	--	--

Comments:

Chair, Faculty Evaluation Committee

Date

Appendix – Faculty Evaluation Forms

F-7 Self-Evaluation Form - Faculty

Professor: _____ Date: _____

College/Department: _____

Faculty Completing Year: 1 2 3 4 _____. Adjunct Faculty

The self-evaluation report and yearly report of supplemental hours must be submitted WITHIN TWO WEEKS FOLLOWING THE END OF THE SPRING SEMESTER.

A. Evaluation tools used:

- Self (required): Student (required): Peer (required):
 Manager: Support: Classroom:

B. Summary of student evaluations/summary of classroom evaluations by peers (include sample comments):

Areas of excellence:

Areas for improvement:

C. I will be working on the following self and professional improvement items in the ____ - ____ academic year. (List your top 1 – 5 goals)

Goals & Objectives:

Action Plan:

D. I need the following assistance:

- Equipment, support, conferences, training, etc.

- The Dean, Associate Dean, or Department Chair can give me assistance by:

E. Signatures:

Professor: _____ Date: _____

Dean or Designee: _____ Date: _____

F. Professor Comments:

Appendix – Faculty Evaluation Forms

F-8 Self-Evaluation Form – Department Chair

Department Chair: _____ Date: _____

Department: _____ College: _____

The self-evaluation report must be submitted by the end of the week eight (8) of the spring semester

A. Summary of accomplishments and performance based on Department Chair Performance Expectancies

Areas of excellence:

Areas for improvement:

B. I will be working on the following self and professional improvement items in the ____ - ____ academic year. (List your top goals)

Goals & Objectives:

Action Plan:

C. I need the following assistance:

- Equipment, support, conferences, training, etc.

- The Dean, Associate Dean, or Department Chair can give me assistance by:

D. I have met, or will meet, my four (4) hours of mandatory department chair training this year by participating in the following:

E. Signatures:

Department Chair: _____ Date: _____

Dean or Designee: _____ Date: _____

F. Dean or Associate Dean Comments (optional):

Appendix – Faculty Evaluation Forms

F-9 Peer Evaluation Form

To: _____

From: _____ Chair, Faculty Evaluation Team

Date: _____

Subject: Evaluation of Faculty Member

As we begin the process of evaluating _____ this year, I would like to ask for your help in assessing his/her contribution to our department and to the AUK community. Responses in any or all of the following categories are optional and confidential.

Please return this form either to me or to the Dean/Department Chair Office by _____. Thanks for your help!

Rating:

- 1 Performance exceeds expectations** (Used to commend the recipient for performance above the expected)
- 2 Performance meets expectations** (Used to acknowledge satisfactory performance of duties and responsibilities)
- 3 Improvement recommended** (Used to warn the recipient that performance is below what is expected)
- 4 Performance does not meet expectations** (Used for unacceptable performance)
- 5 Not applicable/insufficient data**

Any rating other than “Performance meets expectations” (#2) must be accompanied by an explanatory remark by the evaluator. Remarks or specific suggestions for change optional in “comments” space provided.

	Rating	1	2	3	4	5
A. Strives to increase expertise in both teaching matter and teaching techniques.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Deals fairly and ethically with a diverse population of students.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Cultivates a supportive environment for students.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Deals fairly and ethically with a diverse population of colleagues.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Works collaboratively with colleagues in the creation of college/department goals, planning agenda, assessment activities, and curriculum development.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Rating	1	2	3	4	5
F. Demonstrates prompt/regular attendance at class meetings, adheres to scheduled dismissal times and keeps scheduled office hours.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

G. Reasonably accessible to college/department through responses to colleagues.

--	--	--	--	--

H. Demonstrates prompt/regular attendance at department meetings, department committee meetings, and University-wide meetings.

--	--	--	--	--

I. Involved reasonably in the total program of the University.

--	--	--	--	--

J. Overall summary of faculty peer evaluation.

--	--	--	--	--

Comments:

Observer Signature

Date

Appendix – Faculty Evaluation Forms

F-10 Peer Evaluation: Department Chair

To: _____

From: _____ Dean

Date: _____

Subject: Evaluation of Department Chair

As we begin the process of evaluating _____ this year, I would like to ask for your help in assessing his/her contribution to our department and to the AUK community. Responses in any or all of the following categories are optional and confidential.

Please return this form to the Dean’s Office no later than the eighth week of the spring semester. Thanks for your help!

