

# **ARTICLE V    FACULTY EVALUATION PROCEDURE**

## **SECTION I.    GENERAL MATTERS CONCERNING FACULTY EVALUATION**

### **A.    Purpose of Evaluating Faculty Members**

Because competence is a presumption of initial hiring, the primary purposes of evaluation are: to enhance faculty performance; to promote excellence by providing positive reinforcement, constructive advice, and specific recommendations for improvement; and to further institutional goals and student learning outcomes.

### **B.    Evaluation Criteria**

Faculty members shall be evaluated in the following areas:

1.    Knowledge of subject area (s)
2.    Performance of responsibilities
3.    Professional growth and development

### **C.    Evaluation Information**

1.    All evaluation information shall be factual and shall not include unsubstantiated information such as rumors, gossip, or anonymous letters.
2.    Students' written comments provided as part of the faculty evaluation process shall not be excluded from consideration in the evaluation process.
3.    Evaluation information shall not be obtained through the use of sources, such as electronic media or listening or recording devices, without the written permission of the faculty member being evaluated.
4.    No evaluation shall be based upon information unrelated to the faculty member's performance. The private life of a faculty member, including religious, political, and organizational affiliations, age or sexual orientation, shall not be a part of the faculty member's evaluation process in any manner whatsoever.
5.    All evaluation materials shall be in writing and presented to the faculty member, who has the option of signing or not signing the material. The faculty member's decision shall be so noted and dated by the appropriate Vice President.

6. A faculty member has the right to have expunged from his or her personnel file any negative evaluation after a satisfactory evaluation has been earned.

#### **D. Evaluation Documents**

The following are the documents that may be used in the faculty evaluation process for teaching and non-teaching faculty, as incorporated in this Article by reference and attached to this Article in the Appendix.

1. Faculty Evaluation Committee Statement
2. Peer Observation Report for Teaching Faculty
3. Peer Observation Report for Non-Teaching Faculty
4. Peer Observation Report-Addendum for Clinical Nursing Faculty
5. Peer Observation Narrative for Teaching Faculty
6. Peer Observation Narrative for Non-Teaching Faculty
7. Professional Development Self-Evaluation Disclosure Statement
8. Professional Development Self-Evaluation Disclosure Statement for Non-Teaching Faculty
9. Student Evaluation of Teaching Faculty Member (Face-to-Face)
10. Student Evaluation of Teaching Faculty Member-Nursing Addendum
11. Student Evaluation of Teaching Faculty Member (Distance Education)
12. Student Evaluation of Non-Teaching Faculty Member
13. Administrative Evaluation
  - a) Overall Assessment
  - b) Areas of Strength, Areas Needing Improvement, Remediation Plan
  - c) Remediation Plan Follow-up
  - d) Criteria Guide

#### **E. Vice President of Instructional Services and Vice President of Student Services**

This evaluation procedure is designed for all faculty members, including teaching faculty, counseling and other non-teaching faculty and part-time faculty. Depending on their functions as outlined in their job descriptions, some faculty report to the Vice President of Instruction, while other faculty report to the Vice President of Student Services. Where the roles of the Vice Presidents in the evaluation process are identical, the term “appropriate Vice President” shall refer herein either to the Vice President of Instructional Services or the Vice President of Student Services.

#### **F. Weeks Defined**

1. The term “week of instruction,” as used in the Article, shall correspond to the week of instruction indicated on the current year’s Academic Calendar, as approved by the Board of Trustees.
2. For classes scheduled other than on an 18-week semester, the time periods for the completion of evaluation steps shall be in proportion to an 18-week semester. For

example, the twelfth (12th) week of an 18-week class shall be the same as the sixth (6th) week of a 9-week class.

**G. Definition of Other Key Terms**

1. The term “tenured faculty” is used in this Article to mean a faculty member who has been granted full-time permanent status by the District. A tenured faculty member may also be referred to as a “regular” employee.
2. The term “contract faculty” is used in this Article to mean a faculty member who is serving in a probationary status and has not yet been granted regular, full-time permanent status by the District. A contract faculty member may also be referred to as a “probationary” employee.
3. The term “adjunct faculty” is used in this Article to mean a temporary, part-time faculty member.

***SECTION II. FACULTY EVALUATIONS AND THE GRANTING OF TENURE***

- A. The decision to grant tenure to a contract faculty member is made by the Board of Trustees on recommendation of the Superintendent/President and the appropriate Vice President.
- B. The recommendation by the Superintendent/President and the appropriate Vice President is based on the work performance of the contract faculty member as documented by the results of the faculty member’s evaluation.
- C. Upon successful completion of the evaluation process by the contract faculty member during the first, second, third, and fourth years service, and upon recommendation by the Superintendent/President and appropriate Vice President and approval by the Board of Trustees, the contract faculty member becomes a tenured faculty member on the first (1st) day of the fifth (5th ) year of service.

**D. Steps Leading to the Granting of Tenure**

The faculty and District shall adhere to the tenure process for community colleges outlined in the California Education Code, namely:

1. If a contract employee is working under his or her first contract, the governing board, at its discretion and not subject to judicial review except as expressly provided in the California Education Code, shall elect one of the following alternatives:
  - a) Not enter into a contract for the following academic year.
  - b) Enter into a contract for the following academic year.

