

Title: Full-Time Faculty Performance

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<input type="checkbox"/> Board Resolution:	12/08/01, 24-072
<input type="checkbox"/> Last Revised	
○ Policy:	11/6/2024
○ Procedure:	11/6/2024
<input type="checkbox"/> Last Reviewed:	11/6/2024
<input type="checkbox"/> Effective:	12/5/2024
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<input type="checkbox"/> Responsibility	Academic Programs

POLICY:

All Cecil College full-time faculty will be evaluated each semester by a student survey and will submit annually a professional activities report.

Faculty will be evaluated each of their first two (2) semesters and then annually for the next two (2) years by the Chief Academic Officer (CAO) or designee, and will submit a self-reflection annually along with their professional activities report. The CAO or designee may perform an additional evaluation at their discretion and at any time.

Full-time faculty who have taught three (3) years or more at Cecil College will submit a self-reflection every third year with that year's professional activities report, and will be evaluated every third year in the classroom by the CAO, or designee, or by two (2) faculty peers. The CAO or designee may perform an additional evaluation at their discretion and at any time.

PROCEDURE:

Academic Senate and the appropriate Senate Standing Committee may review and provide feedback on this policy/procedure every three (3) years or as needed.

A faculty member's performance evaluation has several components as detailed in the Policy and these Procedures, including, but not limited to:

1. Fulfillment of contract obligations (completed annually, reported in Appendix D).
2. Evaluations by students (Appendices A and B, completed each semester).
3. Teaching observation (Appendix C, completed as described in the above Policy)
4. Annual report of professional activities (Appendix D).
5. Faculty Performance Evaluation Summary (Appendix D, completed annually).
6. Self-reflection (Appendix E, completed as described in the above Policy).

1. Fulfillment of contract obligations

Faculty are expected to read their contracts (one (1) year contract for years one (1) through three (3), or three (3) year contract for the fourth year and beyond) and meet all of their contractual obligations. Toward the end of the spring semester, Faculty Senate will have the opportunity to review and provide feedback on the faculty master contract template for the upcoming year, prior to distribution.

2. Evaluations by students

Evaluations by students are completed online prior to the completion of the course. The evaluation questions and rating scale are found in Appendices A and B. A faculty member may opt to provide a supplemental evaluation specific to their discipline. The results of these evaluations and interpretation of their importance to the faculty member's future teaching of that course may be included as part of the self-reflection (see Appendix E).

3. Teaching observation

The Academic Programs office will notify faculty when a teaching evaluation is to be scheduled. For the teaching evaluation by peers, one (1) of the two (2) faculty peers should be from the faculty member's department. The two (2) faculty peers will work as an evaluation team and should attend the same class on the same day, if possible. Prior to the observation, the faculty member must provide the peer team or the CAO or designee with the topic for the class being evaluated, along with the agreed upon date, time, location, and teaching modality (in person, online synchronous, online asynchronous) for the faculty member's chosen teaching observation.

The form in Appendix C will be used to evaluate faculty during the teaching observation. If applicable, student surveys will be attached. If the observation is performed by peer evaluators, they will meet with the faculty member no later than two (2) weeks after the observation to discuss their observations before submitting the report (Appendix C) to the CAO or designee. The peer observation will be submitted to the CAO or designee within one week of meeting with the faculty member.

Within two (2) weeks of a classroom observation, if the CAO or designee has completed the observation, the CAO or designee will provide the faculty member with their preliminary written observations (Appendix C). If the observation was conducted by peer evaluators, the CAO or Dean will contact the faculty member within two (2) weeks of receiving the observation results.

- If the faculty member's evaluation score is above a 2 average, the faculty member may, but is not required to, request a meeting to discuss the peer evaluators', CAO or designee's observations.
- If the faculty member's evaluation score is below a 2 average, the CAO or designee will meet with the faculty member to discuss the results.
 - After the meeting, the CAO or designee, if they conducted the observation, may amend the written observations. The amended written copy will be provided to the faculty member within two (2) weeks of the discussion.
 - At this time, within a week, the faculty member may refute/respond to any of the observations in writing.
 - Within two (2) weeks of the post-discussion written report, the faculty

member may request that an additional classroom observation be performed by a different evaluator. The evaluator will be appointed by the CAO or designee.-

- The report (Appendix C) of the second classroom observation will be provided to the faculty member within two (2) weeks, and an additional meeting with the CAO or designee may be requested.
- The classroom observations results (Appendix C) will be attached by the faculty member or CAO, or designee, in the Annual Report (Appendix D).