Rating:

- 1 Performance exceeds expectations** (Used to commend the recipient for performance above the expected)
- 2 Performance meets expectations** (Used to acknowledge satisfactory performance of duties and responsibilities)
- 3 Improvement recommended** (Used to warn the recipient that performance is below what is expected)
- 4 Performance does not meet expectations** (Used for unacceptable performance)
- 5 Not applicable/insufficient data**

Any rating other than “Performance meets expectations” (#2) must be accompanied by an explanatory remark by the evaluator.

Remarks or specific suggestions for change optional in “comments” space provided.

	Rating	1	2	3	4	5
A. Is responsive to department input.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Communicates effectively with faculty and staff.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Represents department requests at the college level.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Adheres to department meeting start and end times.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Facilitates department meetings effectively.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Rating	1	2	3	4	5
F. Is available and receptive to faculty and staff.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G. Treats all department members equally and fairly.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H. Conveys information in a timely manner.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I. Meets campus deadlines.

--	--	--	--	--

J. Provides comprehensive reports in Academic Council Meetings

--	--	--	--	--

K. Overall summary of Department Chair evaluation.

--	--	--	--	--

Comments:

Observer Signature

Date

Appendix – Faculty Evaluation Forms

F-11 Faculty Evaluation Summary Form

Professor: _____ Date: _____

College/Department: _____ Completing Year: 1 2 3 4 ____

Rating:

- 1 Performance exceeds expectations** (Used to commend the recipient for performance above the expected)
- 2 Performance meets expectations** (Used to acknowledge satisfactory performance of duties and responsibilities)
- 3 Improvement recommended** (Used to warn the recipient that performance is below what is expected)
- 4 Performance does not meet expectations** (Used for unacceptable performance)
- 5 Not applicable/insufficient data**

Any rating other than “Performance meets expectations” (#2) must be accompanied by an explanatory remark by the evaluator. Remarks or specific suggestions for change optional in “comments” space provided.

A. PEER EVALUATION SUMMARY

Team Comments (mandatory):

Rating:

1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B. STUDENT EVALUATION SUMMARY

Team Comments (mandatory):

Rating:

1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C. PORTFOLIO EVALUATION SUMMARY

Team Comments (mandatory):

Rating:

1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D. CLASSROOM VISITATION EVALUATION SUMMARY, if applicable

Team Comments (mandatory):

Rating:

1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

E. ADMINISTRATIVE RESPONSIBILITIES EVALUATION

Team Comments (mandatory):

Rating:

1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

F. FACULTY SELF-EVALUATION SUMMARY

Team Comments:

Rating:

1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

G. YEARLY REPORT OF SUPPLEMENTAL HOURS TO THE UNIVERSITY

Team Comments:

Rating:

1	2	3	4	5

H. OVERALL SUMMARY OF EVALUATION

Team Comments:

Rating:

1	2	3	4	5

I. PRESCRIPTIVES and RECOMMENDATIONS

If YES, complete the form F-13.

No	Yes

J. EVALUATION TEAM RECOMMENDATION

Year

1		We recommend that the University enter into a contract for a second academic year.
		We do not recommend that the University employ this employee for the following academic year.
		One year temporary position – no recommendation required.

2		We recommend that the University enter into a contract for the third and fourth academic years.
		We do not recommend that the University employ this employee for the following academic year

3		Completing 3rd year contract. No recommendation needed.
----------	--	---

4		Completing 4th Year contract. No recommendation needed.
----------	--	---

K. SIGNATURES:

Team Faculty Member: _____
 _____ Date _____

Dean or Designee: _____ Date _____

I have seen this evaluation summary and have discussed it with the evaluation team.

 Professor Signature Professor Name Date

L. REVIEW OF EVALUATION AND RECOMMENDATION:

Agree Disagree N/A; Provost Signature: _____ Date: _____
 Agree Disagree N/A; President Signature: _____ Date: _____

BOARD ACTION: Employ Not Employ Date: _____

Appendix – Faculty Evaluation Forms

F-12 Faculty Evaluation Summary Form (After Year 4)

Professor: _____ Date: _____

Department/College: _____

A. Summarize the progress made on goals and objectives from years 1 and 2:

B. Summarize Self Evaluation Findings from years 1 and 2:

C. Summarize all Yearly Reports of Supplemental Hours to the University for the previous three years:

D. Signature:

Professor _____ Date: _____

E. Reviewed by:

Dean or Designee _____ Date: _____

Appendix – Faculty Evaluation Forms

F-13 Adjunct Faculty Summary Evaluation

Professor: _____ Date: _____

College/Department: _____

Rating:

- 1 Performance exceeds expectations** (Used to commend the recipient for performance above the expected)
- 2 Performance meets expectations** (Used to acknowledge satisfactory performance of duties and responsibilities)
- 3 Improvement recommended** (Used to warn the recipient that performance is below what is expected)
- 4 Performance does not meet expectations** (Used for unacceptable performance)
- 5 Not applicable/insufficient data**

Any rating other than “Performance meets expectations” (#2) must be accompanied by an explanatory remark by the evaluator.