- c) Employ the contract employee as a regular employee for all subsequent academic years.
2. If a contract employee is working under his or her second contract, the governing board, at its discretion and not subject to judicial review except as expressly provided in the California Education Code, shall elect one of the following alternatives:
- a) Not enter into a contract for the following academic year.
  - b) Enter into a contract for the following two academic years.
  - c) Employ the contract employee as a regular employee for all subsequent academic years.
4. If a contract employee is employed under his or her third consecutive contract entered into pursuant to the California Education Code, the governing board shall elect one of the following alternatives:
- a) Employ the probationary employee as a tenured employee for all subsequent academic years.
  - b) Not employ the probationary employee as a tenured employee

**TIME LINE FOR GRANTING OF TENURE**

<b>In the 1<sup>st</sup> Year</b>	<b>In the 2<sup>nd</sup> Year</b>	<b>In the 3<sup>rd</sup> Year</b>	<b>In the 4<sup>th</sup> Year</b>	<b>In the 5<sup>th</sup> Year</b>
Hired 1 <sup>st</sup> contract	2 <sup>nd</sup> contract	3 <sup>rd</sup> contract		Employed for all subsequent years
1 year duration	1 year duration	2 year duration		Evaluation every 3 years
Evaluation in Fall	Evaluation in Fall	Evaluation in Fall	Evaluation in Fall	

**Overview**

- 1. Tenured faculty members are evaluated once every three years, beginning in the third academic year following the academic year in which tenure was granted.
- 2. Contract faculty members, consisting of faculty members employed in their first (1st) second (2nd), third (3rd) or fourth (4th) year of service, are evaluated once each year.

E. Article V, Section I, paragraph I shall take effect August 22, 2005 and shall apply to all faculty whose date of service begins after August 22, 2005.

1. All faculty having been granted tenure on or before August 22, 2005 shall be exempt from Article V, Section I, paragraph I.
2. All contract faculty who have completed one (1) full year of service and who have been recommended to serve under a second contract shall be grandfathered under the prior tenure provisions, namely, that “tenure, if granted, will be granted on the first day of the fall semester of the fourth year of service.” (2004-07 Agreement, Article V, Section 11, paragraph F)
3. Two faculty members whose date of service began August 22, 2005, namely, Michael Gaubeca, Accounting/ Business Instructor, and Teh-Min Brown, Reading Instructor, shall be grandfathered under the prior tenure provisions, namely, that “tenure, if granted, will be granted on the first day of the fall semester of the fourth year of service.” (2004-07 Agreement, Article V, Section 11, paragraph F)

F. Offering of Contract by March 15

Faculty members successfully completing each step leading to the granting of tenure described in paragraph I shall be so notified by the appropriate Vice President and offered a contract no later than the March 15 preceding the academic year to which the contract applies.

## **SECTION III      FACULTY EVALUATION PROCEDURE**

### **A.      Overview**

1.      Tenured faculty members are evaluated once every three years, beginning in the third academic year following the academic year in which tenure was granted.
2.      Contract faculty members, consisting of faculty members employed in their first (1st) second (2nd), third (3rd) or fourth (4th) year of service, are evaluated once each year.
3.      The evaluation process for tenured and contract faculty members begins in the Fall Semester and concludes by February 15 of the following Spring Semester.
4.      Upon completion of the evaluation process, documents pertaining to the evaluation shall be placed in the faculty member's permanent personnel file. The documents used in the faculty evaluation process are listed in Section I, paragraph D.
5.      For contract faculty members beginning service in the Spring Semester, all steps in the evaluation process outlined in this Article, including time periods for the granting of tenure, shall apply, except that the evaluation process for the first (1st) year of service shall be completed no later than February 15 of the following year after the start of service.

### **B.      Notification**

1.      By the end of the first (1st) week of instruction, the appropriate Vice President shall notify in writing the District, divisional chairs, all faculty members and the human resources manager of the faculty evaluations scheduled for the current academic year. This notification shall include the names of each faculty member to be evaluated and, for contract faculty members, the contract year in which each faculty member is serving.
2.      By the end of the second (2nd) week of instruction, the human resources manager shall have ready for distribution packets containing all evaluation documents, listed herein in Section I, paragraph D. Faculty members being evaluated and their division chairs shall be responsible for picking up the evaluation packets from the human resources manager before the end of the second (2nd) week of instruction. The human resources manager shall maintain records documenting that faculty members being evaluated and their division chairs received evaluation packets.
3.      The division chair shall meet with the faculty member being evaluated during the third (3rd) week of instruction to discuss the complete evaluation process and to review all documents in the evaluation process.

### **C. Selection of Peer Evaluators and Formation of Faculty Evaluation Committee**

1. Two tenured peer faculty evaluators are required in the evaluation of faculty members. For teaching faculty, one of the faculty evaluators shall be the chair of the division to which the faculty member is assigned. For non-teaching faculty, one of the faculty evaluators may be the chair of the division to which the faculty member is assigned.
2. By the end of the fourth (4th) week of instruction the division chair and the faculty member being evaluated shall form the Faculty Evaluation Committee, consisting of the division chair, faculty member being evaluated and a second peer evaluator, who shall be selected by the mutual agreement of the division chair and faculty member.
3. For teaching faculty, the second faculty evaluator shall be from the same or closely-related discipline as the faculty member being evaluated. For non-teaching faculty, the faculty evaluators shall be from the same or closely-related area as the faculty member being evaluated.
4. For teaching faculty, the second faculty evaluator shall not serve as the evaluator for the same faculty member for more than two (2) consecutive academic years. For non-teaching faculty, neither faculty member shall be required to serve as an evaluator for the same faculty member for more than two (2) consecutive academic years.
5. In the event a peer faculty evaluator cannot be selected, the appropriate Vice President shall meet with the affected faculty members, hear the issues, and facilitate the selection of peer observers by the end of the fourth (4th) week of instruction.
6. If the faculty member being evaluated is the division chair, the division chair shall select two peer evaluators from among tenured faculty to form the Faculty Evaluation Committee.
7. The division chair shall document the formation of the Faculty Evaluation Committee by completing the Faculty Evaluation Committee Statement and shall deliver it to the appropriate Vice President by the end of the fourth (4th) week of instruction.

