
NORTH CENTRAL TEXAS COLLEGE

FACULTY EVALUATION MANUAL

FALL 2020



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Introduction

The Faculty Evaluation Manual was first created by an ad hoc committee charged to review and revise the professional evaluation system at NCTC. It has been revised on several occasions when changes in requirements, documents, or procedures have deemed it necessary.

Overview

The faculty evaluation process ensures excellence in instruction and a high level of professionalism among faculty. The process should be a catalyst for encouraging collaboration, innovation, enthusiasm, professional growth, and pride in and passion for the profession of teaching at the college level. This is consistent with the NCTC stated vision to “be a recognized leader in higher education and a catalyst for economic, cultural, and community development.”

An overall picture of faculty performance is developed with the combined input of students, faculty, and administration. The Faculty Evaluation Conference (see page 5) and the accompanying Faculty Evaluation Forms (pages 10 & 15) serve as the primary vehicles of the faculty evaluation process. The Faculty Evaluation Conference and Form provide a forum to *constructively analyze the efforts of faculty, encourage professionalism, foster communication, and recognize achievement.*

The entire faculty evaluation process is intended to be a positive and collaborative experience between instructional leaders and faculty members.

Outline of the NCTC Faculty Evaluation Process

1. Each academic year, individual faculty members will work toward accomplishing the goals listed on the previous Faculty Evaluation Form. Instructional leaders and individual faculty should be in contact throughout the year to discuss goals, and if necessary, to make modifications.
2. The instructional leader will schedule and conduct an annual Faculty Evaluation Conference with each full-time and adjunct faculty member within the department that has taught less than 3 calendar years. Any full-time and adjunct faculty member within the department that has taught more than 3 calendar years will be evaluated biennially.
3. All new faculty will be on a probationary contract for the first year of full time employment. During that year new faculty will be evaluated once each long semester and once in the summer if they teach in the summer.
4. The instructional leader and faculty member will discuss their respective preliminary forms and collaboratively complete the final Faculty Evaluation Form.
5. Any faculty member may request an annual Conference.
6. If any evaluation indicates need for improvement, the instructional leader may require a return to an annual Conference and will meet regularly with the faculty member to monitor and document improvement and to provide assistance where needed.
7. The instructional leader will review faculty evaluations with the appropriate dean.
8. Each dean will review the faculty evaluations with the Vice Chancellor of Instruction.

Faculty Evaluation Conference

The Faculty Evaluation Conference is the culmination of the faculty evaluation process. For full-time faculty, the conference will be scheduled and conducted by the instructional leader in the academic year. For adjunct faculty, the conference will be scheduled at a time chosen by the instructional leader. The evaluation period shall cover the time from the last evaluation to the current. During the Conference,

1. The instructional leader and faculty member will discuss their respective preliminary forms and collaboratively complete the final Faculty Evaluation Form;
2. The faculty member's goals (as stated on the previous Faculty Evaluation Form) will be reviewed. The accomplishment of these goals, along with any other accomplishments, will be noted in the Summary of Accomplishments block of the current year's form; and,
3. Faculty goals for the upcoming year will be discussed and noted. All goals should support the mission of the college and the instructional unit.

The Faculty Evaluation Form is the final documented product of the Faculty Evaluation Conference. This form outlines the more important roles and activities expected of faculty. While this outline is not a comprehensive faculty job description, it provides a structure for dialogue between the instructional leader and faculty members.

Support for the various elements of the Faculty Evaluation Form includes Student Course Evaluations and the preliminary Faculty Evaluation Forms completed by the instructional leader and the faculty member. The instructional leader may also request documents created by the faculty member such as tests, projects, articles, etc.

The final Faculty Evaluation Form and supporting documentation will be maintained by the department for a period of three years.

The Faculty Evaluation Conference, as well as the entire faculty evaluation process, is intended to be a positive and collaborative experience between instructional leaders and faculty members.

Peer Classroom Observation Program

Since collegiality and collaboration are highly valued at NCTC, the Instructional Evaluation Committee has instituted the Peer Classroom Observation Program that requires each faculty member, at least once per academic year, to observe one class of another faculty member and permit a faculty member to observe one of his/her own classes. The observation requirement applies to all faculty members regardless of the instructional delivery method used in their classes. Each faculty member will conduct his or her visit outside of his or her own class time. Each faculty member determines the class he/she would like to visit, and it is not necessary that the class be in the discipline of the visiting faculty member. (Permission should be asked of the instructor in advance before a faculty member visits a class.)

