Faculty Evaluations

YFA perspective,

Contract quick tour
PURPOSES OF EVALUATION

- Document and acknowledge the quality of performance;
- Enhance performance;
- Identify areas in need of improvement;
- Assist in achieving needed improvement.
Full-Time Faculty Evaluations

Article 6, Appendix C in contract

SOURCES

- Two peers + one immediate administrator (IA)
- One peer selected by IA, one by evaluatee
- Classroom/performance observations, course material review, clinical responsibilities, student evaluations, self-evaluation
Part-Time Faculty Evaluations

Article 7, Appendix C in contract

**SOURCES**

- One peer (mutually agreed, full-time)
- One immediate administrator (IA)
- Classroom/performance observations, course material review, student evaluations
- Self-evaluation optional
Evaluations

Articles 6 & 7, Appendix C in contract

**CRITERIA (see Appendix C)**

- Quality of performance/professional responsibilities;
- Respect for students' rights and needs;
- Respect for colleagues and the teaching profession;
- Professional improvement (tenured/tenure-track);
- Online teaching >50%?—Then online modality evaluated.
Evaluations

Articles 6 & 7, Appendix C in contract

**FREQUENCY**

- Adjunct or hourly faculty
  ~ First semester, then once every 6\textsuperscript{th} semester

- First and second year probationary and 1\textsuperscript{st} year temporary faculty
  ~ Fall (by end wk 10) & spring (by end wk 20)
Articles 6 & 7, Appendix C in contract

**FREQUENCY**

- Third and fourth year probationary faculty
  - Fall semester (by end of week 10)

- Tenured faculty
  - Every 3rd year, in spring semester
    (by end wk 10)
Evaluations

Articles 6 & 7, Appendix C in contract

**TIME FRAME**

- Notify faculty member of evaluation (week 2)
- Organize committee (week 4)
- Observations and student evaluations (completed by end of week 10)
- Report completed/discussed (by end of week 12)
Minimum expectations from contract
Peer Observation Form, Instructional Faculty

Four categories: organization, presentation, student interactions, content

<table>
<thead>
<tr>
<th>ORGANIZATION</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Begins class on time</td>
<td></td>
</tr>
<tr>
<td>• Gives overview of day’s course content</td>
<td></td>
</tr>
<tr>
<td>• Appears well-prepared for class</td>
<td></td>
</tr>
<tr>
<td>• Covers an appropriate amount of course material for time allowed</td>
<td></td>
</tr>
<tr>
<td>• Appears on track to complete required course content by end of term</td>
<td></td>
</tr>
<tr>
<td>• Clearly organizes and explains assignments</td>
<td></td>
</tr>
<tr>
<td>• Allows sufficient time for questions</td>
<td></td>
</tr>
<tr>
<td>• Directs student preparation for next class</td>
<td></td>
</tr>
</tbody>
</table>
Minimum expectations

EVALUATORS:
Use form
Bullet points are guidelines
Include comments

<table>
<thead>
<tr>
<th>PRESENTATION</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Speaks audibly and clearly</td>
<td></td>
</tr>
<tr>
<td>• Presented material is clearly legible</td>
<td></td>
</tr>
<tr>
<td>• Presentation style facilitates student comprehension</td>
<td></td>
</tr>
<tr>
<td>• Establishes and maintains eye contact with students</td>
<td></td>
</tr>
<tr>
<td>• Communicates a sense of enthusiasm and excitement</td>
<td></td>
</tr>
<tr>
<td>• Uses appropriate instructional tools</td>
<td></td>
</tr>
<tr>
<td>• Responds to changes in student attentiveness</td>
<td></td>
</tr>
<tr>
<td>• Use of humor is positive and appropriate</td>
<td></td>
</tr>
<tr>
<td>• Addresses different learning styles</td>
<td></td>
</tr>
</tbody>
</table>
Peer Observation Forms

Articles 6 & 7, Appendix C in contract

- Separate form for
  - Counseling Faculty
  - Library Faculty
  - Articulation Officer
  - Health Services Coordinator / Faculty

- Student evaluation form
## Peer Observation Form, Instructional Faculty

### ONLINE

**Four categories:** navigation, course design, communication/interaction, content

<table>
<thead>
<tr>
<th>NAVIGATION</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Navigational instructions make the organization of the course easy to follow</td>
<td></td>
</tr>
<tr>
<td>- Provides orientation to course and its structure</td>
<td></td>
</tr>
<tr>
<td>- Clearly organizes and explains online assignments and related due dates</td>
<td></td>
</tr>
<tr>
<td>- Uses modules to organize course content</td>
<td></td>
</tr>
<tr>
<td>- Clearly presents expectations and grading policies</td>
<td></td>
</tr>
</tbody>
</table>
Faculty expectations?? More than minimum??

◆ What is helpful / meaningful to YOU?
◆ What did you do that was GOOD?
◆ What are areas for IMPROVEMENT?
◆ How are you as a COLLEAGUE?
Final report for tenured faculty:
~Satisfactory or Unsatisfactory

All others
~Satisfactory, Satisfactory (needs improvement), or Unsatisfactory

APPENDIX C-4a: FACULTY EVALUATION REPORT – TENURED FACULTY

Use this form for evaluation of all tenured (regular) faculty members. The form is available from Human Resources in electronic, fill-in-the-blank format.

Findings (Attach narrative)

☐ Satisfactory
☐ Unsatisfactory
Faculty Stakeholder in the process
Evaluations:

YFA perspective

- Use Articles 6 & 7, and Appendix C in contract as guide

- Contract available on YFA website http://yfa.sites.yosemite.edu