### **D. Student Evaluation of Non-Teaching Faculty Member**

1. By the end of the eighth (8th) week of instruction, a full-time staff member of the office of the appropriate Vice President will have administered the student evaluation of faculty member for each faculty member being evaluated. For non-teaching faculty, student evaluations shall be administered to a maximum of thirty (30) students. The forms shall be the Student Evaluation of Non-Teaching Faculty member.
2. By the end of the tenth (10th) week of instruction, the staff of the appropriate Vice President shall have completed tabulations and summaries of the student evaluation forms and shall have distributed the summaries and tabulations to members of the Faculty Evaluation Committee. The office of the appropriate Vice President shall retain

copies of all evaluation documents, including original student evaluation forms. Only summary information will be retained beyond the evaluation year. Original student evaluation forms shall be shredded by the staff of the appropriate Vice President upon completion of the evaluation process.

3. The faculty and District recognize the confidential nature of student observations and are committed to assuring that confidentiality will be maintained throughout the evaluation process.

#### **E. Student Evaluation of Teaching Faculty Member**

1. By the end of the sixth (6th) week of instruction, a full-time staff member of the office of the appropriate Vice President will have administered the student evaluation of faculty member for each faculty member being evaluated. For instructional faculty, student evaluations shall be administered in a maximum of two (2) classes, one of which may be a distance education class. The forms shall be either the Student Evaluation of Faculty Member—Face-to-Face or Student Evaluation of Faculty Member—Distance Education, or both, as appropriate.
2. By the end of the tenth (10th) week of instruction, the staff of the appropriate Vice President shall have completed tabulations and summaries of the student evaluation forms and shall have distributed the summaries and tabulations to members of the Faculty Evaluation Committee. The office of the appropriate Vice President shall retain copies of all evaluation documents, including original student evaluation forms. Only summary information will be retained beyond the evaluation year. Original student evaluation forms shall be shredded by the staff of the appropriate Vice President upon completion of the evaluation process.
3. The faculty and District recognize the confidential nature of student observations and are committed to assuring that confidentiality will be maintained throughout the evaluation process.

#### **F. Peer Evaluators' Classroom Observations and Reporting**

1. By the end of the eleventh (11th) week of instruction, peer evaluators will arrange with the faculty member being evaluated to observe a classroom or laboratory session at a mutually agreed upon date and time. The peer evaluators shall use the Peer Observation Report and Peer Observation Narrative forms in reporting the results of their classroom observations.
2. Each peer evaluator shall prepare his or her own Peer Observation Report and Narrative.



## **G. Professional Development Self-Evaluation Statement**

1. By the end of the eleventh (11th) week of instruction the faculty member will write and deliver to the division chair (or to the two peer evaluators if the division chair is the faculty being evaluated) a completed Professional Development Self- Evaluation Statement.

## **H. Meeting with Teaching Faculty Member and Division Chair**

1. By the end of the twelfth (12th) week of instruction, the faculty member being evaluated shall meet with the division chair (or with the two peer evaluators if the division chair is the faculty being evaluated) to review and discuss all evaluation documents completed to date, which shall consist of:
  - a) Peer Observation Reports
  - b) Peer Observation Narratives
  - c) Professional Development Self-Evaluation Statement
  - d.) Copies, provided by the staff of the appropriate Vice President, of summaries of Student Evaluations of Faculty Member (Face-to Face and Distance Education)
2. By the end of the thirteenth (13th) week the division chair (or one of the peer evaluators if the division chair is the faculty being evaluated) shall deliver to the appropriate Vice President the evaluation documents completed to date:
  - a) Peer Observation Reports
  - b) Peer Observation Narrative
  - c) Professional Development Self-Evaluation Statement

## **I. Meeting with Non-Teaching Faculty Member and Division Chair**

1. By the end of the twelfth (12th) week of instruction, the faculty member being evaluated shall meet with the division chair (or with the two peer evaluators if the division chair is being evaluated) to review and discuss all evaluation documents completed to date, which shall consist of:
  - a) Peer Evaluation reports
  - b) Peer Evaluation narrative
  - c) Professional Self-Evaluation Statement
2. By the end of the thirteenth (13th) week, the Non-teaching Faculty Evaluation Committee shall deliver to the appropriate Vice President the completed evaluation documents.

## **J. Administrative Evaluation and Conference**

1. By the end of the fifteenth (15) week of instruction, the appropriate Vice President shall complete and deliver to the teaching faculty member the completed Administrative Evaluation. The Administrative Evaluation shall be based on his or her review of all documents completed, namely:
  - a) Peer Observation Reports
  - b) Peer Observation Narrative
  - c) Professional Development Self-Evaluation Statement
  - d) Summaries of Student Evaluations of Faculty Member (Face-to Face and Distance Education)
2. By the end of the fifteenth (15) week of the semester, the appropriate Vice President shall complete and deliver to the non-teaching faculty member the completed Administrative Evaluation. The Administrative Evaluation shall be based on his or her review of all documents submitted.
3. The faculty member being evaluated or the appropriate Vice President may request an evaluation conference to review the evaluation process and its results. The conference shall take place no later than the end of the sixteenth (16) week of instruction.
4. For non-teaching faculty, either the faculty member or the appropriate Vice President may request the presence of the faculty Evaluation Committee at the evaluation conference.

