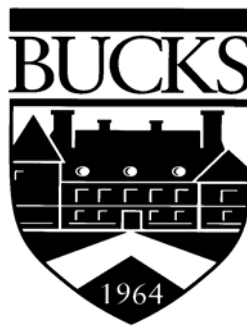


**Bucks County Community College
Newtown, Pennsylvania**

Office of the Provost and Dean, Academic Affairs

**Regulations, Procedures and Processes for Evaluation of
Full- and Part-Time Faculty**



*Revised 2006 by the
Committee on Evaluation of Instruction and Outcomes Assessment
Approved by Advisory Council December, 2006
Approved by President James J. Links, December, 2006*

Preface

This brochure contains the current regulations, procedures, and processes for the evaluation of faculty members. The various sections, which are respectively entitled “Improvement of Instruction,” “Frequency of Evaluation,” “Promotion of Faculty Members” and “Evaluation of Full-Time Faculty Members Assigned to Another Department,” were developed by successive Advisory Councils and recommended to the Office of the President between 1973-1987.

The brochure was thoroughly reviewed, updated and edited by the Committee on Evaluation of Instruction and Outcomes Assessment and submitted to the Advisory Council during the 2001-2002 academic year. It was recommended by the Advisory Council and approved by the President March, 2002.

The brochure was again reviewed, updated and edited by the Committee on Evaluation of Instruction and Outcomes Assessment and submitted to the Advisory Council during the fall 2006 semester to incorporate the new language negotiated by the College and the BC3 Federation of Teachers, Effective August 15, 2006. It was recommend by the Advisory Council and approved by the President December, 2006.

RESOLUTION

The Advisory Council expresses its assurance to the President that should any of the Criteria or Procedures prove unsuccessful in its application, the initiation of remedies for those specific Criteria or Procedures may be made through the Advisory Council’s processes in regular order.

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COLLEGEWIDE CRITERIA AND PROCEDURES
FOR IMPROVEMENT AND EVALUATION OF INSTRUCTION
FOR FULL-TIME FACULTY

I. Criteria

The following criteria are designed to assist evaluation of classroom instruction as part of determining the fulfillment of Duties and Responsibilities of Faculty Members described in the Contractual Agreement and in Board Policies, Procedures and Regulations.

A. Mastery of the Subject

1. Possesses knowledge of the subject and ability to perform the skill
2. Keeps current in the field

B. Ability to Impart the Subject

1. Clarity of purpose
 - a.) Knows the approved course syllabus
 - b.) Clearly defines the outcomes expected from students
2. Process
 - a.) Creates an environment that encourages learning
 - b.) Informs students of course content, teaching methods, outcomes expected, and evaluative instruments
 - c.) Organizes the learning process
 - d.) Selects and uses appropriate materials
 - e.) Communicates and illustrates ideas and skills
 - f.) Designs and explains appropriate student course work and assignments
 - g.) Designs and uses appropriate evaluative instruments

C. Responsiveness

1. Discerns and is sensitive to student needs
2. Guides student learning consistent with both student needs and the approved course syllabus
3. Is sensitive to the effect of the process on student learning
4. Encourages divergent student viewpoints

D. Fairness and Impartiality

1. Evaluates all students fairly and impartially
2. Respects the dignity of all students

E. Additional Criteria for Evaluation of Faculty

In addition to classroom instruction, the criteria for all faculty evaluations will include at least one of the following:

1. Educational planning, development, and analysis or
2. Contributions to the department and the College

II. Procedures

The following procedures for evaluation of instruction are based on past and current practices at the College and on recommendations from several College committees. The procedures are designed to evaluate an experienced faculty that takes many approaches to instruction in order to maintain the diversity of programs that characterize the College itself. These evaluation procedures will assist in the improvement of instruction, recognize instruction that is commendable, and will be implemented, in a timely manner, through the following process:

A. Responsibility

1. The academic officers responsible for the evaluation of instruction are the deans who have faculty reporting to them, assistant deans, and the Provost and Dean, Academic Affairs.
2. Deans who have faculty reporting directly to them, the Provost and Dean, Academic Affairs, and assistant deans are responsible for implementing the procedures and answering all questions pertaining to the evaluation process.
3. Deans who have faculty reporting directly to them, or the department assistant dean, and the instructor, must mutually agree upon any other evaluator, in writing, 30 days prior to the actual evaluation.

