



**COLLEGE ADMINISTRATIVE PROCEDURE MANUAL**

<b>Procedure Title</b>	<b>Procedure Number</b>	<b>Page(s)</b>	<b>Date Adopted:</b>
Evaluation: Faculty	DLA - I	9	08/26/2025

**BASED ON BOARD POLICY**

<b>Section</b>	<b>Policy Title</b>	<b>Policy Number</b>	<b>Date Adopted:</b>
Section D — Personnel	Employee Performance: Evaluation	DLA (LOCAL)	08/26/2025

**PURPOSE**

Annual evaluation of individual faculty is essential to building and maintaining excellence in the instructional program. Evaluation should provide information about performance both to the faculty and his/her supervisor. This information serves as a base for professional improvement of the faculty, as well as for administrative decisions regarding the granting of tenure, assignment, and re-employment. As a result of the evaluation process, faculty can continue to polish existing skills and continually improve our instructional programs.

**PROCEDURE**

**Section I. Responsibilities**

- A. Individual faculty shall participate in the process in accordance with the established policies and procedures.
- B. The appropriate supervisors (division chair, program director, or coordinator) shall conduct classroom observations of faculty in their areas of responsibility, shall conduct annual evaluation conferences with faculty, and shall insure participation of faculty in the evaluation process.
- C. The Dean of Arts and Sciences, Dean of Health Professions, and the Dean of Workforce and Public Service shall evaluate those with instructional responsibilities reporting to them, shall assist the Vice President of Instruction and Student Engagement in assessing evaluation policies and procedures, and shall coordinate the faculty evaluation process in their areas of responsibility.
- D. The Vice President of Instruction and Student Engagement shall recommend the faculty evaluation policy to the President, shall develop appropriate procedures, and shall administer and verify the evaluation process. The Vice President of Instruction and Student Engagement shall interpret and implement this policy.

## **Section II. Process**

The evaluation of faculty addresses a faculty member's teaching, professional development, collegiality and service to the college and the community. A variety of quantitative and qualitative instruments are used to include student evaluations, supervisor observation, grade distribution/retention data, and professional portfolio will document these components. The process will culminate in an annual supervisor – faculty conference.

### **A. Teaching:**

1. Faculty are responsible for the following teaching criteria:
  - Facilitates student learning, provides effective instruction, perform evaluations of student learning for all assigned classes, using each course's required course learning objectives and effective pedagogical practices.
  - Actively engages students in learning and achieves outcomes for student skills and knowledge growth in alignment with course, department, institution, and accreditation plans.
  - Shows interest and care in student wellbeing and growth, is available to students, holds office regular hours/conferencing, and refers/informs students of campus and community resources.
  - Utilizes technology and teaching practices to deepen student learning, resilience, and incorporating high impact practices into the classroom (Seminars, Common Intellectual Experiences, Learning Communities, Writing-Intensive, Collaborative Assignments/Project, Undergraduate Research [or parts thereof], Diverse and Global Learning and Connection, Service/Community Based Learning, Internships/Job Skill Practice, Capstone Courses/Project)
  - Complies with all relevant MCC policies and/or guidelines surrounding instruction in a timely manner, including but not limited to posting syllabi, maintaining office hours, use of the College's Learning Management System, entering and tracking attendance, and entering and tracking student grades.
  - Reflects on qualitative and quantitative student comments and utilizes student comments to improve courses and student success. Grade distribution is within reasonable norms/comparable benchmarks for the teaching area.
2. Instruments considered in the evaluation:
  - Student Evaluation of Faculty. Student evaluations shall occur for all faculty in all sections and deliveries taught every semester (including summer terms and minimesters). Student evaluations shall be conducted as follows:
    - All fall and spring courses 16 weeks or greater and summer courses 11 weeks or greater will have evaluations open for four weeks prior to the week of final exams.

- All other fall and spring course lengths, eight-week courses, and summer courses will have evaluations open for three weeks prior to the week of final exams.
- All field courses will have evaluations open for seven days prior to the last class day.

Any course section with an enrollment of four or less will not be evaluated. However, if a faculty teaches multiple sections of the same course, the Office of Institutional Research & Effectiveness will combine multiple sections in the evaluation software in an effort to evaluate five or more students in the same course taught by the same faculty.