## **K. Remediation Plan**

1. In the event of an unsatisfactory evaluation finding as determined by, a) an overall score of less than twenty (20) on the Administrative Evaluation for Teaching Faculty, b) an overall score of less than twenty (20) on the Administrative Evaluation for Non-Teaching Faculty, or c) of eight (8) or more scores of zero (0) or one (1) across all the multiple measures of evaluation for teaching and non-teaching faculty, the appropriate Vice President shall state in writing in the Administrative Evaluation the specific areas in which the faculty member needs improvement and a remediation plan for the faculty member.
2. For purposes of this section, only the student evaluation summary shall be used, and only whole numbers on the student evaluation summary shall be used. That is, decimals are always rounded down.
3. The faculty member, at his or her option, may invite the appropriate Vice President to make a classroom observation visit in order to further the formulation of the remediation plan.

4. The remediation plan shall identify a date (no later than February 15) by which the faculty member shall fulfill the terms of the remediation plan, meet with the Vice President to review progress, and complete a remediation plan follow-up.

**L. Appeal Process**

1. The faculty and administration agree that informal discussion, the frank exchange of views, mutual consultation and professional understanding are essential to the total process of evaluation. This being true, the faculty and administration encourage informal, open and professional dialogue at every level of the evaluation process. However, in situations where that informal, open and professional dialogue cannot resolve issues, any faculty member undergoing evaluation shall have the right of appeal. The appeal shall consist of three steps:
  - a) Attempt to resolve the issue informally with the Faculty Evaluation Committee.
  - b) Attempt to resolve the issue via the contractually outlined remediation plan.
  - c) Attempt to resolve the issue through the grievance process.
2. The faculty member shall have the right to review and provide written responses to evaluation reports at every step in the evaluation process. All responses provided by the faculty will be attached to the evaluation documents and placed in the faculty member's permanent personnel file.

**M. Adjunct Faculty Evaluations for Teaching Faculty**

1. Evaluations of adjunct faculty shall consist of peer faculty classroom observations and student evaluations. The following documents shall be used and, when completed, delivered to the office of the Vice President of Instructional Services:
  - a) Peer Observation Report (page )
  - b) Student Evaluation of Faculty Member (Face to Face) (page )
  - c) Student Evaluation of Faculty Member (Distance Education) (page )
2. All classroom adjunct faculty observation scheduling records shall be maintained by the human resources manager in support of the Vice President of Instructional Services.
3. Evaluations shall be administered in the first (1st) or second (2nd) semester of the adjunct faculty member's employment, and a minimum of every two (2) years thereafter.
4. By the first (1st) week of the Fall Semester, the human resources manager shall have ready for distribution packets containing all evaluation documents for adjunct faculty, listed herein in Section II, paragraph K (a), (b), and (c).
5. The Vice President of Instructional Services shall confer with division chairs, the Assistant Dean of Distance Education, the Needles Center director, and the human

resources manager at the beginning of each semester to prepare a schedule for the classroom evaluation of adjunct faculty for the Blythe main campus and the Needles Center.

6. The human resources manager shall be responsible for tabulating and summarizing all student evaluations and providing the summaries to the Vice President of Instructional Services.
7. Because of the large number of adjunct faculty, and in light of the geographic distance between the Blythe campus and Needles center, the evaluations of adjunct faculty would be handled in the spirit of collegiality and shared responsibility. The following individuals form the pool from which to schedule classroom observations and student evaluations of adjunct faculty:
  - a) Blythe main campus: division chair or division chair's designee, Assistant Dean of Distance Education, Associate Dean of Nursing, Vice President of Instructional Services.
  - b) Needles Center: division chair or division chair's designee, Assistant Dean of Distance Education, Associate Dean of Nursing, Vice President of Instructional Services, Director of the Needles Center.
8. The evaluator conducting the classroom observation shall contact the adjunct faculty member prior to the end of the semester in which the observation took place and arrange a meeting for review of the observation results.
9. In the event of a rating of unsatisfactory, as evidence by a score of less than twenty (20) on the Peer Observation Report, the adjunct faculty member may request, at his or her option, that the Vice President of Instructional Services schedule another classroom observation by a peer evaluator or by an administrative evaluator.

#### **N. Adjunct Faculty Evaluations for Non-Teaching Faculty**

1. Evaluations of non-teaching adjunct faculty shall be performed by a full-time faculty member mutually agreed upon by the division chair and the non-teaching faculty member being evaluated. A completed Peer Observation report and/or Peer Observation narrative shall be delivered to the office of the appropriate Vice President.
2. The schedule for evaluation of adjunct faculty members shall be maintained by the Human Resources Manager in support of the appropriate Vice President. The Human resources Manager shall confer with the appropriate Vice President, Division Chair, and appropriate supervising personnel to prepare a schedule for the evaluation of adjunct faculty.

3. Evaluations shall be administered in the first (1st) or second (2nd) semester of the adjunct faculty member's employment, and at a minimum of every two (2) years thereafter.
4. By the first (1st) week of the semester, the Human Resources Manager shall have ready for distribution packets containing all evaluation documents for adjunct faculty.
5. The peer evaluator conducting the observation shall contact the adjunct faculty member prior to the end of the semester in which the observation took place and arrange a meeting for review of the observation results.
6. In the event of an unsatisfactory rating, the adjunct faculty member may request an observation by a second peer evaluator, or by an administrative evaluator.

