



# Operating Standard

**Title:** Faculty Evaluation

**Number:** A2300.30

**Type:** Administrative

**Responsible:** VPAA

**Related Policies:** A2300

**Linked Operating Standards:** A2300.00, A2300.05, A2300.10, A2300.15, A2300.20, A2300.25, A2300.35, A2300.40, A2300.45, A2300.50

**Related Laws:** ICCB Rule 1501.313, 110 ILCS 27, ICCB Rule 1501.303(f)

**Related External Standards:** ICCB Recognition Standard 1(5) Dual Credit; Standard 1(8) Faculty Qualifications/Policies

**HLC Criterion:** 3.C.4

## Statement

The College values the pursuit of excellence in all of its programs and services. Further, the College believes community perception of academic service excellence is most directly influenced by the quality of teaching and the faculty employed. In cultivating an environment of excellence and in committing to continuously improve our teaching and learning, all College faculty will be observed and/or evaluated as outlined below and under the direction of the Vice-President of Academic Affairs.

## Definitions

**Observer-** In the case of Tenured and Non-Tenured Faculty, the observer will be the Chair or Dean of the respective department. In the case of Adjunct Faculty, the observer may also be the Lead Instructor for the course taught. In the event the Chair or Dean cannot complete their assigned observations according to the timeline prescribed, the VPAA may assist.

In the case of Dual Credit Instructors, the observer will be the Lead Instructor for the course taught. In the event a Lead Instructor cannot complete their assigned observations according to the timeline prescribed, the department Chair, department Dean, or the VPAA may assist.

For definitions of faculty, see A2300.00 Definition of Faculty.

## Frequency and Timeline of Evaluation

1. Tenured faculty:
  - a. will be formally evaluated once every three (3) academic years by December 1.
2. Non-Tenured faculty:
  - a. will be formally evaluated each academic year by December 1.

3. Adjunct faculty:
  - a. will be formally evaluated each academic year *per department* (Humanities/Social Sciences, Math/Science, CTE, and Allied Health/Nursing) by Nov. 1.
  - b. Once the adjunct has taught for three (3) consecutive years *in the same* department, the instructor will be evaluated every three (3) years in that department.
    - i. Therefore, it is possible an adjunct will be evaluated more than once in an academic year or on two or more cycles if the adjunct teaches in more than one department.
    - ii. If an adjunct misses an academic year of instruction, the evaluation cycle will start again once the adjunct begins teaching in that department.
    - iii. In the event concerns arise during the year(s) in which the instructor is not evaluated, a formal observation may be conducted.
  - c. For adjuncts who teach in spring only, the evaluation will be done by April 1.
  - d. For adjuncts who teach in summer only, the evaluation will be done by July 1.
4. Dual Credit instructors:
  - a. will be evaluated in accordance with the Dual Credit Quality Act (Section 16 (7)(B)), which states, "The evaluation shall be conducted in a manner that is consistent with the community college district's review and evaluation policy and procedures for on-campus adjunct faculty, including visits to the secondary class".
  - b. will be observed in each *unique course* taught each academic year by Nov. 1 with the formal progress report.
  - c. Once the instructor has taught for three (3) consecutive years *in the same* course, the instructor will be observed every three (3) years in that course using the formal progress report.
    - i. Therefore, it is possible an instructor will be observed more than once in an academic year or on two or more cycles if the instructor teaches in more than one course.
    - ii. If an instructor misses an academic year of instruction in a course, the observation cycle will start again once the instructor begins teaching that course.
    - iii. In the event concerns arise during the year(s) in which the instructor is not evaluated, a formal observation may be conducted.
  - d. For instructors who teach in spring only, the evaluation will be done by April 1.
  - e. In the years the instructor is not formally observed, the lead instructor(s) of the course(s) will still contact the instructor to ensure the syllabi, textbooks, and lab manuals used are consistent with on-campus sections.
5. The following calendar will be followed:

By August 1	VPAA, SCEA, and Academic Leadership Team meet to review and confirm the evaluation rotation schedule
By last week of August	VPAA sends upcoming year's faculty evaluation list to deans, chairs, lead instructors (if applicable), and faculty, along with operating standards and evaluation forms.
	ED HR sends an email to all FT and adjunct employees detailing the evaluation timeline and procedures  Coordinator of HS Partnerships & Pathways sends an email to Dual Credit instructors detailing the observation timeline and procedures
First Week of September	Evaluation Process Begins
Months of September-November	Observer completes the evaluation  Faculty Self-Evaluation Forms completed  Evaluation Forms/Progress Reports and conferences completed (submit to VPAA for signatures)
By November 1	Adjunct and Dual Credit Forms are due to EDHR/Coord of HS Partnerships & Pathways  Non-Tenured Faculty Evaluations due to VPAA  VPAA meetings with Non-Tenured Faculty begin
By December 1	Full-Time Faculty Forms are due to EDHR
For Spring Only Adjuncts and Dual Credit Instructors	
Months of January-March	Observer completes the evaluation  Faculty Self-Evaluation Forms completed  Evaluation Forms/Progress Reports and conferences completed (submit to VPAA for signatures)
By April 1	Adjunct and Dual Credit Forms are due to EDHR/Coord of HS Partnerships & Pathways

## Evaluation Procedures

### **Full-time and Adjunct Faculty:**

During the year in which the faculty member is formally evaluated, the following will occur:

