FSW Response 8/11/22

## ARTICLE 9 - FACULTY EVALUATION

### Introduction and Purpose

* + 1. The primary purpose of faculty evaluation at Florida SouthWestern State College is to promote individual and institutional continuous-improvement. The College recognizes the need for a consistent system for evaluating its faculty. However, the College also acknowledges the diversity among its faculty and has, therefore, adopted a system of evaluation that values that diversity, recognizes that progress may occur in many directions, and asserts that many types of activities make valuable contributions to the College’s success and growth. Hence, the underlying philosophy of this Faculty Evaluation Plan (FEP) is that evaluation of faculty performance is a complex process that should promote equity and consistency for all individuals. The FEP is designed to enhance faculty development, while also promoting the mission of Florida SouthWestern State College and its need for continuous improvement. The parties recognize the importance and value of the evaluation process for assisting the progress and success of both newly-employed and experienced faculty. The evaluation of faculty is the responsibility of the Administration.
    2. The faculty evaluation process is intended to encourage and support professional development, promote personal reflection and self-assessment, planning and establishing goals, and experimentation on the part of each faculty member. It also provides a positive environment and collegial context for review of teaching purposes, strategies, and materials.
    3. . SOS reports will be used in the self-evaluation of faculty.
    4. The Administration shall not assign any portion of the Faculty Performance Evaluation of faculty members to other members of the bargaining unit. However, the faculty member has the option (defined in Section 9.3.4)) to request another faculty member, or another administrator (i.e. department chair, associate dean, etc.) to conduct a classroom observation.
    5. No anonymous information or statements shall be used or included in the evaluation process except as may be provided in Appendix C, Student Opinion Survey (SOS). This shall include any statement or document that cannot be identified sufficiently to be challenged or verified. However, such information may be used to initiate further investigation.
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**Annual Contract Faculty**

A. Annual contract faculty will be evaluated by their Academic Dean/Supervising Administrator once each academic year using Form 2. For faculty hired in other than a fall semester, the evaluation will take place in the spring semester of the following academic year.

B. All annual contract faculty will complete a self-evaluation (Form 1) and goal setting form (Form 3) once year academic year. A follow up meeting for discussion may be scheduled by the Academic Dean/Supervising Administrator.

* 1. For first year faculty the weights and goals in Form 3 will be discussed between the Academic Dean/Supervising Administrator at the start of their employment.

1. For the first two years of employment, all annual contract faculty will have two classroom observations each fall and spring semesteras part of their ongoing review. The observation should be one class period in ground courses (1 hour and 15 minutes) The Academic Dean/Supervising Administrator will perform the observation during a mutually agreeable class (any modality), date, and time, using  *a narrative observation form located in the Appendix of this contract.* For online classes, the faculty member and the administrator will meet and the faculty member will showcase how one learning outcome is presented and assessed. An online observation form will be located in the appendix of this contract.
2. The  *new narrative evaluation* form will be discussed in the Annual Faculty Evaluation Meeting.
3. The  *narrative evaluation*  should be completed within ten (10) duty days after the observation and a meeting with each faculty member who is being observed should be scheduled once the form is completed.
4. Annual contract faculty who are on a Fall/Summer or Spring/Summer contract are expected to adhere to all deadlines in this contract and reference documents.

**Continuing Contract Faculty**

1. Faculty members on continuing contract will be evaluated every five (5) years using Form 2 unless the Academic Dean/Supervising Administrator feels that an off-cycle evaluation is warranted due to concerns regarding the faculty member’s performance (per Section 10.3).
2. All continuing contract faculty will complete a self-evaluation (Form 1) and goal setting form (Form 3) once each academic year. A follow up meeting for a discussion may be scheduled by the Academic Dean/Supervising Administrator.
3. Faculty who are on a Fall/Summer or Spring/Summer contract are expected to adhere to all deadlines in this contract and reference documents.

### Components of the Plan (refer to 9.2.1, 9.2.2, and 9.2.3)

The supervisor shall use and provide evidence supporting a bargaining unit member’s performance in the following areas.