B. Reports

1. The evaluation of classroom instruction shall be based upon the information derived from the procedures used in this document. Upon completion of the classroom instruction evaluation process, the evaluator shall prepare a written statement that describes this evaluation and its outcome, with copies for the instructor and for the official personnel file.
2. The evaluator shall, in a conference scheduled within three weeks of the completion of the evaluation process, discuss the written statement with the instructor, who has the right to prepare a written response that is to be attached to the statement.

C. Evaluation Instruments

1. Written commentary from students currently enrolled in an instructor's course sections.
 - a.) The course, the number of course sections, and the particular sections selected to receive evaluation questionnaires or essay forms shall be mutually agreed upon by the instructor and the evaluator.
 - b.) The instructor and the evaluator shall mutually agree upon the type of questionnaire or essay format to be used to elicit the written student commentary.
 - c.) If a questionnaire is to be used, the questionnaire contained in the 1969 Senate Ad Hoc Committee Report on Evaluation, or another mutually agreed upon by the instructor and the evaluator, shall be used.
 - d.) The *method* of distribution and collection of the questionnaire or essay instrument shall also be mutually agreed upon by the instructor and the evaluator, and both shall also be present at the time of distribution and collection.
2. A presentation of simulated classroom instruction to:
 - a.) A group of colleagues from within the department and mutually agreed upon by the instructor and the evaluators; or
 - b.) A group of four colleagues from within the department, two chosen by the instructor, two chosen by the evaluator; or
 - c.) A group of colleagues from another (community) college or university within the instructor's area or discipline, and mutually agreed upon by the instructor and the evaluator.

In each case, those observing the simulated classroom instruction shall give the evaluator and the instructor a written, signed report on the demonstration of the instructor's fulfillment of the criteria for the evaluation of instruction.

3. Student evaluation forms
 - a.) A student evaluation form sent to a majority (51% or higher) of an instructor's former students who were registered in the instructor's course sections at the end of the third week of classes in a given academic year and chosen at random from any semester within the last three academic years.
 - b.) The academic year, the number of students, the random selection procedure, and the form and content of the evaluation form shall be mutually agreed upon by the instructor and the evaluator.

4. Peer evaluation of classroom instruction

- a.) By colleagues mutually agreed upon by the instructor and the evaluator; or
- b.) By two colleagues selected by the instructor and two selected by the evaluator.

In either case, each colleague shall give the evaluator and the instructor a written, signed report that describes the classroom instruction techniques of the person being evaluated.

5. Classroom interviews by the evaluator

- a.) The evaluator shall conduct interviews with students in two or more mutually agreed upon sections of the instructor's courses to determine the instructor's fulfillment of the college-wide Criteria for the Evaluation of Instruction. There shall be a conference between the evaluator and the instructor prior to the interviews, during which both shall mutually agree upon appropriate times for the interviews.
- b.) The instructor shall not be present during the interviews. Within one week after the final interview, the evaluator shall hold a conference with the instructor during which he/she shall give the instructor written comments on the interviews, and discuss the report with the instructor. The instructor has the right to append his/her own statement to this report, if so desired.
- c.) Care should be taken to arrange the number of visits necessary to make the process both fair and productive. If mutual agreement can be reached, the number of visits shall be two or more; if there is no agreement, the number shall be three. The evaluator and the instructor shall mutually agree upon the course(s), section(s) and time(s) for these visitations. The goal of these classroom visitations shall be to obtain an accurate assessment of the instructor's teaching strategies and coverage of representative themes in the course material.

6. Classroom visits

- a.) The evaluator shall notify the instructor, within the first three weeks of the semester, of his/her intent to visit the class; the instructor shall reply promptly, within a six-week period from the date of notification, suggesting appropriate class hours for the visit(s).
- b.) There shall be a conference between the evaluator and the instructor prior to the visit during which both shall discuss, and mutually agree upon: the purpose of the class(es) to be visited; the exercises or lessons which will be taking place during the visit; reading assignments or other preparations expected from the students for the class. Both shall also exchange mutually helpful information to make the visit as profitable and comfortable as possible.