FACULTY EVALUATION COMMITTEE STATEMENT

TO: Vice President of Instructional Services/Vice President of Student Services

DATE:

The following faculty members are the Faculty Evaluation Committee for

\_\_\_\_\_:

Division Chair: \_\_\_\_\_

Peer Evaluator: \_\_\_\_\_

Peer Evaluator: \_\_\_\_\_

PEER OBSERVATION REPORT

Faculty Member:	Course:	
Peer Evaluator:	Observation Date:	Number of students present:
Based on the classroom observation, indicate a score for each item using the following scale:  5=Outstanding      4=Good      3=Satisfactory      2=Needs improvement      1=Unsatisfactory		
	1. Defines objectives for the class presentation.	
Comments:		
	2. Is thorough in preparation and organized in presentation (including, but not limited to, staying on task).	
Comments:		
	3. Demonstrates enthusiasm for the subject matter.	
Comments:		
	4. Communicates clearly and effectively.	
Comments:		
	5. Explains main ideas.	
Comments:		
	6. Demonstrates command of subject matter.	
Comments:		
	7. Responds appropriately to students' questions and comments.	
Comments:		
	8. Encourages critical thinking and analysis.	
Comments:		
	9. Demonstrates respect for the students and their views.	
Comments:		
	10. Encourages student participation, evidenced by attentiveness, note-taking, and verbal and nonverbal cues.	
Comments:		
	/50 OVERALL RATING	
50=Outstanding      40-49=Good      30-39=Satisfactory      20-29=Needs Improvement      < 20 Unsatisfactory		

Peer Evaluator (signature)	Date:
Faculty Member (signature)	Date:

**PEER OBSERVATION REPORT-ADDENDUM FOR CLINICAL NURSING FACULTY**  
 Clinical observations will be conducted for the duration of the class, or for not less than two (2) hours.

Faculty Member:	Course:	
Peer Evaluator:	Observation Date:	Number of students present:
Based on the classroom observation, indicate a score for each item using the following scale:		
5=Outstanding      4=Good      3=Satisfactory      2=Needs improvement      1=Unsatisfactory		
	1. Follows current California (and, where appropriate, Arizona) guidelines. Provides evidence of current nursing licensure, annual TB test, knowledge of state standards of practice for RN and LVN and California LVN Nursing Practice Act.	
Comments:		
	2. Demonstrates sustained interest with continuing education, expanding knowledge base to support clinical instructions.	
Comments:		
	3. Provides students with clear clinical expectations, state requirements, and appropriate consequences for clinical performance failure.	
Comments:		
	4. Exhibits ethical nursing practice based on the American Nursing Association Code of Ethics standard.	
Comments:		
	5. Provides students with a positive professional role model.	
Comments:		
	6. Exhibits appropriate interpersonal communication skills when interacting with students, clinical facility nurses, and facility administration.	
Comments:		
	7. Tracks students' clinical time and the quality of their learning experience.	
Comments:		
	8. Evaluates and provides guidance for students:	
Comments:		
	8a. Documentation	
Comments:		
	8b. Medication and administration	
Comments:		



PEER OBSERVATION REPORT-ADDENDUM FOR CLINICAL NURSING FACULTY, Continued

	8c. Bedside care
Comments:	
	8d. Therapeutic communication
Comments:	

	8e. Client teaching
Comments:	
	8f. Health assessment
Comments:	
	8g. Data collection
Comments:	
	8h. Physical assessment
Comments:	
	8i. Use of the nursing process
Comments:	
	9. Encourages student critical thinking throughout the clinical process.
Comments:	
	10. Activates problem-solving discussions between clinical facility nurses and students when problems or questions arise.
Comments:	
	11. Assists in student role development and student adjustment to the various clinical settings.
Comments:	
	12. Helps identify the personal and professional style of the individual student, evaluate its effectiveness, and assist in refinement over time (therapeutic communication, advocacy, role issues, collaboration, conflict resolution, use of self, biases, assumptions, clinical judgment, etc.)
Comments:	

Peer Evaluator (signature)	Date:
Faculty Member (signature)	Date:

PEER OBSERVATION NARRATIVE

Faculty Member:
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Peer Evaluator:	Course:	Observation Date:	Number of students present:
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Peer Evaluator:	Course:	Observation Date:	Number of students present:
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Based on their classroom observations, the peer evaluators shall collaborate in writing a narrative description of the faculty member’s teaching, answering each of the following questions:

1. Describe the faculty member’s subject, teaching methodologies, and learning objectives.
2. Describe the faculty member’s communication of the applicability of the academic discipline to the larger social context (i.e., the “real world”).
3. Describe the organization and clarity of the presentation.
4. Discuss the appropriateness of the instructor’s teaching techniques in the light of stated goals.
5. Describe the level of student discussion and participation.
6. Describe the faculty member’s teaching strengths.
7. Describe any specific recommendations.

Faculty Member (signature): \_\_\_\_\_ Date:

Peer Evaluator (signature): \_\_\_\_\_ Date:

Peer Evaluator (signature): \_\_\_\_\_ Date:

## PROFESSIONAL DEVELOPMENT SELF-DISCLOSURE STATEMENT

1. I participate in professional development conferences, workshops, courses or in-service activities (e.g., doing presentations for Flex Day, Institute Day, etc.), evidenced as follows:
2. I participate in job-related professional associations, beyond campus academic organizations, evidenced as follows:
3. I participate in academic activities on campus, including committee and task force involvement, evidenced as follows:
4. I understand College policies and procedures (attendance, office hours, grading and report deadlines, census reports, absence from campus, etc.), and implement them, evidenced as follows:
5. I am thorough in preparation and organized in presentation (including, but not limited to, staying on task), evidenced as follows:
6. I demonstrate professionalism as evidenced by: cooperativeness with the College community and the public; collegiality; and attendance and punctuality at assigned committee meetings and functions, evidenced as follows:
7. I adhere to established State, College and division academic standards and practices regarding course organization including preparation and distribution to students of course syllabi, inclusion in syllabi of basic information (such as course content, course organization, grading standards, and attendance requirements), **regular assessment of student learning outcomes** and consistency with the College academic calendar, evidenced as follows:
8. I demonstrate sensitivity to ethnic, economic, physical, gender, social, political and religious diversity among the College community evidenced as follows:
9. I support student activities (e.g., fundraisers, field-trips, ASB elections, publications, club advisorship, editorship, writing letters of recommendation, etc.), evidenced as follows:
10. Based on the written tabulations and summaries of my students' evaluations of my teaching and the written comments by my peer evaluators, I would assess my teaching skills as follows:

In addition to the aforementioned items, I have further professional goals I have established for myself that will help me become a more effective faculty member:

**STUDENT EVALUATION OF FACULTY MEMBER  
FACE-TO-FACE**

Faculty: \_\_\_\_\_ Course: \_\_\_\_\_ Date: \_\_\_\_\_

Place an “X” in the appropriate box below, using the following scale:

5 = consistently      4 = almost always      3 = usually      2 = sometimes      1 = seldom

<b>The faculty member:</b>	5	4	3	2	1
1. Explains course expectations, objectives, and grading standards in a written syllabus.					
2. Follows the course syllabus.					
3. Is thorough in preparation and organized in presentation (including, but not limited to, staying on task).					
4. Is on time for the class and stays for the class duration.					
5. Is clear and understandable when presenting class materials.					
6. Makes the class materials easy to understand.					
7. Provides regular feedback relevant to my progress in this course.					
8. Demonstrates expertise in the field.					
9. Is sensitive to the needs of the students.					
10. Makes me feel welcome in the classroom.					
11. Encourages me to ask questions in class.					
12. Willingly answers my questions in class.					
13. Is available outside of class hours to assist me.					
14. Returns my test and homework materials as promised.					

What I like best about this class is:

What I like least about this class is:

**NOTE:** This evaluation is confidential. The instructor will not see this form. Only the tabulated results of this survey will be presented to the instructor. All comments will be typed and presented to the instructor.

## STUDENT EVALUATION OF FACULTY MEMBER-NURSING ADDENDUM

Faculty: \_\_\_\_\_ Course: \_\_\_\_\_ Date: \_\_\_\_\_

Place an "X" in the appropriate box below, using the following scale:

5 = consistently      4 = almost always      3 = usually      2 = sometimes      1 = seldom

<b>The faculty member:</b>	5	4	3	2	1
1. Provides clear, consistent expectations of clinical performance and clear, consistent consequences for clinical performance failure					
2. Encourages problem-solving and critical thinking, not simply providing the answer to student questions.					
3. Behaves as a positive, professional role model.					
4. Provides assignments leading to progressive professional development and skill proficiency.					
5. Gives assignments that provide me with progressive skill and clinical judgment development, leading to autonomy as a licensed nurse.					
6. Guides behavior changes in students with positive criticism, open communication, positive reinforcement and frequent performance evaluation.					
7. Assists student role development by example as well as through instruction.					
8. Promotes active student communication and conflict resolution.					
9. Provides opportunities for interaction with fellow students, physicians, patients, patient families, facility nurses, and ancillary department members.					
10. Provides a safe, secure yet challenging learning environment.					
11. Is honest, consistent and responsive to the needs of the individual as well as the needs of the team (clinical class).					
12. Provides me with the tools to function as a safe, competent, professional nurse.					

**NOTE:** This evaluation is confidential. The instructor will not see this form. Only the tabulated results of this survey will be presented to the instructor. All comments will be typed and presented to the instructor.

STUDENT EVALUATION OF FACULTY MEMBER  
DISTANCE EDUCATION

Faculty: \_\_\_\_\_ Course: \_\_\_\_\_ Date: \_\_\_\_\_

Place an "X" in the appropriate box below, using the following scale:

5 = consistently    4 = almost always    3 = usually    2 = sometimes    1 = seldom

<b>The faculty member:</b>	5	4	3	2	1
1. Explains course expectations, objectives, and grading standards in a written syllabus.					
2. Explains each course requirement and assignment.					
3. Gives written assignments contributing to my understanding of course content.					
4. Gives reading assignments contributing to my understanding of course content.					
5. Provides feedback on my graded assignments, including papers, tests, exams, etc.					
6. Returns my graded test and assignment materials promptly.					
7. Makes me feel welcome to ask questions (via telephone, email, letter, etc.)					
8. Responds to my questions promptly (via telephone, e-mail, letter, etc.)					
9. Makes the course materials and content appropriate for distance education.					
10. Requires assignments that can be completed on time.					

What I like best about this class is:

What I like least about this class is:

**NOTE:** This evaluation is confidential. The instructor will not see this form. Only the tabulated results of this survey will be presented to the instructor. All comments will be typed and presented to the instructor.

**ADMINISTRATIVE EVALUATION:  
OVERALL ASSESSMENT**

Vice President assigns points 5 through 1 for each criterion according the Administrative Evaluation Criteria Guide and the responses by the faculty member on the Professional Development Self-Disclosure Statement, which are an integral part of the Administrative Evaluation.