Instructions:

In cases where the rating falls below “Performance meets expectations” (#2), evaluative comments shall identify Teaching Faculty Performance Expectancies applicable to adjunct faculty, as outlined in the Faculty Evaluation Policy, in addition to relevant teaching performance issues documented in student evaluations, classroom visitations, and/or in student complaints. In addition, specific suggestions for improvement shall be provided.

A. Teaching Competencies

Rating:

1 2 3 4 5

- 1. This professor complies with course outline.
- 2. This professor develops and utilizes effective pedagogical techniques.
- 3. This professor prepares thoroughly for all class assignments.
- 4. This professor demonstrates competence in assigned subject matter.

Comments:

B. Professional Interaction

Rating:

1 2 3 4 5

- 1. This professor cultivates a supportive environment for students.
- 2. This professor adheres to ethical principles in interactions with a diverse population of students.
- 3. This professor adheres to ethical principles in interactions with a diverse population of staff and colleagues.

Comments:

C. Promptness with Deadlines

Rating:

1 2 3 4 5

- 1. This professor returns student exams and papers in a timely fashion.
- 2. This professor prepares all records and reports accurately and completely and submits by the established deadlines.
- 3. This professor adheres to faculty evaluation procedures and

Timelines _____

Comments:

D. Availability and Meeting Obligations

Rating:

1. This professor demonstrates prompt/regular attendance at all class meetings and adheres to scheduled dismissal times.
2. This professor is reasonably accessible to students as described in the syllabus.
3. This professor is reasonable accessible and responsive to department and college.

1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Comments:

E. Overall Rating

1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

F. Comments

G. Signatures:

Department Chair: _____ Date: _____

Dean or Designee: _____ Date: _____

Professor: _____ Date: _____

H. Comments by Professor (optional):

Appendix – Faculty Evaluation Forms

F-14 Recommendations and Prescriptives Form

Professor: _____ Date: _____

College/Department: _____

Faculty Completing Year: 1 2 3 4 _____; Adjunct Faculty

A. Recommendations:

The evaluation team offers the following recommendations for improvement:

B. Prescriptives:

The evaluation team prescribes the following activities in order for the professor to acquire the skills and behaviors needed to achieve a competent and adequate performance:

Prescribed Activities	Expected Outcomes	To be completed by (date)
1.		
2.		
3.		
4.		

C. Signatures:

Team Faculty Member: _____

_____ Date _____

Dean or Designee: _____ Date _____

I have seen this evaluation summary and have discussed it with the evaluation team.

Professor Signature

Professor Name

Date

Appendix – Faculty Evaluation Forms

F-15 Response to Prescriptives Form

Professor: _____ Date: _____

College/Department: _____

Faculty Completing Year: 1 2 3 4 _____; Adjunct Faculty

A. Professor's Response to Prescriptives: (submitted upon completion of prescribed activities)

Professor: _____ Date: _____

B. Evaluation Team Response:

Comments:

The professor (check one) has has not satisfactorily addressed the prescriptive conditions applied in the prior evaluation period.

C. Signatures:

Team Faculty Member:

Date _____

Dean or Designee: _____ Date _____

Appendix – Faculty Evaluation Forms

F-16 Yearly Supplemental Hours Report Form

Professor: _____ Date: _____

Every full-time faculty member is required to spend an average of **six (6) supplemental hours weekly** for professional development and/or services to the University.

Please describe your involvement in the following categories. Do not include overload teaching assignments or teaching activities per the Policy of Faculty Evaluation. It is not necessary to have involvement in every category.

