

ARTICLE XVIII: EVALUATIONS

The primary goals of the evaluation process are to maintain excellence in education, promote student achievement and provide for professional growth. The Faculty Evaluation Plan (FEP) reflects the diverse faculty roles and the uniqueness of different teaching styles and teaching in different disciplines. It gives faculty members the opportunity to obtain useful and applicable information while assessing their performance with the purpose of improving instruction, supporting student learning, and enhancing their professional role.

This plan is in accordance with the Shoreline Community College mission, vision, and core values and reflects the College Strategic Plan.

Purpose:

- Ensure quality in the teaching and learning environment and enhance student learning
- Support faculty growth and development
- Encourage careful consideration of teaching and service to students
- Support faculty creativity, experimentation, and risk-taking
- Encourage currency in the faculty member's discipline(s)
- Identify areas that may need improvement and provide suggestions as needed
- Provide an opportunity for constructive dialogue on teaching and learning

SECTION A. Evaluation Team

There will be an Evaluation Team (E-Team) comprised of three individuals. One administrative-exempt employee (appointed by the College) and one faculty member (appointed by the faculty Federation) will have a term of two years. The beginning date of the terms will be staggered for these two individuals. The third member of the E-Team will be a member of the faculty, will have a term of one year, and will be chosen by the other two members of the team.

The responsibility of the E-Team will be to provide continuity and oversight to the faculty evaluation process which has been approved by the faculty Federation and the College. In addition, the team will address new issues or concerns related to the evaluation process and forms, and make recommendations for modifications to the faculty Federation and the College. The E-Team will act as a Board of Appeals, as needed. The team, if necessary, will act as a consultant to the FEP team.

SECTION B. Faculty Evaluation Plan (FEP) Team

The FEP team shall be comprised of the faculty evaluatee, one faculty peer, one administrator or designee and, if requested by the faculty evaluatee, one student. The faculty peer is any faculty member, full- or part-time, who has taught at least six quarters at Shoreline Community College and shall be chosen by the evaluatee. The administrative designee shall not be a member of the evaluatee's program area and shall be chosen by the College. Under no circumstances shall the College assign a faculty member as an administrative designee on an FEP team without his or her consent. A faculty member serving in the capacity of Assistant Dean or Program Chair is not subject to this appointment limitation. FEP team training will be provided by a member of Human Resources and the E-Team at least annually.

SECTION C. Post-Tenure Faculty Evaluation

1. Timeline

- a. Tenured faculty will receive an FEP every five years during two consecutive quarters.

- b. Since the typical evaluation period for an FEP is two quarters, FEP teams will need to convene for three quarters in order to review all material. For example, with an evaluation phase of fall and winter quarters, team members will need to meet spring quarter for a final review of materials from winter quarter.

2. Portfolio

The portfolio in the FEP assessment for Post-Tenure faculty will include, at a minimum, the following:

- a. Classroom observations or the equivalent as approved by the FEP team.
- b. Completed student evaluations for all classes during the evaluation period.
- c. Completed advising evaluations during the evaluation period (counselors and academic advisors).
- d. Peer evaluation(s) or other as approved by the FEP team.
- e. Administrative evaluation for Post-Tenure faculty.

As determined by the FEP, the portfolio for Post-Tenure faculty may also include the following:

- f. Syllabi or equivalent documents for courses taught.
- g. Samples of class assignments.
- h. Samples of assessment tools used for evaluating student work.
- i. Professional development report and/or goals.
- j. Self-assessment and goals.
- k. Other information relating to teaching, learning, service to students and the community as decided by the evaluatee,

3. Evaluation Procedure

- a. Step 1 - Faculty members will be contacted by Human Resources prior to June 1, in the spring of the year prior to the required evaluation and notified of the requirement for an evaluation.
- b. Step 2
 - (1) During the first four weeks of the evaluation period the FEP team will meet with the faculty member to form and agree on an evaluation plan.
 - (2) Either the FEP team or the faculty member may request the assistance of the Evaluation Team for help in understanding the required elements, allowed flexibility of a plan or for assistance in reaching agreement on a plan.
 - (3) If no plan is agreed to after the first four weeks of the evaluation period, the Evaluation Team will meet with the FEP team and the faculty member and will form an evaluation plan.

- (4) The process for Post-Tenure faculty will include all student, peer and administrative evaluations based on observations during the evaluation period.
- (5) The process will specify roles to be evaluated, sources to be used for evaluation, forms to be used for each source and who is responsible for administering, collecting and recording the results of each evaluation.
- (6) The process will allow enough flexibility to accommodate the faculty member's individual roles and the uniqueness of different teaching styles and requirements in different disciplines.
- (7) It will provide the evaluated faculty members with the opportunity to obtain useful and applicable information while assessing their performance with the purpose of improving instruction, supporting student learning, and enhancing their professional role.
- (8) The student evaluation raw data, summary statistics, and transcribed comments will be provided to the FEP team by the faculty member being evaluated in a portfolio along with any other evaluative materials that the faculty member chooses to add. The FEP team will examine the portfolio, and discuss the results of these evaluations for the purpose of constructive analysis and dialogue on teaching and learning.

c. Step 3 – If no significant deficiencies are noted by the FEP team, all documents will be given to the faculty member and the team will complete the Faculty Evaluation Plan Endorsement Sheet to verify the faculty member has successfully completed the required evaluation no later than the end of the final quarter of the FEP process. Within five days, the completed Faculty Evaluation Plan Endorsement Sheet, with signatures, shall be forwarded to Human Resources for placement in the employee's official personnel file.