Faculty Member:	Date:
Administrative Evaluator:	
CRITERIA	Points
1. Participates in professional development conferences, workshops, courses or in-service activities (e.g., doing presentations for Flex Day, Institute Day, etc.).	
2. Participates in job-related professional associations, beyond campus academic organizations.	
3. Participates in academic activities on campus, including committee and task force involvement.	
4. Demonstrates understanding of College policies and procedures (attendance, office hours, grading and report deadlines, census reports, absence from campus, etc.), and implements them.	
5. As evidenced by peer and students' evaluations, is thorough in preparation and organized in presentation (including, but not limited to, staying on task).	
6. Demonstrates professionalism as evidenced by: cooperativeness with the College community and the public; collegiality; attendance and punctuality at assigned committee meetings and functions.	
7. Adheres to established State, College and division academic standards and practices regarding course organization including preparation and distribution to students of course syllabi, inclusion in syllabi of basic information (such as course content, course organization, grading standards, and attendance requirements), <b>regular assessment of student learning outcomes</b> and consistency with the College academic calendar.	
8. Demonstrates sensitivity to ethnic, economic, physical, gender, social, political and religious diversity among the College community.	
9. Supports student activities (e.g., fundraisers, field-trips, ASB elections, publications, club advisorship, editorship, writing letters of recommendation, etc.)	
10. Based on the written tabulations and summaries of students' evaluations, written comments by peer evaluators, the Professional Development Self-Disclosure Statement, and administrative observation of the faculty member's teaching (if applicable), faculty member demonstrates teaching skills that are: Outstanding=5; Good=4; Satisfactory=3; Need Improvement=2; Unsatisfactory=1.	
<b>Total</b>	<b>50</b>

**ADMINISTRATIVE EVALUATION:  
AREAS OF STRENGTH, AREAS NEEDING IMPROVEMENT, REMEDIATION PLAN**

Faculty Member:	Administrative Evaluator:
Areas of Strength:	
Areas Needing Improvement:	
Remediation Plan (if applicable):	
Sign: Faculty Member/Date	Sign: Admin Evaluator/Date



ADMINISTRATIVE EVALUATION: REMEDIATION PLAN FOLLOWUP

Faculty Member:	Administrative Evaluator:
Remediation Plan Recommendation:	
Outcome:	
Sign: Faculty Member/Date	Sign: Admin Evaluator/Date

Faculty Member:	Administrative Evaluator:
Remediation Plan Recommendation:	
Outcome:	
Sign: Faculty Member/Date	Sign: Admin Evaluator/Date

## ADMINSTRATIVE EVALUATION: CRITERIA GUIDE

1. Participates in professional development conferences, workshops, courses or in-service activities (e.g., doing presentations for Flex Day, Institute Day, etc.).	
5 points	Attends a minimum of three professional development conferences, workshops, courses or in-service activities this academic year and shows evidence of participation through committee work, presentation of papers, publications and related activities.
4 points	Attends a minimum of two professional development conferences, workshops, courses or in-service activities this academic year and shows evidence of participation through committee work, presentation of papers, publications and related activities.
3 points	Attends a minimum of two professional development conferences, workshops, courses or in-service activities this academic year.
2 points	Attends a minimum of one professional development conference, workshop, course or in-service activity this academic year.
1 point	Attends no professional development conferences, workshops, courses or in-service activities.

2. Participates in job-related professional associations, beyond campus academic organizations.	
5 points	Participates (in the form of leadership positions, delivering papers, conducting workshops, etc.) in two or more professional associations, and effectively communicates participation to colleagues.
4 points	Participates in two or more professional associations, and effectively communicates participation to colleagues.
3 points	Participates in one professional association and effectively communicates participation to colleagues.
2 points	Participates in one professional association.
1 point	Participates in no professional associations.

3. Participates in academic activities on campus, including committee and task force involvement.	
5 points	Participates in three or more on-campus academic activities, holds leadership position (e.g., president, committee chair, recording secretary, peer mentor, division chair, etc.) in at least one, and effectively communicates participation to colleagues (e.g., Flex Day presentation, Career Day, Seniors Day).
4 points	Participates in two on-campus academic activities and effectively communicates participation to colleagues.
3 points	Participates in one on-campus academic activity, and effectively communicates participation to colleagues.
2 points	Participates in one on-campus academic activity.
1 point	Participates in no on-campus academic activity.

4. Demonstrates understanding of College policies and procedures, and implements them.	
5 points	<b>Consistently</b> demonstrates understanding, implementation and assisting in the development of College policies and procedures (attendance, office hours, grading and report deadlines, census reports, absence from campus, etc.).
4 points	<b>Almost always</b> demonstrates understanding and implementation of College policies and procedures (attendance, office hours, grading and report deadlines, census reports, absence from campus, etc.).
3 points	<b>Usually</b> demonstrates understanding and implementation of College policies and procedures (attendance, office hours, grading and report deadlines, census reports, absence from campus, etc.).
2 points	<b>Sometimes</b> demonstrates understanding and implementation of College policies and procedures (attendance, office hours, grading and report deadlines, census reports, absence from campus, etc.).
1 point	<b>Seldom</b> demonstrates understanding and implementation of College policies and procedures, (attendance, office hours, grading and report deadlines, census reports, absence from campus, etc.).