DUE DATE: This form must be submitted to your Dean/Department Chair Office **within two weeks following the end of the Spring Semester. Academic Year** ____ - ____

	Involvement/Description:
Professional Activities (professional growth, professional/scientific conference, and workshop attendance, etc.)	
Campus Life (Student activities, campus clubs, commencement, campus events, etc.)	
University-wide committee and task force work involvement	
Outcomes Assessment and other related activities	
Curriculum Development	
Department involvement (meetings, committees, evaluations, etc.)	
Community Activities (related to my assignment and that bring benefit to the University)	
Grant and Award Applications and non-paid participation in grant activities	
Discipline-related research; publish professional materials	
Participation in Organizations related to my assignment	
Review of Literature related to my assignment	
Other appropriate activities	

Appendix – Faculty Evaluation Forms

F-17 Faculty Administration Evaluation

Professor: _____ Date: _____

College/Department: _____ Completing Year: 1 2 3 4 ____

Rating:

- 1 Performance exceeds expectations** (Used to commend the recipient for performance above the expected)
- 2 Performance meets expectations** (Used to acknowledge satisfactory performance of duties and responsibilities)

- 3 **Improvement recommended** (Used to warn the recipient that performance is below what is expected)
- 4 **Performance does not meet expectations** (Used for unacceptable performance)
- 5 **Not applicable/insufficient data**

Any rating other than “Performance meets expectations” (#2) must be accompanied by an explanatory remark by the evaluator. Remarks or specific suggestions for change optional in “comments” space provided.

A. Teaching Competencies

Rating:

1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 1. This professor complies with course outline.
- 2. This professor develops and utilizes effective pedagogical techniques.
- 3. This professor prepares thoroughly for all class assignments.
- 4. This professor demonstrates competence in assigned subject matter.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Comments:

B. Professional Interaction

Rating:

1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 1. This professor cultivates a supportive environment for students.
- 2. This professor adheres to ethical principles in interactions with a diverse population of students.
- 3. This professor adheres to ethical principles in interactions with a diverse population of staff and colleagues.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Comments:

C. Promptness with Deadlines

Rating:

1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 1. This professor prepares all records and reports accurately and completely and submits by the established deadlines.
- 2. This professor prepares all records and reports accurately and Timelines

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Comments:

D. Availability and Meeting Obligations

Rating:

1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 1. This professor demonstrates prompt/regular attendance at all class meetings and adheres to scheduled dismissal times.
- 2. This professor fulfills obligations for involvement at department meetings, committee meetings, and college wide meetings.
- 3. This professor is reasonably accessible to students including maintenance of scheduled office hours.
- 4. This professor works collaboratively with colleagues in the

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

creation of department goals, the planning of agenda, assessment activities, and curriculum development.

Comments:

E. Involvement (Service to the AUK)

Rating:

1. This professor is involved reasonably in the total program of the AUK including activities on campus and/or within the college/department.
2. This professor is involved regularly in professional development.

1	2	3	4	5

--	--	--	--	--

Comments:

F. Administrator's Comments:

G. Overall Rating:

	1 Performance exceeds expectations (Used to commend the recipient for performance above the expected)
	2 Performance meets expectations (Used to acknowledge satisfactory performance of duties and responsibilities)
	3 Improvement recommended (Used to warn the recipient that performance is below what is expected)
	4 Performance does not meet expectations (Used for unacceptable performance)
	5 Not applicable/insufficient data

H. Comments by Professor (Optional):

I. Signatures:

Administrator: _____ Date: _____

Professor: _____ Date: _____

Appendix – Faculty Evaluation Forms

F-18 Department Chair Evaluation Report (Administrative Evaluation)

Department: _____ Date: _____

Name: _____ College: _____

Rating:

- 1 Performance exceeds expectations** (Used to commend the recipient for performance above the expected)
- 2 Performance meets expectations** (Used to acknowledge satisfactory performance of duties and responsibilities)
- 3 Improvement recommended** (Used to warn the recipient that performance is below what is expected)
- 4 Performance does not meet expectations** (Used for unacceptable performance)
- 5 Not applicable/insufficient data**

Any rating other than “Performance meets expectations” (#2) must be accompanied by an explanatory remark by the evaluator.

A. ADMINISTRATIVE RESPONSIBILITIES

Rating:

1 2 3 4 5

- 1. Gathers, organizes, and analyzes information and data to prepare required reports.

--	--	--	--	--
- 2. Utilizes established formats in preparing reports.

--	--	--	--	--
- 3. Meets timelines for submission of required reports and requests for resources.

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- 4. Submits course schedules and adjustments in accordance with established priorities, timelines, and contract limits.

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- 5. Reviews, revises, and updates course outlines of record for all courses within the department, following established University procedures and timelines.

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- 6. Oversees, coordinates, develops, and provides for departmental approval of new course offerings within the department.