- Observation by Supervisor (traditional, video, or virtual classroom). At least one classroom observation of tenured faculty will occur every three years. Classroom observations for tenure-track, tenure eligible and part-time instructors will be yearly for the first five years, after which observation for tenure eligible faculty and part-time faculty will occur at least every three years. The division chair/program director shall have the discretion of observing online and/or in traditional face-to-face classrooms. The faculty or the division chair has the right to request more frequent observation.
- Computer summaries of student evaluations, grade distribution, withdrawal. Provide the distribution and average scores for each item in the student evaluations, grade distribution and withdrawal rate for faculty.
- Portfolio. Tenured, tenure-track and tenure eligible faculty will develop an ongoing portfolio, which may be either electronic or paper. The teaching portfolio is one of the components of the faculty evaluation process. The portfolio method of evaluation is designed to achieve four goals. First, and foremost, it is designed to give the faculty member an opportunity to create a portrait of their work. Although certain minimal documents are required, the faculty member will determine what teaching materials best represent him or her. Second, the portfolio is designed to be ongoing rather than repetitive. The faculty member will not “recreate the wheel” each year, but will update the portfolio based on a natural progression. This will save time and needless paper. Third, the portfolio allows the faculty member to complement the view of his/her teaching contained in student evaluations with actual teaching techniques and materials used in the classroom. Fourth, the inclusion of activities outside the classroom recognizes the faculty member’s personal contributions to his/her department, division, profession, etc.
  - The portfolio will include the following:
    - a brief teaching philosophy,
    - sample syllabi,
    - sample assignments and exams,

- presentations and publications, and
- an updated curriculum vitae (including committee assignments, service projects, and educational advancements).

Part-time faculty will keep a teaching file of current syllabi, sample assignments, and sample tests. A portfolio is optional.

### B. Professional Development:

1. The fundamental responsibilities of a faculty member as a teacher and scholar include maintenance of competence in the field of specialization and the exhibition of competence in the classroom, studio, or laboratory through discussions, lectures, consultations, publications, and/or active participation in professional organizations. Thus, the institution requires that all full-time faculty members must list their proposed professional development activities each year in their Professional Development Plan (PDP) including attendance at the bi-annual Professional Development Day and an additional number of hours of professional development to equal a minimum of 12 hours a year. Faculty are responsible for the following professional development criteria:
  - Growth as a scholar and educator by remaining current in academic or program discipline, including attending professional conferences, and maintaining licensure, certification, participating in academic/professional organizations, or continuing education requirements where appropriate.
  - Remains current in educational technologies and pedagogical practices to promote student learning.
  
2. Appropriate activities for professional development include:
  - College level courses and continuing education units in a faculty member's teaching field, related fields, or teaching/learning theory.
  - MCC professional development (ZPOD) courses which cover topics such as policy, profession, instruction, and technology. Should not include wellness courses.
  - Conferences, clinics, seminars, symposia, workshops, and similar activities.
  - Specialized training and/or skill development, professional performances, and creative work.
  - Travel related to a faculty member's teaching field, related fields, or teaching/learning theory.
  - Activities that meet requirements for a necessary license (i.e., Health Professions, Mental Health, etc.).
  - Activities defined by the department or division.

3. The Professional Development Plan (PDP) documents the faculty's proposed professional development activities for the following year and shall include:
  - a. progress in accomplishing last year's Professional Development Plan,
  - b. goals for the current year,
  - c. means for accomplishing goals,
  - d. pertinent courses, workshops, or other resources needed to accomplish goals, and
  - e. reflective narrative.

Each activity proposed will be evaluated by the faculty member's supervisor primarily on the basis of its potential to improve instruction or otherwise benefit the college. Faculty members may appeal to their dean if their supervisor or division director denies professional development credit for any particular submitted activity.

Faculty will review completion of their professional development work and submit the next year's plan with their supervisors at their yearly evaluation as stated in Policy B-XII. Completion of professional development hours will be entered into Colleague by the Division office. This will support and build relationships between faculty and their direct supervisors.

Note that professional development credit and step-credit are two different things. Activities approved for step-credit shall count for PD credit in the year in which they are completed, but step credit approval must come at the deans' level.

To allow time for accurate and definitive salary calculations for the new academic year, all documentation relating to satisfaction of this policy must be received in the appropriate dean's office by July 1. Failure to provide documentation by this date will result in the denial of credit for the following academic year.

4. Failure to Comply with Professional Development:

If the faculty member fails to comply with the professional development requirement, the faculty member is subject to disciplinary action. The disciplinary action for continual non-compliance will include, but is not limited to, failure to move from tenure-eligible to tenure track, failure to achieve tenure or withholding the annual salary schedule credit (i.e., board-approved increases), and salary increment for teaching experience. These penalties will remain in effect until such time as the faculty member has satisfied their annual professional development requirement. Change in the faculty member's salary status shall be effective only at the beginning of the following academic year commencing September 1. Failure to satisfy the professional development requirement within two years from the time of notification of lack of compliance may lead to dismissal in accordance with relevant personnel policies.

### C. Collegiality & Service:

Faculty are responsible for the following collegiality and service criteria:

1. Participation and willingness to serve on college committees, sharing knowledge through professional development opportunities, volunteering time for college activities/clubs (including supporting recruiting, orientation, graduation, mentorship and similar activities), and community or professional organizations.
2. Participates in departmental, divisional, and College-wide meetings.
3. Builds and maintains professional relationships with students, staff, peers, supervisors, and the community. Works well with employees at all levels.
4. Demonstrates willingness to share practices and new ideas with colleagues.
5. Engages in specific duties associated with their program as appropriate.
6. Adheres to college procedures and policies.