### Teaching and Instruction

* + - 1. **Classroom Performance and Student Success** includes those technical skills in designing, sequencing, and presenting experiences which induce learning. Instructional evidence for self-evaluation must include discussion of SOS and Student Success data. See the professional development website and/or the Faculty Evaluation Plan (FEP) for a list of suggested activities to include as evidence in this section.
      2. **Material Preparation and Relevancy** relates to the planning that is included in course creation and delivery. This includes, but is not limited to, syllabi, classroom materials, Power Points, quizzes, innovative assignments and assessments. See the professional development website and/or the faculty handbook for a more complete list of activities that would support the self-evaluation in this section.
      3. **Record Keeping and Instructional Management** such as:

1. Attendance verification and submission of final grades by published deadlines,

2. providing timely feedback to students through rubrics and comments,as noted in the course syllabus,

3. Answering emails and phone inquiries/requests in a timely fashion.

### Professional Development and Scholarship

Professional Development is defined as those activities of a faculty member in his or her formally recognized area of expertise which contribute to the following:

* + - 1. Development of new knowledge or skill,
      2. Dissemination of knowledge in the professional community, and
      3. The development of personal professional skills and standing.

### Service to the College, Profession, or Community

* + - 1. College Service includes any college-related activities, other than teaching and professional development that promote the goals and objectives of the College.
      2. Professional Service refers to service to the profession.
      3. Community Service is defined as the application of a faculty member’s recognized area of academic expertise in the community. Community service is evaluated when possible by the importance of contributions made, by how demanding activities were and by how well objectives were achieved.

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### Sources of Data

The Academic Dean/Supervising Administrator shall document and use multiple sources of data to complete the evaluation which may include, but are not limited to those described here. Such records shall become part of the academic performance evaluation of the employee’s performance and shall be considered limited-access records as provided in applicable Florida Statutes.

* + - 1. The faculty member’s self-evaluation regarding completion of the previous year’s goals and accomplishments during the evaluation period.
      2. The Academic Dean/Supervising Administrator’s narrative and evaluation of the faculty member’s performance in meeting standards and expectations in areas of responsibility
      3. Faculty members reflection on the results of the Student Opinion Surveys (instructional faculty only) collected in all course sections
      4. Cumulative record of professional development activities completed during the evaluation period.

### Faculty Evaluation Procedure (refer to 9.3.1 and 9.3.2)

* + 1. **Faculty Self-Assessment and Goals -** During the Spring Semester of each academic year each full-time faculty will complete the Faculty Self-Assessment and Goals form and deliver it to the appropriate Academic Dean/Supervising Administrator according to the timeline in the Faculty Evaluation Plan (FEP).
    2. **Declaration of Weights** (all faculty) - As a part of the evaluation process, the faculty member should specify a weight for each of the three (3) areas of evaluation in Form #1. For any given academic year, the sum of these weights must equal 100%. Faculty members may discuss their area weights with the Academic Dean/Supervising Administrator at any time before making a final determination. This will document a continuous quality improvement process on an academic year basis. For first year faculty, the weights will be discussed between the Academic Dean/Supervising Administrator at the start of their employment. Faculty who have reassigned time may adjust their weights for teaching and instruction as needed in consultation with the Academic Dean/Supervising Administrator before a final determination is made.
    3. **Pre-Evaluation Conference** - During the Spring Semester of each academic year the Academic Dean/Supervising Administrator may meet with the faculty member to discuss the faculty member’s goals, departmental needs, administrative expectations, and professional development possibilities for the year. The Academic Dean/Supervising Administrator may assist the faculty member in determining specific and measurable goals deemed appropriate by both parties for the faculty member’s professional development and participation within the School and College Community. Assistance with funding may also be considered if necessary. A signed copy of the goals will be kept in the department or division office until the Spring Post-Evaluation meeting. The goals may be modified during the academic year with the approval of the Academic Dean/Supervising Administrator.
    4. **Observation -** Classroom observations, as part of this evaluation process, are optional for continuing contract faculty. If the faculty member on continuing contract wants to be observed by the Academic Dean/Supervising Administrator the faculty member and Academic Dean/Supervising Administrator shall mutually agree to a class, date, and time for the Academic Dean/Supervising Administrator to formally observe one class session each academic year. The formal observation should ideally occur during a class session where active learning and student participation is expected. If the faculty member would prefer a peer evaluation, the same process will be followed with a continuing contract faculty member completing the observation rather than the Academic Dean/Supervising Administrator.