4. Annual Report of Professional Activities

The Annual Report of Professional Activities (Appendix D), and Self-Reflection (when required as described in the Policy (Appendix E)), are due electronically to the CAO or designee by June 1st of each academic year. The faculty member will include the summary of the classroom observation in their annual report. The CAO or designee will then complete the relevant portions of the rubric, including the performance evaluation summary (Appendix D) by the beginning of the fall contract.

The CAO or designee will meet with the faculty member during the fall semester to review the Annual Report, provide feedback on the faculty member's performance, strengths, and opportunities for improvement both verbally and in writing on the rubric in Appendix D. If the faculty member does not wish to meet, the faculty member's declination will be documented on the Annual Report (Appendix D). Additionally, the CAO or designee will review the faculty member's current rank, professional activities, goals, and pathway to promotion to provide guidance on professional development to support faculty satisfaction, well-being, and productivity (Appendix D). The faculty member will have an opportunity to respond both verbally and in writing before the report is finalized (Appendix D).

**APPENDIX A:
STUDENT EVALUATION QUESTIONS FOR FACULTY
TEACHING SYNCHRONOUSLY**

- 1 - The faculty member posted course materials and assignments in a timely manner.
- 2 - The faculty member made course expectations clear.
- 3 - The faculty member communicated course material effectively
- 4 - The faculty member assigned grades according to stated criteria, in a timely manner, providing feedback regarding student progress throughout thesemester.
- 5 - The faculty member provided feedback on assignments, questions, and concerns.
- 6 - The faculty member was available for scheduled office hours.
- 7 - The faculty member made course deadlines clear.
- 8 - The faculty member demonstrated knowledge about course subject matter.
- 9 - The faculty member's assigned activities were related to class content.
- 10 - The faculty member held class for all or almost all scheduled meetings excludingcollege closures.

Grading Scale:

1. Not Applicable
2. Strongly Disagree
3. Disagree
4. Agree
5. Strongly Agree

**APPENDIX B: STUDENT EVALUATION QUESTIONS FOR FACULTY
TEACHING ASYNCHRONOUSLY**

- 1 - The faculty member posted course materials and assignments in a timely manner.
- 2 - The faculty member made course expectations clear.
- 3 - The faculty member explained concepts clearly
- 4 - The faculty member assigned grades according to stated criteria, in a timely manner, providing feedback regarding student progress throughout the semester.
- 5 - The faculty member provided feedback on assignments, questions, and concerns.
- 6 - The faculty member was available for scheduled office hours.
- 7 - The faculty member made course deadlines clear.
- 8 - The faculty member demonstrated knowledge about course subject matter.
- 9 - The faculty member's assigned activities were related to class content.
- 10 - The faculty member maintained contact throughout the course.
- 11 - Interaction was available between students and/or the faculty member fostering a sense of anonline community.

Grading Scale:

1. Not Applicable
2. Strongly Disagree
3. Disagree
4. Agree
5. Strongly Agree

APPENDIX C: TEACHING OBSERVATION FORM AND GUIDE

Appendix C.1: Teaching Observation Form

Name: _____ No. of Students: _____ Evaluator: _____
 Date: _____ Time: _____ Course No.: _____

Directions:

The faculty member will be evaluated on the eight activities below using the scale to the right of each statement. Rate each activity from one (1) to three (3) with one being the lowest score and three the highest score. Use an "x" to indicate the appropriate score.

Note: Evaluators are expected to provide substantive comments on most activities.