5. Is thorough in preparation and organized in presentation (including, but not limited to, staying on task).	
5 points	Receives an average rating of 4.5 or greater with regards to Question No. 2 of the Peer Observation Report and Question No. 3 of the Student Evaluation of Faculty Member Face-to-Face form.
4 points	Receives an average rating of 4.4 to 3.5 with regards to Question No. 2 of the Peer Observation Report and Question No. 3 of the Student Evaluation of Faculty Member Face-to-Face form.
3 points	Receives an average rating of 3.4 to 2.5 with regards to Question No. 2 of the Peer Observation Report and Question No. 3 of the Student Evaluation of Faculty Member Face-to-Face form.
2 points	Receives an average rating of 2.4 to 1.5 with regards to Question No. 2 of the Peer Observation Report and Question No. 3 of the Student Evaluation of Faculty Member Face-to-Face form.
1 point	Receives an average rating of 1.4 or less with regards to Question No. 2 of the Peer Observation Report and Question No. 3 of the Student Evaluation of Faculty Member Face-to-Face form.

6. Demonstrates professionalism as evidenced by: cooperativeness with the College community and the public; collegiality; and attendance and punctuality at assigned committees and functions.	
5 points	<b>Consistently</b> demonstrates professionalism as evidenced by: cooperativeness with the College community and the public; collegiality; and attendance and punctuality at assigned committees and functions.
4 points	<b>Almost always</b> demonstrates professionalism as evidenced by: cooperativeness with the College community and the public; collegiality; and attendance and punctuality at assigned committees and functions.
3 points	<b>Usually</b> demonstrates professionalism as evidenced by: cooperativeness with the College community and the public; collegiality; and attendance and punctuality at assigned committees and functions.
2 points	<b>Sometimes</b> demonstrates professionalism as evidenced by: cooperativeness with the College community and the public; collegiality; and attendance and punctuality at assigned committees and functions.
1 point	<b>Seldom</b> demonstrates professionalism as evidenced by: cooperativeness with the College community and the public; collegiality; and attendance and punctuality at assigned committees and functions.

7. Adheres to established State, College and division academic standards and practices regarding course organization including preparation and distribution to students of course syllabi, inclusion in syllabi of basic information (such as course content, course organization, grading standards, and attendance requirements), <b>regular assessment of student learning outcomes</b> and consistency with the College academic calendar.	
5 points	<b>Consistently</b> adheres to established State, College and division academic standards and practices regarding course organization including preparation and distribution to students of course syllabi, inclusion in syllabi of basic information (such as course content, course organization, grading standards, and attendance requirements), <b>regular assessment of student learning outcomes</b> and consistency with the College academic calendar.
4 points	<b>Almost always</b> adheres to established State, College and division academic standards and practices regarding course organization including preparation and distribution to students of course syllabi, inclusion in syllabi of basic information (such as course content, course organization, grading standards, and attendance requirements), <b>regular assessment of student learning outcomes</b> and consistency with the College academic calendar.
3 points	<b>Usually</b> adheres to established State, College and division academic standards and practices regarding course organization including preparation and distribution to students of course syllabi, inclusion in syllabi of basic information (such as course content, course organization, grading standards, and attendance requirements), <b>regular assessment of student learning outcomes</b> and consistency with the College academic calendar.
2 points	<b>Sometimes</b> adheres to established State, College and division academic standards and practices regarding course organization including preparation and distribution to students of course syllabi, inclusion in syllabi of basic information (such as course content, course organization, grading standards, and attendance requirements), <b>regular assessment of student learning outcomes</b> and consistency with the College academic calendar.
1 point	<b>Seldom</b> adheres to established State, College and division academic standards and practices regarding course organization including preparation and distribution to students of course syllabi, inclusion in syllabi of basic information (such as course content, course organization, grading standards, and attendance requirements), <b>regular assessment of student learning outcomes</b> and consistency with the College academic calendar.

8. Demonstrates sensitivity to ethnic, economic, physical, gender, social, political and religious diversity among the College community.	
5 points	<b>Consistently</b> demonstrates sensitivity to ethnic, economic, physical, gender, social diversity among the College community.
4 points	<b>Almost always</b> demonstrates sensitivity to ethnic, economic, physical, gender and social diversity among the College community.
3 points	<b>Usually</b> demonstrates sensitivity to ethnic, economic, physical, gender and social diversity among the College community.
2 points	<b>Sometimes</b> demonstrates sensitivity to ethnic, economic, physical, gender and social diversity among the College community.
1 point	<b>Seldom</b> demonstrates sensitivity to ethnic, economic, physical, gender and social diversity among the College community.

9. Supports student activities (e.g., fundraisers, field-trips, ASB elections, publications, club advisorship, editorship, writing letters of recommendation, etc.).	
5 points	<b>Consistently</b> supports student activities (e.g., fundraisers, field-trips, ASB elections, publications, club advisorship, editorship, writing letters of recommendation etc.).
4 points	<b>Almost always</b> supports student activities (e.g., fundraisers, field-trips, ASB elections, publications, club advisorship, editorship, writing letters of recommendation, etc.).
3 points	<b>Usually</b> supports student activities (e.g., fundraisers, field-trips, ASB elections, publications, club advisorship, editorship, writing letters of recommendation, etc.).
2 points	<b>Sometimes</b> supports student activities (e.g., fundraisers, field-trips, ASB elections, publications, club advisorship, editorship, writing letters of recommendation, etc.).
1 point	<b>Seldom</b> supports student activities (e.g., fundraisers, field-trips, ASB elections, publications, club advisorship, editorship, writing letters of recommendation, etc.).

10. Based on the written tabulations and summaries of student evaluations, written comments by peer evaluators, statements in the Professional Development Self-Disclosure Statement, and administrative observation of the faculty member's teaching (if applicable), demonstrates teaching skills that are:	
5 points	<b>Outstanding</b>
4 points	<b>Good</b>
3 points	<b>Satisfactory</b>
2 points	<b>Needing Improvement</b>
1 point	<b>Unsatisfactory</b>