### Student Opinion Surveys

* + - 1. Each fall and spring semester all courses will have Student Opinion Surveys (SOS) activated and faculty should encourage students to complete the surveys.
      2. Surveys will be completed online provided that safeguards shall be in place to ensure that student surveys shall be confidential, no students shall generate more than one survey per class, every student who has attended the course in its entirety t is permitted to complete a survey, and no student who has withdrawn from a section shall complete a survey for that section. Library and counseling faculty evaluations may use different instruments to best evaluate their job duties.
      3. Surveys shall be conducted no sooner than the last week of class
      4. The College will generate a summary report of all surveys and student written comments completed for each section for each faculty member for use in institutional effectiveness and determining trends.
    1. **Academic Dean/Supervising Administrator’s Evaluation -** The supervisor will review the multiple sources of data listed in Section 9.2.4 of this Article and complete the Supervisor’s Evaluation Form (Form 2) (See Appendix C) for all annual contract faculty once each year. Faculty members on continuing contract will be evaluated every five (5) years unless the Academic Dean/Supervising Administrator feels that an off-cycle evaluation is warranted due to concerns regarding the faculty member’s performance (Per Section 10.3).
       1. The Academic Dean/Supervising Administrator’s evaluation shall include a narrative discussing the faculty member’s performance in meeting the standards and expectations in areas of responsibility as observed by the Academic Dean/Supervising Administrator.
       2. In completing the narrative portion of the evaluation, the faculty member’s Academic Dean/Supervising Administrator shall ensure the following is documented on the form:
          1. Notification to the faculty member as to areas in which he or she is excelling;
          2. Notification to the faculty member if deficiencies exist that require correction;
          3. An explanation of any deficiencies as noted and the expected improvement;
          4. If deficiencies are noted, the assistance that the Administration will provide to enable the faculty member to improve performance; and
          5. The timeframe established to demonstrate improvements. To document required improvements, the Academic Dean/Supervising Administrator will use Form 2.
    2. **Post-Evaluation Conference -** Prior to the end of the Spring Semester (per the Faculty Evaluation Plan (FEP)), the Academic Dean/Supervising Administrator will meet with each annual contract faculty member assigned to the instructional unit to discuss the overall evaluation.
    3. **Faculty Response (**optional) **-** The faculty member may add written comments to the evaluation form and will sign the form to verify the discussion.
       1. If an unresolved issue remains after the discussion, the faculty member has ten (10) contracted duty days to provide a written statement to the Academic Dean/Supervising Administrator outlining the concerns and suggesting adjustments to the evaluation.
       2. The Academic Dean/Supervising Administrator will respond in writing within ten (10) duty days of the receipt of the statement.
    4. **Appeal of an Evaluation** - If the issue remains unresolved after the above steps; or, if the faculty member receives less than a “Satisfactory” evaluation and disagrees with the factual contents of the faculty evaluation; or, if the faculty member believes the Academic Dean/Supervising Administrator failed to follow proper evaluation procedures, the faculty member shall have the right to file a grievance following the procedure in Article 13 of this Agreement. If the grievance relates to the factual content of the evaluation, the administration shall demonstrate that the factual content of the evaluation is correct.
       1. Such grievance shall be filed at Step 2 and within ten (10) contractual duty days of receipt of Academic Dean/Supervising Administrator ’s response. In the event the faculty member receives no response from the Academic Dean/Supervising Administrator, the grievance shall be filed no later than twenty (20) contracted duty days after the deadline for such response from the Academic Dean/Supervising Administrator.
       2. As an alternative to the above grievance procedure, any faculty member receiving an evaluation of less than “satisfactory” may appeal the decision in accordance with the College’s discrimination grievance procedure.
    5. **Other Documentation** - A faculty member may present for consideration additional information relevant to the performance evaluation process. Such documents should be presented prior to completion of the Overall Summary or at the Post-Evaluation Conference.
    6. **After Review and Signature** - by the Academic Dean/Supervising Administrator, and the Vice President of Academic Affairs, performance evaluation forms will be submitted to human resources and filed in the limited access portion of the faculty member’s personnel file.
    7. **Rating Less Than Satisfactory -** For any faculty member who receives a rating of one (1) Needs Improvement in any area/category,” the Academic Dean/Supervising Administrator will identify any deficiencies and provide suggestions, professional development opportunities, or otherwise assist the faculty member with any necessary correction or remediation in that/those specific areas/categories Should this situation arise, the Academic Dean/Supervising Administrator will complete Form 4 – Performance Improvement Plan to outline the identified areas/categoriesfor improvement, actions to achieve improvement in the identified areas/categories including specific and measurable goals for achievement, and a timeline for achieving the improvement(s) required.
    8. **Written Response -** The Administration shall take no action against a faculty member for including a written response to the evaluation, or filing a grievance or complaint of a contract violation in the evaluation process.