A. Observation

Activity	Rating				
	1 Needs improvement	2 Good	3 Excellent	NA	Comments
1. The faculty member clearly provides an introduction to the lesson.					
2. The faculty member teaches to the objective.					
3. The faculty member illustrates or models what is to be learned.					
4. The faculty member checks for students' understanding during the course of the lesson.					
5. The faculty member provides the students with guided practice and feedback on the content/skills to be learned.					
6. The faculty member provides the students with independent or collaborative practice on the content/skills they have learned using active learning techniques.					
7. The faculty member encourages broad student engagement.					
8. The faculty member brings the lesson to closure.					

B. Summary

1. Total score:

2. Average score (total score \div number of activities attempted)

SIGNATURE PAGE:

Evaluator's Additional comments:

Evaluator's Signature

Date

Faculty member's comments:

Faculty Member Signature

Date

Appendix C.2: Teaching Observation Completion Guide

Teaching observations are intended to provide support and constructive feedback for faculty. The following questions may assist in the evaluation. In asynchronous online teaching environments, the particular lesson observed should be equivalent to one instructional module. Objectives may be met through weekly announcements, discussion forums, videos, etc.

1. Does the faculty member clearly provide an introduction to the lesson?
 - Does the faculty member tell students what they will be expected to learn, do, or accomplish by the end of the lesson?
 - Does the faculty member ensure that the objective is at an appropriate level of difficulty for the students?
2. Does the faculty member teach to the objective(s)?
 - Does the faculty member present information to be learned through presentation, demonstration, explanation, and/or readings, etc.?
 - Does the faculty member use questions and activities that directly involve students in the content to be learned?
 - Does the faculty member present relevant information clearly and concisely?
3. Does the faculty member illustrate or model what is to be learned?
 - Does the faculty member present students with examples of the product, concept, or skill-application during the lesson?
 - Does the faculty member illustrate the individual components of the concept or skill?
 - Does the faculty member vary instruction to encompass different learning modalities?
4. Does the faculty member check for students' understanding during the course of the lesson/module?
 - Does the faculty member foster active participation based on class material?
 - Does the faculty member phrase questions in such a way that invites students to indicate confusion?
 - Does the faculty member adjust the delivery of instruction or offer additional clarity as needed by the students?

- Does the faculty member include low-stakes assessments to ascertain student understanding?
5. Does the faculty member provide students with guided practice and feedback on the content/skill to be learned?
 - Does the faculty member link material to other course content?
 - Does the faculty member provide activities or opportunities for students to demonstrate learned skills and content (i.e., quizzes, exit tickets, group work, or clicker polls)?
 - Does the faculty member give timely feedback or corrective information to students as they work/respond to ensure understanding of material?
 6. Does the faculty member provide the students with independent or collaborative practice on the content/skills they have learned?
 7. Does the faculty member encourage student engagement?
 - Does the faculty member engage students throughout the class/module with lecture/video, activities, class discussion, and/or group work?
 - Does the faculty member foster a participatory environment?
 - Examples could be the use of Collaborate (webinar); asynchronous interaction such as shared Google documents or Wikis; games that require learner input and allow for faculty feedback; discussion tools with automatic notification of new posts; automated self-check exercises.
 8. Does the faculty member bring the lesson/module to closure?
 - Does the faculty member ask students to summarize the lesson/module?
 - Does the faculty member check student comprehension/mastery of the topic?
 - Does the faculty member provide a conclusion to the lesson?
 - Online examples could be: Written communication, such as announcements, both formal and informal, using Standard English rather than popular online abbreviations and regional colloquialisms; announcements stating that assignments are due or a posted review of what was learned that week.

APPENDIX D: ANNUAL REPORT OF PROFESSIONAL ACTIVITIES FORM AND GUIDE

The Annual Report is intended to document that the faculty member has met contractual obligations and participated in activities leading to professional growth. It is also intended to document those activities that are considered service to the department, the college, and the profession. As such, it may serve as a cumulative record of significant contributions for the faculty member to use for application for promotion, and allows for constructive dialogue between faculty and administrators regarding goals, satisfaction, and performance

Appendix D.1 Form: To be completed by the faculty member and CAO or designee as indicated. Serves as the Annual Report of Professional Activities. See Procedure 4 for deadlines.