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ADMINISTRATIVE RESPONSIBILITIES SUMMARY:

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Comments:

B. AVAILABILITY	Rating:	1	2	3	4	5
1. Posts and regularly holds department chair office hours		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Regularly meets with the college dean regarding department issues, budgets, and planning agendas		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Serves as initial contact to address student requests and complaints.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Responds appropriately and in accordance with the law with parents, other relatives, friends, or any person or agency regarding individual student issues.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Represents the department at college, advisory, and campus committee meetings.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Is accessible to students, staff, and administrators the week prior to the start of the primary terms.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AVAILABILITY SUMMARY:		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

C. COMPLIANCE WITH POLICIES	Rating:	1	2	3	4	5
1. Participates in full time faculty hiring, assignment, orientation, and evaluation processes.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Represents the departments in the development of position requests, hiring announcements, and the selection process for faculty recruitments.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Facilitates the assignment of department members to serve on Faculty Evaluation Committees and participates in the evaluation committees for all faculty		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Reviews and updates curriculum as needed to maintain articulation agreements with other academic institutions, to meet program accreditation standards (if applicable) and to align with industry standards (if applicable).		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Facilitates collaborative curriculum review and approval processes in department (and advisory, if applicable) meetings according to established procedures.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Maintains a respectful working relationship with faculty and classified staff.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Assists and advises the administrators in the implementation of University policies and procedures within the department.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Conducts and organizes the recruitment, maintenance of an adjunct pool, hiring, orientation, assignment, and evaluation of adjunct faculty within the Department, adhering to all faculty evaluation procedures, guidelines, and timelines.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COMPLIANCE WITH POLICIES SUMMARY:		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

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D. LEADERSHIP	Rating:	1	2	3	4	5
1. Facilitates monthly meetings that encourage collaborative department decision-making and response to University initiatives.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Regularly brings department business as well as University-wide issues and directions to department meetings for discussion.
3. Represents departmental issues, planning priorities, needs, and responses at college and advisory committee meetings.

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 4. Facilitates the collaborative development, revision, and monitoring of student learning and other outcomes for both courses and programs annually with the aid and consent of department members.

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- LEADERSHIP SUMMARY:**

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Comments:

- E. RESPONSIBILITIES** **Rating:**
- | | 1 | 2 | 3 | 4 | 5 | | | | | |
|--|---|----------|----------|----------|----------|--|--|--|--|--|
| 1. Submits required reports (including scheduled course offerings, Planning for Institutional Effectiveness, and adjunct evaluation summaries) within established timelines. | <table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td><td></td></tr></table> | | | | | | | | | |
| | | | | | | | | | | |
| 2. Submits department reviewed and approved curriculum within established timelines. | <table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td><td></td></tr></table> | | | | | | | | | |
| | | | | | | | | | | |
| 3. Adheres to all faculty evaluation procedures and timelines. | <table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td><td></td></tr></table> | | | | | | | | | |
| | | | | | | | | | | |
| 4. Submits department and advisory meeting minutes within established timelines. | <table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td><td></td></tr></table> | | | | | | | | | |
| | | | | | | | | | | |
| 5. Monitors department budgets, needs, equipment, and supplies. | <table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td><td></td></tr></table> | | | | | | | | | |
| | | | | | | | | | | |
| 6. Completes budget process (including planning, reviewing, and expenditures) within established timelines. | <table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td><td></td></tr></table> | | | | | | | | | |
| | | | | | | | | | | |
| 7. Organizes and facilitates department meetings that keep faculty in the department informed on departmental as well as University-wide issues. | <table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td><td></td></tr></table> | | | | | | | | | |
| | | | | | | | | | | |
| 8. Performs such other duties and responsibilities that require department involvement as mutually agreed to by the department chair and the college dean. | <table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td><td></td></tr></table> | | | | | | | | | |
| | | | | | | | | | | |
- RESPONSIBILITIES SUMMARY:**

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Comments:

F. OVERALL SUMMARY OF DEPARTMENT CHAIR EVALUATION

Rating:

	1	2	3	4	5					
	<table border="1" style="width: 100%; height: 20px;"><tr><td></td><td></td><td></td><td></td><td></td></tr></table>									

Comments

G. COMMENTS BY DEPARTMENT CHAIR (optional):

H. SIGNATURES:

Signature of Evaluator:

College Dean or Designee

Date

Signature of Evaluatee:

Department Chair

Date

Reviewed by:

Provost

Date