- c.) Care should be taken to arrange the number of visits necessary to make the process both fair and productive. If mutual agreement can be reached, the number of visits shall be two or more; if there is no agreement, the number shall be three. The evaluator and the instructor shall mutually agree upon the course(s), section(s) and time(s) for these visitations. The goal of these classroom visitation(s) should be to obtain an accurate assessment of the instructor's teaching strategies and coverage of representative themes in the course material.
- d.) The evaluator shall arrive before the class starts and should remain until the end of class, both to insure understanding of the instructor's instructional design and to avoid causing a distraction by leaving early.
- e.) Within a week after the last classroom visitation, the evaluator shall hold a conference with the instructor during which he/she shall provide the instructor with a copy of the written comments covering his/her visiting experience, and discuss the report with the instructor. The instructor has the right to append his/her own statement to this report, if so desired.

7. Video taping of instructional presentations

- a.) The evaluator and the instructor shall mutually agree to have the tapes made. The instructor shall then notify Media Services to arrange for the tapes to be made under the instructor's direction.
- b.) There shall be a conference between the evaluator and the instructor, prior to the taping, during which both shall mutually agree on the purpose of the tape(s) to be made and viewed, the exercises or lessons which will be taking place during the taping, reading assignments and other preparations expected from the students for the tape(s); both shall also exchange mutually helpful information to make the taping as profitable and comfortable as possible.
- c.) The tapes are to be viewed only by the evaluator and instructor. After they have been viewed, the tape(s) are to be erased when requested by the instructor.
- d.) Within one week after the final taping, the evaluator shall hold a conference with the instructor during which he/she shall give the instructor a written comment on the viewing experience and discuss the report with the instructor. The instructor has the right to append his/her own statement to the viewing report, as part of the record, if this is desired.

8. Some other method mutually agreed upon by both the instructor and the evaluator.

D. Selection of Instruments

1. The evaluator and the instructor shall mutually agree, in writing, upon which instruments are to be used for the evaluation of classroom instruction.
2. If agreement can not be reached in the case of first year faculty, the instructor and the evaluator shall each choose one instrument from the list of eight.
3. If agreement can not be reached in the case of non-first year faculty, the strike-out method shall be employed. From the entire list of eight evaluation instruments, the evaluator and the instructor shall alternately delete any of the various methods until only two remain. These two instruments shall then be employed in the evaluation procedure.
4. If the evaluation shows evidence of a disparity between the instructor's performance and the criteria for the evaluation of instruction, both the evaluator and the instructor may choose one additional instrument from the unused options on the original list.

E. Frequency of Evaluation

1. Instructors meeting the minimum requirements for promotion shall be evaluated for classroom instruction during the academic year preceding the date on which a promotion would become effective.
2. Instructors meeting the requirements for tenure shall be evaluated for classroom teaching during each of the two academic years preceding the date on which tenure would be awarded.
3. Instructors holding the rank of professor and tenured status shall be evaluated for classroom performance once every three years.
4. Instructors holding new appointments to the College faculty shall be evaluated during each of the first two years of the appointment. All first year faculty will be evaluated in the first semester of teaching, and will receive a copy of results within three weeks of the evaluation.

III. Interpretation of Frequency of Evaluation

- A. New appointees to the Faculty shall be evaluated during each of their first two years of appointment to the College. All first year faculty will be evaluated in the first semester of teaching, and will receive a copy of results within three weeks of the evaluation.

- B. Faculty meeting the minimum contractual qualifications for tenure shall be evaluated in the fourth academic year, prior to eligibility for the September 15 Letter of Intent to Award Tenure. Faculty who have received the September 15 Letter of Intent to Award Tenure or the September 15 Letter of Probationary Consideration during the fifth year, shall be evaluated a second time prior to the end of the Fall semester of their sixth year of service.
- C. Tenured faculty holding the rank of Professor shall be evaluated for classroom instruction once every three years; this three-year period will be measured from the date of the last evaluation.
- D. Faculty meeting the minimum contractual qualifications for promotion shall be evaluated in the year prior to the date on which a promotion will become effective.
- E. Faculty not specifically covered by the above paragraphs shall be evaluated every three years. This three-year period shall be measured from the date of their last evaluation.
- F. An exception to the above interpretations may be made if the results of an evaluation, in the opinion of the evaluator, identify enough areas of instruction in need of improvement to warrant an overall negative evaluation. Upon the determination of a negative evaluation, a Conciliation Agreement shall be prepared jointly by the Evaluator and the faculty member. This Agreement should focus on ways to correct the deficiencies and should also include a mutually agreed upon verification procedure. If, in the opinion of the evaluator, the faculty member has not made substantial improvement within twelve months of the date of the agreement, a second evaluation shall be performed.

