

Requirement 3.7.2

Faculty: Faculty evaluation

The institution regularly evaluates the effectiveness of each faculty member in accord with published criteria, regardless of contractual or tenured status.

Judgment

Compliant Partial Compliance Non-Compliant Not Applicable

Narrative

Haywood Community College (HCC) is in compliance with Comprehensive Standards 3.7.2.

Faculty Effectiveness Annual Review: Policy and Procedures

HCC abides by established, published procedures for annual effectiveness evaluation of all full- and part-time faculty members ([HCC Policy Employee Evaluation Process](#)) ([Procedure for the Evaluation of Faculty](#)). In assessing faculty effectiveness, department chairs, program managers, and the Vice President of Academic and Workforce Development undertake the following actions:

- review of individual class evaluation forms with student feedback
- conduct class observations
- assess faculty performance appraisals with faculty supervisors.

Faculty evaluation is also a derivative of periodic comprehensive curriculum review processes conducted by administration and faculty peers to determine strengths and weaknesses of programmatic curriculum and faculty. See **Comprehensive Standard 3.5.1** for further documentation of this programmatic review process.

Definition of Terms

- **Full-time** - ([Full-time Faculty Job Description](#))
- **Part-time with benefits**- ([Part-time with Benefits Faculty Job Description](#))
- **Adjunct (part-time without benefits)** - ([Adjunct Faculty Description](#))

Faculty Effectiveness Evaluations: Types

HCC full-time, part-time with benefits, and adjunct faculty members teaching in both onsite and at a distance formats receive the following forms of ongoing evaluation:

1. **Supervisory-based Evaluations**
2. **Student Course Evaluations**
 - Three-Week Course Evaluations
 - End-of-Course Evaluations

Supervisory-based Faculty Evaluation: Processes

HCC's full- and part-time faculty development/evaluation processes ensure relevant feedback between faculty and their respective supervisors. With regard to faculty evaluation, supervisory personnel employ the [Annual Performance Review](#) instrument to document faculty performance. This evaluation tool and procedure are designed to offer employees the opportunity to:

- review improvement suggestions
- respond to improvement suggestions
- develop strategies for attaining noted goals.

Following supervisory form completion, faculty members and supervisors hold an outcome conference, which includes the drafting of a development plan documenting strengths, improvement areas, and improvement development strategies. Department chairs and/or program managers review faculty performance appraisals, which are then retained in faculty personnel files.

Supervisory-based Faculty Evaluations: Criteria

• Instructional Faculty Evaluations

Faculty evaluations are based upon the following published ([Annual Performance Review](#)) ([Sample Completed Faculty Performance Review](#)) criteria:

- teaching ability
- instructional quality
- successful completion of teaching-related assignments
- continued professional development
- readiness and willingness to assist colleagues and students
- curriculum and other planning/supervisory capability
- interpersonal and teamwork abilities.

The appraisal form is available to faculty from HCC's Human Resource Department, the Office of the Vice President of Academic and Workforce Development, and the departmental secretary of the faculty member's curriculum area.

This evaluation process mandates that faculty members first self-assess their strengths and perceived improvement areas. This appraisal is retained in personnel records and are reviewed by additional supervisory personnel holding a position at least one level above that of the evaluation conductor. In the case of part-time/adjunct faculty, class observations may be conducted by peer full-time faculty for the formulation of supervisor evaluations ([Faculty Observation Form](#)) ([Sample Completed Faculty Observation Form](#)).

• Teaching Administrator Evaluations

Faculty holding additional administrative responsibilities, such as department chairs and program managers, receive evaluation from the Vice President of Academic and Workforce Development ([Administration Performance Appraisal](#)).

- **Student Course Evaluations**

As a part of HCC's continuous improvement policy, the College's Office of Research and Institutional Effectiveness conducts two types of student-based faculty evaluations designed to allow students a voice in their education and to allow faculty to view student input to gauge instructional effectiveness (strengths/improvement areas).

1. Three-Week Course Evaluations

HCC's [Three-Week Course Evaluations](#) are designed to provide timely uncovering of any perceived course difficulties soon after the start of the course. This instrument is made available to students three weeks into the course (or earlier for shorter terms). Three-Week Evaluations are administered via both online and onsite instruments and are expedited for timeliness. Full-time instructors evaluate two courses (one chosen by the instructor and one by their department chair; part time instructors evaluate all of their courses). Students evaluate instructors using a number of standard criteria, including but not limited to, materials organization, presentation methods, and assignment relevancy ([Sample Three-Week Course Evaluation Results](#)). Student evaluation data is compiled with results forwarded to instructional supervisors who review and share findings with individual instructors. Instructors wishing to respond to noted student issues are at liberty to do so.

2. End-of-Course Evaluations

Students in both online and at a distance courses evaluate faculty and course content at the conclusion of each semester of study. Areas of evaluation parallel those included in prior evaluation instruments. Once again, full-time instructors evaluate two courses (one chosen by the instructor and one by their department chair); part time instructors evaluate all of their courses ([End-of-Course Evaluation Form](#)) ([Sample End-of-Course Completed Course Evaluation](#))

Faculty Evaluations: Purpose/Use

In all instances, faculty evaluations are performed for professional growth and development, not for punitive measures. Evaluation data is used to discern potential professional development opportunities for faculty. Annual performance

Supporting Documents

-  [3_week_eval_sample](#)
-  [Class_and_Lab_Evaluation](#)
-  [Course-Instructor_Evaluations_3_Week_Eval_Traditional_Survey](#)
-  [Course_Evaluation](#)
-  [Division_Chair_Performance_Appraisal](#)
-  [Faculty_Evaluation --Obs Form lab](#)
-  [Faculty_Evaluation--Observation Form](#)
-  [Faculty_Observation_BIO_111L_61](#)
-  [Faculty_Observation_Math_080](#)
-  [Faculty_Performance_Appraisal_Sample](#)
-  [Full_Time_faculty_job_description](#)
-  [HCC_Policy_Employee_Evaluation_Process](#)
-  [Part-time Instructor_adjunct_Position_Description_Feb 2008](#)
-  [Part-Time with Benefits Instructor_Position_Description_Feb 2008](#)
-  [PROCEDURE FOR THE EVALUATION OF FACULTY](#)
-  [Profesional_Development_Plan_Employee_Annual_Performance_Reveiw](#)
-  [Sample_end_semester_course_eval](#)
-  [Three_week_instructor_Eval](#)