

Frequently Asked Questions for Faculty Evaluation Process

1. Is it really necessary to have a formal pre-conference? Yes, it is necessary and required for the peer evaluation team to meet with the faculty member being evaluated in order to review the contract requirements for the evaluation process (Article VII); the peer, manager, and student evaluation tools applicable to each division/department; deadlines, the self evaluation; instructional, division/department & college expectations; and the set up of dates/times for classroom visit(s) and student evaluations. (REVIEW Section 7.4) Additionally, this is the time for the faculty member being evaluated to share his/her teaching style and any specific requests for feedback for professional growth.

2. Does the pre-conference include the Dean & Director, as well as, the faculty peer evaluators?

No. The peer component and the manager component of the evaluation process are two separate pre-conferences. Both pre-conferences should/could but are not one in the same. (Review Section 7.9 for the Management Pre-evaluation conference)

3. Is it necessary for the Dean or Manager to have the peer committee's input before the Dean or Manager completes the manager's component of the evaluation? Yes, it is essential that the peer committee chair coordinate the timeline such that the completed peer committee's evaluation package can be forwarded to the respective dean/manager by the evaluation calendar deadline. The management evaluation is comprehensive and includes "the results of the peer review committee process." Note: One criteria on the peer evaluation is submitting reports on time. This applies to peer evaluators, the faculty member being evaluated, as well as, the division chairs.

4. What documents should be forwarded to the division chair for teaching faculty and the manager/director for service faculty? The documents to be forwarded by the peer committee chair for teaching faculty include the signed copy of the evaluation, the student evaluations, and the self-evaluation packet. The division chair then forwards the completed peer evaluation packet to the respective manager in accordance with the calendar for evaluations. In the case of service or non-teaching faculty, the documents to be forwarded by the peer review committee include the signed evaluation, the self-evaluation, and the appropriate number and type of student evaluation forms. The completed service/non-teaching faculty peer review packet should be forwarded to the respective manager/director. All completed evaluations (peer & management components included) should be sent to the appropriate manager who then forwards them to either Human Resources or to the ITRC. (Review Section 7.2.4)

5. Who completes Section II of the Peer Evaluation tool? The division chair for teaching faculty completes Section III of the peer evaluation tool or the manager's faculty designee if there is no division chair.

6. Is the peer evaluation to be completed by the selected peer committee members or does the peer committee chair solicit feedback from any member of the division? The purpose of peer review is to periodically determine how effective faculty are in their instructional efforts and identify resources that individual faculty may need in order to continue to grow and develop professionally, as well as, meet college expectations. In general, any concerns that need attention have either already been identified on previous evaluations or have come about through students evaluations or have been brought to the attention of the faculty member being evaluated by the division chair or manager's designee (in the case of service faculty) before the actual evaluation takes place. This is not the time for peers to randomly solicit input for or against any evalutee from any member of the division.

7. Do I have to be a Distance educator or a lab or activity instructor in order to sit on a peer evaluation committee for another distance educator or lab/activity instructor? No, faculty peers participating on peer committees do not have to have identical teaching assignments however are generally selected from within the evalutee's subject area (Review Sections 7.3.2 & 7.3.3). It is not uncommon for faculty to have a combination of teaching assignments e.g., lecture, lab/studio/clinical/activity, or distance course. The expectations for teaching faculty are fundamentally similar i.e., is the faculty member current in the discipline, is the faculty member providing a positive environment for student learning, is the faculty member teaching material according to the course description, and is the faculty member participating in shared governance activities and divisional work. "When called upon to evaluate their peers, faculty are obligated to do so in a fair-minded manner, with respect for confidentiality and pedagogical and personal differences." [Tenure for Academic Personnel #3095]

8. Can the faculty member (teaching and non-teaching) just do the student evaluations themselves?

No. It is the responsibility of the peer committee members to facilitate the student evaluation process. In the case of service faculty this may fall to manager's faculty designee. The student evaluation tools are different for each of the service areas, distance education and traditional lecture/lab/studio/activity/clinical students. A minimum of 15 student evaluations is required for service faculty.

9. Is it permissible for the peer committee to complete the student evaluations at the same time as the classroom visit/service observation? No. The contract (Section 7.6.1) is clear that the "student evaluations will not be administered during the 50-minute peer review visitation period". It is permissible for the peer evaluator to administer the student evaluations after

the 50-minute observation period IF the class is regularly scheduled to meet more than 1.5 hours e.g., lab/activity/studio/clinical sessions.

10. If the class is scheduled to meet for 1.5 hours or more, am I required as a peer evaluator to stay the whole class period? No. The peer review visitation period is 50-minutes; therefore, the peer evaluator may leave after that unless during the pre-conference the peer committee has agreed on additional time.

11. If the faculty member being evaluated is "OK" with the evaluation, is it really necessary to have a post conference? Per Section 7.7, the post-evaluation conference is the time set aside for the peer review committee to share, discuss, and explain the committee's assessment including commendations, recommendations and any follow-up necessary. Both the pre and post conference activities spelled out in the contract provide an opportunity for the peer reviewers and the faculty member being evaluated to network and learn from one another. Additionally the management component of the evaluation process requires a separate post-conference also. (Review Section 7.11)

12. When should the peer evaluation team provide a copy of the evaluation to the faculty member being evaluated for his/her review? It is highly recommended that the peer review committee provide the evaluatee with a copy of the completed evaluation sometime before or during the actual post-conference date in order to allow the faculty member being evaluated to review it and formulate any questions for clarification.

13. What is the role of the manager's designee? A designee fulfills the role of a division chair if there is not a division chair for the department e.g., Counseling. When there is a faculty designee, the manager does not take part in the peer review process because the manager is not a faculty peer.