Alternatively, the faculty member may elect to follow provisions resulting from collective bargaining between the College and the Faculty Federation of Teachers:

In the event of a negative evaluation, a faculty member shall have the right to convene a peer review committee composed of four (4) tenured faculty, usually from the disputant's Department, two (2) of whom will be chosen by the disputant and two (2) by the Assistant Academic Dean or the immediate supervisor, to review the process and findings of said evaluation.

If the peer review committee agrees with the evaluation, the peer review committee will cooperate with the Assistant Academic Dean or immediate supervisor in designing and implementing a remedial program as described in the *Regulations, Procedures and Processes for Evaluation of Faculty Members*.

Should the peer review committee disagree with the evaluation, either in terms of procedure or findings, or fail to reach agreement, the Assistant Academic Dean or immediate supervisor shall consult with the peer review committee and the faculty member regarding a new evaluation.

- G. The Advisory Council to the President has agreed that the intent of the 12-month period is to allow a faculty member sufficient time to improve his/her classroom performance. It is not the Committee's intent to delay the implementation of a second evaluation if either a Conciliation Agreement cannot be mutually agreed upon or if the faculty member makes no attempt to carry out the terms of the agreement.

IV. Regulations and Procedures to Implement the College Policy on Promotion of Faculty Members

A faculty member being considered for promotion to the rank of Assistant Professor, Associate Professor, or Professor should demonstrate excellence in classroom instruction. In addition, the faculty member being considered for such promotion should also show demonstrable involvement in all the criteria listed below. The type and range of activities that demonstrate involvement in the three criteria are to be mutually agreed upon by the instructor and the evaluator.

Faculty seeking promotion shall present concrete and demonstrable evidence of involvement in all three categories (B., 1, 2, and 3 below). Faculty members shall demonstrate such a commitment in writing by presentation of criteria to the instructor's Department Dean and the Provost's Office.

A. Classroom Instruction

The superior teacher performs successfully in the classroom. This performance is measured by the *Criteria and Procedures for the Evaluation and Improvement of Instruction*.

B. Faculty Seeking Promotion

Faculty seeking promotion shall demonstrate involvement in the following categories of criteria:

1. Educational planning, development, and analysis

The superior teacher plays an active role in the educational planning, development, and analysis of the discipline in which the faculty member teaches. This participation should grow out of the faculty member's commitment to the broad spectrum of students' educational experiences.

2. Contributions to the department and the College

The superior teacher recognizes that the Department and the College have a life unto themselves. The vitality of the Department and the College are dependent on the active participation of each faculty member in sustaining the life of the college.

3. Professional growth

The superior teacher understands that, without vital growth, there is stagnation. Keeping abreast of current trends and developments in one's area of competence(ies) becomes an important part of the superior teacher's academic career.

V. Evaluation of Full-time Faculty Assigned to Another Department or New Discipline

- A. This policy is intended as a tool that will both help to maintain quality instruction and to provide a supportive setting that assists faculty members who, as part of their full time teaching load, are appointed to teaching assignments either within a different academic discipline than they had previously taught within their own department, *or* to an assignment that is outside of their own department. These faculty members *may be* evaluated during the first academic year of the new teaching responsibility, based upon criteria established in the *Regulations, Procedures and Processes for the Evaluation of Faculty Members* (Revised Spring 2002).
- B. If the results of the evaluation conducted during the first academic year of the faculty member's appointment to another department or discipline, in the opinion of the evaluator(s), identify enough areas of instruction in need of improvement to warrant an overall negative evaluation, a Conciliation Agreement shall be prepared jointly by the evaluator(s) and the faculty member. This Agreement shall focus on ways to correct the deficiencies and shall also include a mutually agreed upon verification procedure to be administered by the Academic Dean.
- C. Upon a satisfactory evaluation that is based upon the criteria established in the *Regulations, Procedures and Processes for the Evaluation of Faculty Members* (Revised Spring, 2002), faculty members shall next be evaluated according to the frequency of evaluation established when they were initially appointed to the faculty. If, at the time of the subsequent regular evaluation, the faculty member is continuing to teach outside of his/her original department or discipline, the evaluators, from each department or discipline that is impacted by the faculty member's teaching responsibilities, shall participate in the evaluation process. The exact procedures for the evaluation shall be cooperatively worked out among the faculty member and the evaluators involved.