A faculty member retains the right to decline respectfully a request for observation but must permit at least one visit per year. The visiting faculty member should observe the same etiquette as a student by arriving on time and staying until the class is dismissed (or when the class takes a break). Unless asked by the instructor to participate, the visiting faculty member should observe unobtrusively.

These classroom observations are not evaluations but rather serve as opportunities for faculty to learn from each other's pedagogies and course content.

Faculty members will fill out a Peer Observation Verification Form (page 21) for each classroom observation.

In addition to the Peer Classroom Observation Program described above, all new faculty members will be observed by their instructional leader during their first semester teaching at NCTC.

Role of the Instructional Leader

(Division Chair)

The following list, though not comprehensive, represents some of the most important roles of the instructional leader at NCTC. Instructional leaders are responsible for:

- Administrating the division (e.g., budgets, course schedules, instructor assignments).
- Communicating NCTC's mission to the division.
- Ensuring that the division's mission is carried out.
- Maintaining a collegiate level of academic rigor in all courses within the division.
- Ensuring that all instructors uphold a high level of professionalism and excellence as they carry out their instructional duties.
- Encouraging a sense of cohesion and collegiality within the division.
- Balancing the academic freedom of individual faculty members with appropriate levels of consistency within courses.

The Faculty Evaluation process should be used by the instructional leader as a tool to aid in the accomplishment of the above tasks. The Faculty Evaluation Conference is the focal point of the evaluation process. The instructional leader must invest a significant amount of time and effort becoming familiar with the faculty within the division.

Instructional leaders must have a variety of data to identify the strengths and opportunities for improvement of the instructional unit and individual faculty. The instructional leader is not only responsible for identifying the strengths and weaknesses of the department and individual faculty but also for enabling the department and faculty to utilize their strengths and find opportunities for improvement.

Role of the Academic Dean

The major role of each dean is to review the Faculty Evaluation Forms and ensure fairness and equity to all faculty members in the evaluation process.

Role of the Vice Chancellor of Instruction

The Vice Chancellor of Instruction is the final level of review and is ultimately responsible for the management of the faculty evaluation process.

Student Course Evaluation Process

Student course evaluations for all courses and sections (as per Texas H. B. 2504, 81st regular session, 2009) are conducted following the drop date for each semester. Results are available after grades are posted. These results are reviewed independently by faculty and instructional leaders before the beginning of the next semester.

All Student Course Evaluation forms must be approved by the Faculty Evaluation Committee prior to use. Both numeric data and written student comments are compiled from these forms. Instructional leaders should always consider the statistical validity of this data based on:

- The number of students in a course who completed the evaluation,
- The overall trend of the data across all courses taught by a faculty member in a semester, and
- The long term trends in the data for a faculty member across a series of semesters.

Students' written comments should be weighted according to these trends with consideration to any bias that might be the result of the student's performance and/or participation in the course.

Student Course Evaluation records are kept on the NCTC Learning Management System.

Board Policies for Due Process

Faculty members are assured due process as provided by the following Board policies:

Policy Code	Title: Subtitle
DG(LEGAL)	EMPLOYEE RIGHTS AND PRIVILEGES
DGBA(LEGAL)	PERSONNEL-MANAGEMENT RELATIONS: EMPLOYEE
COMPLAINTS DMAA(LOCAL)	TERM CONTRACTS: DISMISSAL
DMAB(LOCAL)	TERM CONTRACTS: NONRENEWAL

Student Course Evaluation Form

1. The course was well-organized and requirements clearly stated.	<p style="text-align: center;">1-4</p> <p style="text-align: center;">Strongly Disagree to Strongly Agree</p>
2. The course provided an opportunity for me to demonstrate my understanding of the material.	
3. Course materials (for example, textbook, assignments, labs) provided information that helped me learn the subject matter.	
4. The course developed my ability to comprehend and think critically about the subject matter.	
5. The course was challenging.	
6. If the course was face-to-face or hybrid, the instructor was punctual and held the class for the duration of the class period. If the course was online, the instructor was available as posted in the course documents.	
7. The instructor explained the application of the subject matter.	
8. The instructor provided prompt responses to my questions.	
9. The instructor provided constructive responses to my assignments.	
10. The instructor used appropriate instructional methods (for example, lecture, class discussion, demonstration, or simulation) to help me learn the subject matter.	
11. The instructor was knowledgeable in his/her field and communicated the knowledge well.	
12. I would recommend this instructor to other students.	
13. What could you have done to improve your performance in the course?	
14. What did you like least about the class?	
15. What did you like best about the class?	

