

## Procedure 3.001

### Faculty Evaluation Procedure

Faculty evaluation is a continuous process and its most important function is to provide a climate for all instructional personnel to reach their maximum professional potential and to improve their classroom performance. The evaluation of an instructor's performance serves as a tool for self-improvement in the areas of teaching performance, professional development, and departmental and institutional collaboration resulting in greater student success and fulfillment of the College's mission and strategic directions. It is also intended for use by the administration and faculty supervisors to aid in their decision-making processes related to future strategic plans/objectives.

Each faculty member's performance is evaluated periodically throughout the year, including evaluations by students and a supervisor's performance evaluation completed annually by the appropriate academic dean or his/her delegate (usually a program lead). The results of the evaluations are reviewed with the vice president of academics. The supervisor's performance evaluation becomes part of the instructor's permanent record. Electronic copies are maintained by Human Resources.

Conferences are held with faculty members to discuss instructional techniques. Lead instructors, deans, and the vice president of academics work together to evaluate the success of their instructional methods and to provide an effective learning environment for the student.

There are certain tangible data elements that are used to assist in the evaluation process. Chiefly, they are as follows:

- A. Projected Goal Statements;
- B. Records of the faculty member's academic work since being employed;
- C. Evidence of in-service training/professional development activities, other than course work;
- D. Observation by the appropriate academic dean;
- E. Records of professional organizations in which the faculty member is active;
- F. Attendance records of the faculty member;
- G. Oral and written documentation of the faculty member's communication skills (via records, reports, presentations, etc.); and

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H. Less tangible guidelines which include documentation related to:

- a. The faculty member's observance of standard college policy and procedure;
- b. The faculty member's rapport with students, peers, and staff;
- c. Cooperation of the faculty member, flexibility/adaptability, and willingness to take risks and remain accountable for their decisions;
- d. Classroom effectiveness as demonstrated via (1) course retention and grade distribution reports and (2) collection of student engagement data;
- e. Organization of the faculty member's college affairs;
- f. Teacher-industry relationships that (1) promote prospective student interest in furthering their education at BCCC, (2) recruit and engage advisory committee members, and (3) create clinicals, internships, work based learning, shadowing or capstone field experiences; and
- g. Professionalism in the faculty member's attitude, appearance, maintenance of College equipment and facilities, preparation and delivery of instruction, and interaction with students and colleagues toward his/her job as demonstrated by their willingness to go beyond normal assigned duties for the benefit of the students, the local community and the College.

### References

**Legal References:** *Enter legal references here*

**SACSCOC References:** *Enter SACSCOC references here*

**Cross References:**

### History

**Senior Staff Review/Approval Dates:** *Enter date(s) here*

**Board of Trustees Review/Approval Dates:** *Enter date(s) here*

**Implementation Dates:** *Enter date(s) here*