VI. College-wide Criteria And Procedures For Improvement And Evaluation Of Instruction For Part-Time Faculty

A. Frequency

For new part-time faculty members, evaluations shall be performed:

- The first and third teaching semester;
- Thereafter, every third teaching semester up to 60 accumulated credit hours;
- Thereafter, every fourth teaching semester up to 120 accumulated credit hours;
- Thereafter, every sixth teaching semester.

On or before the first day of the subsequent semester, the faculty member will receive the evaluation in writing.

Current part-time faculty shall be placed in the evaluation schedule based on the current number of credit hours accumulated teaching at Bucks County Community College since Spring 1995.

For the purposes of determining frequency of evaluation, credit hours shall accumulate only within each separate Department in which the faculty member may be teaching. For the purposes of determining compensation, however, credits shall accumulate College-wide.

- B. In any instance where a part-time faculty member subject to evaluation is teaching multiple preparations, that faculty member shall be evaluated in all preparations. If a part-time faculty member is teaching three sections of the same preparation, evaluation may be conducted in two of the three sections, to be determined by the faculty member.
- C. In the event of an unsatisfactory evaluation, a follow-up evaluation will be conducted after the tenth week during the teaching semester immediately following the unsatisfactory evaluation, assuming the part-time faculty member is teaching during that semester. If the part-time faculty member is not teaching during that semester, then the evaluation shall occur after the tenth week of the next semester that the part-time faculty member is teaching.
- D. In routine evaluations, the following options shall apply:
1. A student questionnaire will be used, except a second evaluation instrument will be used if both the faculty member and the Assistant Academic Dean or immediate supervisor agree.
 2. If both the faculty member and Assistant Academic Dean or

immediate supervisor agree, an alternate instrument may be substituted for the student questionnaire; a second evaluation instrument will be used if both faculty member and Assistant Academic Dean or immediate supervisor agree.

3. If the Assistant Academic Dean or immediate supervisor wishes to use an instrument other than the student questionnaire and the faculty member does not agree, the faculty member shall select a second evaluation instrument to be used in addition to the instrument selected by the Assistant Academic Dean or immediate supervisor.
- E. When the faculty member is due for evaluation, the Assistant Academic Dean or immediate supervisor will provide written notification, including information regarding a second instrument.
1. In the event of an unsatisfactory evaluation, a second evaluation instrument will be used in the follow-up evaluation. The second instrument must be agreed upon by both the faculty member and the Assistant Academic Dean or immediate supervisor. In the event that they cannot reach agreement, the strike-out method shall be used. Instruments include the following from the *Regulations, Procedures and Processes on the Evaluation of Faculty Members*, revised 2006:
 - a.) Written commentary from students currently enrolled in an instructor's course sections.
 - i. The course, the number of course sections, and the particular sections selected to receive evaluation questionnaires or essay forms shall be mutually agreed upon by the instructor and the evaluator.
 - ii. The instructor and the evaluator shall mutually agree upon the type of questionnaire or essay format to be used to elicit the written student commentary.
 - iii. If a questionnaire is to be used, the questionnaire contained in the 1969 Senate Ad Hoc Committee Report on Evaluation, or another mutually agreed upon by the instructor and the evaluator, shall be used.
 - iv. The method of distribution and collection of the questionnaire or essay instrument shall also be mutually agreed upon by the instructor and the evaluator, and both shall also be present at the time of distribution and collection.
 - b.) Peer evaluation of classroom instruction
 - i. By colleagues mutually agreed upon by the instructor and the evaluator; or
 - ii. By two colleagues selected by the instructor and two selected by the evaluator.