Requirement (Waiver of any of these requirements must be approved by the Dean)	Academic Year: Faculty Years at Cecil:		
	Met	Unmet	NA (please provide details)
TO BE COMPLETED BY FACULTY:	TO BE COMPLETED BY CAO or DESIGNEE:		
Taught a full load <ul style="list-style-type: none"> • Determined by faculty contract • Please list courses, credits, and modality below 			
Office Hours (requirement = 6 per semester) <ul style="list-style-type: none"> • Fall: • Spring: 			
Academic Monitoring Participation <ul style="list-style-type: none"> • Fall: • Spring: 			

<p>Demonstrated departmental participation which may include but not limited to: *</p> <ul style="list-style-type: none"> • Leads curriculum development/revisions • Planning and Assessment • Training and mentoring of adjunct faculty and staff • Informal/formal academic advising • Syllabus review and revision 			
<p>Participated in Commencements and other official college ceremonies/meetings called by the Department Chair, Dean, Vice President of Academic Programs or the President. *</p> <p>Please LIST:</p> <ul style="list-style-type: none"> • 			
<p>Service on at least two approved College committees. Please List:</p>			
<p>Completed mandated college professional development. (Safe Colleges) *</p>			
<p>Participated in at least one additional professional development activity.</p>			
<p>Completed research, publications, presentations, or grant applications, exhibitions/demonstrations.</p>			
<p>Self-reflection attached when required (N/A if not required). See Appendix E.</p>			
<p>GOALS (See Appendix D Guide for examples): Progress Report on Previous Year's Goals (by faculty);</p> <p>Faculty Member's Proposed Goals for the Academic Year: (What are the aspirations of the faculty member, and how can the college help them attain them?):</p> <p>Finalized Goals After Annual Report Meeting</p>			
<p>THE FOLLOWING IS TO BE COMPLETED BY THE CAO or DESIGNEE:</p>			
<p>Student Course Evaluations summary (optional)</p>			
<p>Classroom Observations: CAO or designee to attach the classroom observations here every 1-3 years as indicated in the Policy:</p>			

MISC Evaluations: (Example: peer reviews, evaluations of events the faculty member has hosted etc....)	
Please discuss areas where strength, leadership, collaborative work, and growth the faculty member has demonstrated.	
Please discuss potential areas for growth.	
PROMOTION (completed by faculty member) What rank does the faculty member currently hold? <ul style="list-style-type: none">• Potential next steps for promotion:<ul style="list-style-type: none">○ Formal education credits:○ Significant Contributions to the college:○ Years Teaching Experience:	
Faculty member choses not to meet with CAO/Dean: Date:	
Faculty Member Comments	
Signature of Employee:	Date:

Signature of Dean	Date:
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Appendix D.2: Guide to Annual Report Form Completion

I. Contractual requirements including:

- a. Courses taught, (please list courses, including credit hours for each semester.)
- b. Maintenance of office hours. (Please list for fall and springsemesters).
- c. Service on at least two college committees (not required of first yearfaculty)

II. Identification of syllabi reviewed, revised, or developed during the current year

Please refer to the Faculty Promotion Policy <https://www.cecil.edu/policies>

APPENDIX E: SELF-REFLECTION

The Self-Reflection is not intended as an evaluative tool. It is part of the Annual Report of Professional Activities required annually for faculty teaching less than three years, and every third year for faculty teaching three years or more. Self-reflection is a tool to help faculty members review their professional activities; share successful strategies, innovations and accomplishments; and identify and reflect on outcomes.

The self-reflection should include a descriptive summary of any two of the items listed below:

- Reactions and implementations resulting from the evaluation by students
- Effect of your professional activities in Appendix C, section III on teaching or other classroom activities
- Reflections while developing or revising a course
- Experiences learned while teaching a course for the first time
- Lessons learned regarding a specific teaching problem, how it was identified, and solutions attempted
- Descriptions of special projects with individual students
- Audio/video taping of classroom activity for use in class or online with regards to response by students or effect on teaching
- Statement of grading methodology with samples of graded student papers
- Description of innovative, creative or experimental techniques
- Responses to written student comments (compliments or criticisms)
- Reflections on intercollegiate interactions (intra-or interdepartmental projects) Reflection on achievement of your goals from the previous year belong in the Annual Report
- Reflections on DEI-related efforts