NORTH CENTRAL TEXAS COLLEGE

FACULTY EVALUATION FORM

NAME: _____

DIVISION: _____

DATE OF CONFERENCE: _____

POSITION TITLE: _____

This evaluation provides a forum to constructively analyze the efforts of faculty, encourage professionalism, foster communication, and recognize achievement. * Items marked with an asterisk are optional for adjunct faculty.

INSTRUCTIONAL RESPONSIBILITIES – TEACHING & LEARNING

Category Rating

EXCEEDS
EXPECTATIONS

☐

MEETS
EXPECTATIONS

☐

OPPORTUNITIES FOR
IMPROVEMENT

☐

1. **Reliability:** Meets classes as scheduled. Follows departmental policy for class cancellations. Starts and ends classes consistently on time.
2. **Instructional Records:** Maintains appropriate records of grades/attendance and submits required reports to the division chair and registrar on time.
3. **Availability:** Posts office hours and is available to students during that time.
4. **Syllabus:** Makes an appropriate syllabus available to students and division chair in a timely manner that states: office hours, grading policy and procedures, learning outcomes, contact information, and attendance policy.
5. **Feedback:** Provides appropriate feedback on tests, papers, and other evaluations in a timely manner.
6. **Organization:** Is well-organized and prepared for each class.

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Comments:

ACADEMIC RESPONSIBILITIES – TEACHING & LEARNING**Category Rating****EXCEEDS
EXPECTATIONS**☐**MEETS
EXPECTATIONS**☐**OPPORTUNITIES FOR
IMPROVEMENT**☐

1. Maintains college level rigor and requires a high level of academic excellence from students.
2. Uses an appropriate variety of instructional methods to enhance learning. This includes the application of the subject matter, current materials, practice, and technology.
3. Develops appropriate tests, projects, and/or other evaluation activities for the courses taught.
4. Considers Student Course Evaluations.
5. Participates in the selection of instructional materials and the development of curriculum. *

☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

Comments:

**LEARNING COMMUNITY RESPONSIBILITIES –
TEACHING & LEARNING****Category Rating****EXCEEDS
EXPECTATIONS**☐**MEETS
EXPECTATIONS**☐**OPPORTUNITIES FOR
IMPROVEMENT**☐

1. Communicates effectively and in a timely manner with students.
2. Encourages an atmosphere in which students may ask questions, offer opinions, and express ideas.
3. Cares about and shows respect for students.
4. Supports student activities to promote a college environment. *

☐☐☐☐☐☐☐☐☐☐☐☐

Comments:

INSTITUTIONAL RESPONSIBILITIES – ENGAGEMENT & COMMUNICATION

Category Rating	EXCEEDS EXPECTATIONS <input type="checkbox"/>	MEETS EXPECTATIONS <input type="checkbox"/>	OPPORTUNITIES FOR IMPROVEMENT <input type="checkbox"/>
1. Communicates effectively and in a timely manner with colleagues and other college personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Participates in departmental meetings and activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Serves on college committees as required.*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Attends and participates in college in-service, workshops, and activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

PROFESSIONAL RESPONSIBILITIES – TEACHING & LEARNING

Category Rating	EXCEEDS EXPECTATIONS <input type="checkbox"/>	MEETS EXPECTATIONS <input type="checkbox"/>	OPPORTUNITIES FOR IMPROVEMENT <input type="checkbox"/>
1. Keeps abreast of developments in the subject area and in instructional techniques.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Participates in professional development activities (i.e., maintains membership/participates in professional organizations; earns course credit/pursues an advanced degree; participates in workshops, seminars, institutes; conducts research; publishes articles/books, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Shares ideas and materials related to the teaching field and/or pedagogy with colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Participates in Peer Classroom Observation Program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Originates new instructional techniques/materials of value to students/colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