- iii. In either case, each colleague shall give the evaluator and the instructor a written, signed report that describes the classroom instruction techniques of the person being evaluated.
- c.) Classroom interviews by the evaluator
- i. The evaluator shall conduct interviews with students in two or more mutually agreed upon sections of the instructor's courses to determine the instructor's fulfillment of the college wide Criteria for the Evaluation of Instruction. There shall be a conference between the evaluator and the instructor prior to the interviews, during which both shall mutually agree upon appropriate times for the interviews.
 - ii. The instructor shall not be present during the interviews. Within one week after the final interview, the evaluator shall hold a conference with the instructor during which he/she shall give the instructor written comments on the interviews, and discuss the report with the instructor. The instructor has the right to append his/her own statement to this report, if so desired.
 - iii. Care should be taken to arrange the number of visits necessary to make the process both fair and productive. If mutual agreement can be reached, the number of visits shall be two or more; if there is no agreement, the number shall be three. The evaluator and the instructor shall mutually agree upon the course(s), section(s) and time(s) for these visitations. The goal of these classroom visitations shall be to obtain an accurate assessment of the instructor's teaching strategies and coverage of representative themes in the course material.
- d.) Classroom visits
- i. The evaluator shall notify the instructor, within the first three weeks of the semester, of his/her intent to visit the class; the instructor shall reply promptly, within a six-week period from the date of notification, suggesting appropriate class hours for the visit(s).
 - ii. There shall be a conference between the evaluator and the instructor prior to the visit during which both shall discuss, and mutually agree upon: the purpose of the class(es) to be visited; the exercises or lessons which will be taking place during the visit; reading assignments or other preparations expected from the students for the class. Both shall also exchange mutually helpful information to make the visit as profitable and comfortable as possible.
 - iii. Care should be taken to arrange the number of visits necessary to make the process both fair and productive. If

mutual agreement can be reached, the number of visits shall be two or more; if there is no agreement, the number shall be three. The evaluator and the instructor shall mutually agree upon the courses(s), section(s) and time(s) for these visitations. The goal of these classroom visitation(s) should be to obtain an accurate assessment of the instructor's teaching strategies and coverage of representative themes in the course material.

- iv. The evaluator shall arrive before the class starts and should remain until the end of class, both to insure understanding of the instructor's instructional design and to avoid causing a distraction by leaving early.
- v. Within a week after the last classroom visitation, the evaluator shall hold a conference with the instructor during which he/she shall provide the instructor with a copy of the written comments covering his/her visiting experience, and discuss the report with the instructor. The instructor has the right to append his/her own statement to this report, if so desired.

e.) Video taping of instructional presentations

- i. The evaluator and the instructor shall mutually agree to have the tapes made. The instructor shall then notify Media Services to arrange for the tapes to be made under the instructor's direction.
- ii. There shall be a conference between the evaluator and the instructor, prior to the taping, during which both shall mutually agree on the purpose of the tape(s) to be made and viewed, the exercises or lessons which will be taking place during the taping, reading assignments and other preparations expected from the students for the tape(s); both shall also exchange mutually helpful information to make the taping as profitable and comfortable as possible.
- iii. The tapes are to be viewed only by the evaluator and instructor. After they have been viewed, the tape(s) are to be erased when requested by the instructor.
- iv. Within one week after the final taping, the evaluator shall hold a conference with the instructor during which he/she shall give the instructor a written comment on the viewing experience and discuss the report with the instructor. The instructor has the right to append his/her own statement to the viewing report, as part of the record, if this is desired.

- 2. If a part-time faculty member's service to the College is interrupted by more than three academic years, that faculty member shall be subject to evaluation during the first semester of resumed service. Thereafter, the normal schedule of frequency based on accumulated credit hours shall resume.

- F. If an evaluation is declared unsatisfactory by the Assistant Academic Dean or immediate supervisor, written notification must be given to the part-time faculty member at a meeting to be held within one week after the due date for final grades.
 - 1. A second meeting to discuss the unsatisfactory evaluation will be scheduled prior to the beginning of the next teaching semester. At this meeting, the Assistant Academic Dean or immediate supervisor will discuss methods for dealing with the issues raised in the unsatisfactory evaluation.
 - 2. If the follow-up evaluation shows that the issues identified in the previous meeting are not corrected, a second consecutive unsatisfactory evaluation will be declared by the Assistant Academic Dean or immediate supervisor in writing and given to the part-time faculty member. The result of two consecutive unsatisfactory evaluations will be termination.

VII. Term of Procedure

The procedures contained in this document will be in effect during the term of the current contract negotiated between the College and the Bucks County Community College Federation of Teachers.