SECTION D. Senior Associate/Associate/Temporary Full-Time/Soft Money Faculty Evaluation

1. Timeline

- a. Senior Associate faculty will receive an FEP every five years during two consecutive quarters.
- b. Associate/Temporary Full-time/Soft Money faculty will receive a classroom observation by an administrator or designee during the first quarter, student evaluations every quarter for the first seven quarters, an FEP during the fifth and sixth quarters, and an FEP every five years thereafter, commencing five years after the start of the first FEP.
- c. Since the typical evaluation period for an FEP is two quarters, FEP teams will need to convene for three quarters in order to review all material. For example, with an evaluation phase of fall and winter quarters, team members will need to meet spring quarter for a final review of materials from winter quarter.

2. Portfolio

The portfolio in the FEP assessment for Senior Associate/Associate/Temporary Full-Time/Soft Money faculty will include, at a minimum, the following:

- a. Classroom observations or the equivalent as approved by the FEP team.
- b. Completed student evaluations for all course sections.

- c. Completed advising evaluations during the evaluation period (counselors and academic advisors).
- d. Administrative evaluation for Senior Associate/Associate/Temporary Full-Time/Soft Money faculty.

As determined by the FEP, the portfolio for Senior Associate/Associate/Temporary Full-Time/Soft Money faculty may also include the following:

- e. Peer evaluation(s) or other as approved by the FEP team.
- f. Syllabi or equivalent documents for course sections taught.
- g. Samples of class assignments.
- h. Samples of assessment tools used for evaluating student work.
- i. Professional development report and/or goals.
- j. Self-assessment and goals.
- k. Other information related to teaching, learning, service to students and the community as decided by the evaluatee.

3. Evaluation Procedure

- a. Step 1 – By the ninth week of the quarter prior to the required evaluation (excluding summer quarter), the faculty member will be notified by the appropriate unit administrator of the requirement for an evaluation.
- b. Step 2
 - (1) During the first four weeks of the evaluation period the FEP team will meet with the faculty member to form and agree on an evaluation plan.
 - (2) Either the FEP team or the faculty member may request the assistance of the Evaluation Team for help in understanding the required elements, allowed flexibility of a plan or for assistance in reaching agreement on a plan.
 - (3) If no plan is agreed to after the first four weeks of the evaluation period, the Evaluation Team will meet with the FEP team and the faculty member and will form an evaluation plan.
 - (4) At a minimum, the process for Senior Associate/Associate/Temporary Full-Time/Soft Money faculty has student and administration evaluations based on observations during the evaluation period.
 - (5) The process will specify roles to be evaluated, sources to be used for evaluation, forms to be used for each source and who is responsible for administering, collecting and recording the results of each evaluation.
 - (6) The process will allow enough flexibility to accommodate the faculty member's individual roles and the uniqueness of different teaching styles and requirements in different disciplines.

- (7) It will provide the evaluated faculty members with the opportunity to obtain useful and applicable information while assessing their performance with the purpose of improving instruction, supporting student learning, and enhancing their professional role.
 - (8) The student evaluation raw data, summary statistics, and transcribed comments will be provided to the FEP team by the faculty member being evaluated in a portfolio along with any other evaluative materials that the faculty member chooses to add. The FEP team will examine the portfolio, and discuss the results of these evaluations for the purpose of constructive analysis and dialogue on teaching and learning.
- b. Step 3 – If no significant deficiencies are noted by the FEP team, all documents will be given to the faculty member and the team will complete the Faculty Evaluation Plan Endorsement Sheet to verify the faculty member has successfully completed the required evaluation no later than the end of the final quarter of the FEP process. Within five days, the completed Faculty Evaluation Plan Endorsement Sheet, with signatures, shall be forwarded to Human Resources for placement in the employee's official personnel file.

SECTION E. Procedure if the Evaluatee is Not Endorsed

1. If any member of the FEP Team feels there are serious concerns or issues based on the materials in the portfolio, the team will meet to allow the faculty member to provide an explanation.
2. If the FEP Team believes that an improvement plan is required they will meet to address only the issues related to their serious concerns. The team will create a Faculty Evaluatee Improvement Plan specifying the required outcomes, how they are to be measured, who is responsible for measuring them and timelines for completion of each outcome. A copy of the Improvement Plan will be submitted to the E-Team for notification purposes. The documents will be kept in the evaluatee's Division Office while the improvement plan is being implemented. Once all the outcomes are met to the satisfaction of the team, all documents will be given to the faculty member and the team will complete the Faculty Evaluation Plan Endorsement Sheet to verify the faculty member has successfully completed the required evaluation. Within five days, the completed Faculty Evaluation Plan Endorsement Sheet, with signatures, shall be forwarded to Human Resources for placement in the employee's official personnel file.
3. If the FEP Team members cannot agree on the evaluation of the portfolio, cannot agree on an improvement plan to address deficiencies, or cannot agree on whether an improvement plan has been adequately completed, the FEP Team will provide the appropriate materials to the E-Team within ten days for review. The E-Team will make a decision within ten days in these cases.
4. If the requirements of the Improvement Plan are not met, the FEP Team will provide written documentation within ten days to the E-Team who will review the information. Within fifteen days, the E-Team will then forward the FEP documentation to the Vice President for Academic and Student Affairs along with E-Team recommendations whether a corrective evaluation process or other corrective action is needed in compliance with the requirements of Article XII – Corrective Action of the collective bargaining agreement.