### D. Values Evaluation:

MCC's core values are an integral part of our work at the college, and those values should be exemplified daily by all employees. The criteria for faculty in the sections above highlights how those criteria demonstrate one or more of MCC's core values. Reflect on the values and associated criteria to assess how faculty demonstrate the core values.

## **Section III. Evaluation Conference.**

Tenured, tenure-track, tenure eligible, and active part-time faculty and their supervisors will meet annually. The faculty and supervisor shall review the following materials at this conference:

1. **Student Evaluation of Faculty Forms if available.** The faculty shall bring all of the original forms to the conference.
2. **Traditional, Video, or Virtual Classroom Observation Summary when available.** The supervisor shall submit a copy of the summary to the faculty in a timely manner, but no later than one week prior to the conference. Internet and hybrid courses should receive periodic review as agreed upon by the division chair and faculty member.
3. **Computer Summaries of Student Evaluations and Grade Distribution/Retention Data.** The faculty shall bring the summaries to the conference. The supervisor shall bring the appropriate comparative data. Internet and hybrid classes should be included in these summaries.
4. **Collegiality.** The supervisor and the faculty will discuss the faculty's ability to function as a cooperative member within the department and the college. First and foremost, collegiality refers to the faculty member's ability to function as a cooperative member

within the department and the college. The following list suggests other indicators of collegiality:

- Committee Work – The faculty member must demonstrate a willingness to serve on committees for the college and/or for the department or student organizations.
  - Volunteer to represent the college – The faculty member must demonstrate involvement in college activities such as participating with college clubs, working at the fair, assisting with career days, or involvement in community or non-profit organizations.
  - Faculty member adherence to college procedures as designated in the MCC's Policies and Procedure Manual
5. **Professional Development Plan (PDP) Status Report**
  6. **Portfolio.** The faculty shall submit the portfolio by the supervisor's deadline.
  7. **Student Advising.** What are the strengths and weaknesses of the faculty as an advisor? (if applicable)
  8. **Assigned Administrative Duties Reviewed**

During the conference, the supervisor and faculty will discuss the above components with the purpose of arriving at a mutual understanding of the faculty's strengths and areas where improvement is needed. The Professional Development Plan may be modified to reflect appropriate steps to make the necessary improvements as agreed upon by supervisor and faculty. The supervisor should add comments to the Faculty Evaluation Summary form, sign the evaluation summary, and return it to the faculty for signature. If the faculty disagrees with the official evaluation summary and/or comments, the faculty should sign at the appropriate place on the Faculty Evaluation Summary form and state the reasons for the disagreement. A copy of the official, signed Faculty Evaluation Summary form shall be given to the faculty in a timely manner and another copy shall be filed in the division chair's office, after which the original shall be forwarded to the appropriate dean for review and holding.

#### **Section IV. Failure to Comply with the Evaluation Process**

A faculty member who receives an unsatisfactory rating (as outlined by the VPI) in any area of the evaluation process will be given a short-term development plan that includes performance benchmarks for returning to satisfactory performance within a semester probationary period. Failure to satisfy evaluation requirements will result in disciplinary action to include, but is not limited to, withholding the annual salary schedule credit (i.e., board approved increases) and any step credit increases based on experience.



Standards for “satisfactory”/”unsatisfactory” ratings must be communicated at least on an annual basis through the annual evaluation process.

Such penalties will remain in effect until such time as the faculty member has satisfied the evaluation requirements. Failure to satisfy the evaluation requirements within one year from the time of notification of lack of compliance will lead to dismissal in accordance with relevant personnel policies. There will be no retroactive credit for steps lost during the time the faculty member is out of compliance with the policy.





FACULTY PROFILE

<b>Review</b>	<b>Tenured Faculty Frequency</b>	<b>Tenure-Track and Tenure Eligible Faculty Frequency</b>	<b>Part-Time Faculty Frequency</b>
1. Student Evaluations (all sections including Internet and hybrid)	Every Semester (including summer terms and minimesters)	Every Semester (including summer terms and minimesters)	Every Semester (including summer terms and minimesters)
2. Classroom Observation (traditional, video or virtual)	Once every three years	Yearly, for the first five years, and then once every three years.	Yearly, for the first five years, and then once every three years.
3. Professional Development Plan (PDP)	Yearly	Yearly	Optional
4. Portfolio Required	Ongoing	Ongoing	Ongoing
5. Evaluation Conference	Complete annually between February 1 and August 15 at the discretion of the chair (regardless of student evaluation cycle)	Complete annually before April 15 (regardless of student evaluation cycle)	No specific due date. Complete annually for any active part-time faculty.

EVALUATION CONFERENCE