### Portfolio Comprehensive Evaluation

1. Every five (5) years, all faculty are required to complete a portfolio evaluation. The portfolio is part of the process for the granting of continuing contract for annual contract faculty and as a post continuing contract review for continuing contract faculty.
2. The portfolio consists of the following sections for faculty up for continuing contract:
   1. Introductory reflective summary that supports candidate’s granting of continuing contract.
   2. Current Curriculum Vitae.
   3. Self-evaluation and Goal Setting (Forms 1 & 3) forms from the previous four years.
   4. Supervisor evaluation form (Form 2) from the previous four (4) years.
   5. Supporting evidence of performance in teaching and learning, professional development, and scholarship, and service.
   6. Letter of support or non-support from Academic Dean/Supervising Administrator.
   7. Letters of support from colleagues (no more than three), (optional).
3. The portfolio will consist of the following sections for post continuing contract review.
   1. Reflective summary of goals and accomplishments since last portfolio evaluation.
   2. Current Curriculum Vitae.
   3. Self-Evaluation and Goal Setting (Forms 1 and 3) forms from the previous four years.
   4. Any supervisor evaluation forms (Form 2) from the previous four (4) years.
   5. Any Performance Improvement Plan forms (Form 4) from the previous four (4) years if applicable or implemented.
   6. Supporting evidence of performance in teaching and learning, professional development and scholarship, and service.
4. A faculty member on continuing contract is not required to complete the evaluation process outlined in Article 9 – Faculty Evaluation and Section 10.3 – Evaluation After Receipt of continuing contract if the faculty member on continuing contract submits in writing to their Academic Dean/Supervising Administrator and the Chief Human Resources Officer their intent to retire/resign at the conclusion of the spring semester (May) in the year that the evaluation is to be completed. The written notice (email is satisfactory) must be provided by December 1st preceding the spring semester of retirement/resignation.

### Standard of Performance Rating Scale

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| **RATING** | **PERFORMANCE STANDARD** | **EXPLANATION** |
| **3** | Exceeds Expectations | An exceeds expectations rating is demonstrated by performance levels that are recognized as going above and beyond the acceptable standards compared to other professional faculty within the department/school. |
| **2** | Meets Expectations | Meets expectations: performance is demonstrated by performance levels that are recognized as meeting all reasonable and acceptable standards compared to other professional faculty within the department/school. |
| **1** | Needs Improvement | A needs improvement rating is demonstrated by performance levels that are clearly recognized as not meeting reasonable and minimal standards compared to other professional faculty within the department/school. |