SPECIAL SERVICE – TEACHING & LEARNING

Category Rating

EXCEEDS
EXPECTATIONS

☐

MEETS
EXPECTATIONS

☐

OPPORTUNITIES FOR
IMPROVEMENT

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1. Performs special services for the college and/or community (e.g. develops new courses/programs). *

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2. Mentors new adjunct or full-time faculty members. *

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Comments:

SUMMARY OF ACCOMPLISHMENTS FOR THE CURRENT EVALUATION CYCLE

Accomplishments:

FACULTY GOALS FOR THE COMING EVALUATION CYCLE

Goals:

Required Improvements (if necessary):

EMPLOYEE COMMENTS

Comments:

Faculty Member Signature: _____ Date: _____

Division Chair Signature: _____ Date: _____

Dean Signature: _____ Date: _____

NORTH CENTRAL TEXAS COLLEGE

PROBATIONARY FACULTY EVALUATION FORM

NAME: _____

DIVISION: _____

DATE OF CONFERENCE: _____

POSITION TITLE: _____

This evaluation provides a forum to constructively analyze the efforts of faculty, encourage professionalism, foster communication, and recognize achievement.

INSTRUCTIONAL RESPONSIBILITIES – TEACHING & LEARNING

Category Rating

MET

UNMET

☐☐

1. **Reliability:** Meets classes as scheduled. Follows departmental policy for class cancellations. Starts and ends classes consistently on time.
2. **Instructional Records:** Maintains appropriate records of grades/attendance and submits required reports to the division chair and registrar on time.
3. **Availability:** Posts office hours and is available to students during that time.
4. **Syllabus:** Makes an appropriate syllabus available to students and division chair in a timely manner that states: office hours, grading policy and procedures, learning outcomes, contact information, and attendance policy.
5. **Feedback:** Provides appropriate feedback on tests, papers, and other evaluations in a timely manner.
6. **Organization:** Is well-organized and prepared for each class.

☐☐☐☐☐☐☐☐☐☐☐☐

Comments:

ACADEMIC RESPONSIBILITIES – TEACHING & LEARNING

MET

UNMET

Category Rating☐☐

1. Maintains college level rigor and requires a high level of academic excellence from students.
2. Uses an appropriate variety of instructional methods to enhance learning. This includes the application of the subject matter, current materials, practice, and technology.
3. Develops appropriate tests, projects, and/or other evaluation activities for the courses taught.

☐☐☐☐☐☐

Comments:

**LEARNING COMMUNITY RESPONSIBILITIES –
TEACHING & LEARNING**

MET

UNMET

Category Rating☐☐

1. Communicates effectively and in a timely manner with students.
2. Encourages an atmosphere in which students may ask questions, offer opinions, and express ideas.
3. Cares about and shows respect for students.

☐☐☐☐☐☐

Comments:

INSTITUTIONAL RESPONSIBILITIES – ENGAGEMENT & COMMUNICATION**Category Rating**

MET

UNMET

☐☐

1. Communicates effectively and in a timely manner with colleagues and other college personnel.

☐☐

2. Participates in departmental meetings and activities.

☐☐

3. Attends and participates in college in-service, workshops, and activities.

☐☐

Comments:

PROFESSIONAL RESPONSIBILITIES – TEACHING & LEARNING**Category Rating**

MET

UNMET

☐☐

1. Participates in Peer Classroom Observation Program.

☐☐

Comments:

SUMMARY OF ACCOMPLISHMENTS FOR THE CURRENT EVALUATION CYCLE

Accomplishments:

FACULTY GOALS FOR THE COMING EVALUATION CYCLE

Goals:

Required Improvements (if necessary):

EMPLOYEE COMMENTS

Comments:

Faculty Member Signature: _____ Date: _____

Division Chair Signature: _____ Date: _____

Dean Signature: _____ Date: _____

Peer Observation Verification Form

INSTRUCTOR COMPLETING THE OBSERVATION REQUIREMENT

Name: _____

Department: _____

PEER OBSERVED

Instructor Observed: _____

Course Observed: _____

Date & Time Observed: _____

REQUIRED SIGNATURES

Instructor Signature: _____ Date: _____

Peer Signature: _____ Date: _____