- a) **Classroom observation(s) and/or periodic classroom visits** – At least one classroom observation will be planned in advance between the faculty member and the observer. The purpose of the classroom observation is to provide feedback on strengths and areas for improvement in teaching and learning. Classroom visits allow time for reflection and feedback by peers and administrators.
- b) **Faculty Self-Reflection Form**- Each faculty will complete a self-reflection of their teaching and professional activities during the fall semester of each year they are to be formally evaluated using the Faculty Evaluation Form (or the SQOCI for online courses). This self-reflection will then be discussed with the Dean or his/her designee at a summary evaluation conference. The self-reflection is an opportunity for faculty to share the many ways they contribute to the college through excellence in teaching and learning, college service, community service, scholarship, etc. It is also an opportunity for faculty to set goals for the upcoming year.
- c) **Faculty Evaluation Form**- The faculty self-reflection and observation(s) will likely inform the completion of the faculty evaluation. The faculty's department Chair will complete the evaluation form, initially. Both the faculty and Chair will sign the evaluation, and the Chair will submit the evaluation form to the department Dean.
- d) **Faculty Evaluation Conference** - Each faculty will meet with the Dean or their designee following the completion of the faculty evaluation. The purpose of this conference is to review and finalize the results and plan an individualized program of professional development based on identified strengths, weaknesses, and goals. The Dean will sign the Faculty Evaluation Form and submit to the Vice President of Academic Affairs.
- e) **Conference with the Vice President of Academic Affairs**-
  - i. **Tenured and Adjunct Faculty**- If the faculty chooses, the faculty may request a meeting with the Vice President of Academic Affairs to discuss the faculty evaluation process, final evaluation results, and/or the individualized program of professional development.
  - ii. **Non-Tenured Faculty**- A meeting with the Vice President of Academic Affairs will occur to discuss the faculty evaluation process, final evaluation results, and/or the individualized program of professional development.
- f) **Submission to Human Resources**. Once the faculty evaluation has been finalized, the Vice President of Academic Affairs will sign the faculty evaluation, provide a copy to the faculty, and submit the original copy to Human resources by December 1. These documents will be electronically filed and kept in the HR Office.

**Dual Credit:**

Each year, every dual credit instructor will be contacted by the Lead Instructor in each unique course taught and will have:

- a) **Classroom observation(s) and/or periodic classroom visits** - The SCC Dual Credit Lead Instructor will visit and observe the HS Dual Credit Instructor by November 1st for the Year Long and Fall dual credit courses and April 1st for Spring courses.
  - a. The Dual Credit Lead Instructor will use the Dual Credit Progress Report and General Observation Guide to guide them during the years in which a formal observation is required.
  - b. In the years a formal observation progress report is not required, the Lead Instructor will ensure the syllabi, textbooks, and lab manuals used are consistent with on-campus sections.
- b) **Summary Observation Conference** - Once the Progress Report is completed, the Dual Credit Lead Instructor will review the Dual Credit Progress Report with the Dual Credit Instructor. The report will need to be sent to the Coordinator of High School Partnerships and Pathways once the Dual Credit Instructor and Lead Instructor have signed the Progress Report. The Coordinator will sign and return it to the Dual Credit Lead Instructor and Dual Credit Instructor.

<b>Change Log</b>		<b>Governance Unit: Academic Affairs Council</b>
<b>Date</b>	<b>Description of Change</b>	
11.7.23	AST updated existing policy to procedure document	
12.6.23	Approved by AA Council	
8.13.24	Added Dual Credit Progress Reports (ALT)	
1.23.25	Initial Adoption by EC	

**Shawnee Community College  
Individual Faculty Evaluation**

**Faculty Member:** \_\_\_\_\_

**Department/Division:** \_\_\_\_\_ **Semester/Year:** \_\_\_\_\_

**Pre-evaluation communication between faculty member and division chair and/or VP of Academic Affairs regarding content and activities during the scheduled evaluation.**

**Date of the communication:** \_\_\_\_\_

**Method of communication (i.e., email, telephone, face-to-face):** \_\_\_\_\_

**Date of observation** \_\_\_\_\_

**\*“Exceeds Expected Goals” and “Needs Improvement” require documentation.**

**\*“Meets Expected Goals” means performing duties as listed on job description.**

**\*Items in parenthesis refer to the applicable item of Section 9.11 FACULTY DUTIES of the Bargaining Agreement between SCEA and SCC.**

<b>Performance Categories</b>	<b>Needs Improvement</b>	<b>Meets Expected Goals</b>	<b>Exceeds Expectations</b>	<b>Does Not Apply</b>
Teaches in a manner that meets program objectives while supporting student needs (i.e., diverse teaching styles and assessments). (#1, #4, #5)				
Evidence: _____				
Additional comments: _____				
_____				
_____				
Demonstrates use of technology and resources to meet and improve student learning and outcomes. (#3)	<b>Needs Improvement</b>	<b>Meets Expected Goals</b>	<b>Exceeds Expectations</b>	<b>Does Not Apply</b>

Evidence: \_\_\_\_\_

Additional comments: \_\_\_\_\_

\_\_\_\_\_

<b>Performance Categories</b>	<b>Needs Improvement</b>	<b>Meets Expected Goals</b>	<b>Exceeds Expectations</b>	<b>Does Not Apply</b>
Follows posted work schedule and assists students during office hours. (#2, #11)				

Evidence: \_\_\_\_\_

Additional comments: \_\_\_\_\_

\_\_\_\_\_

<b>Performance Categories</b>	<b>Needs Improvement</b>	<b>Meets Expected Goals</b>	<b>Exceeds Expectations</b>	<b>Does Not Apply</b>
Meets administrative responsibilities and requests in a timely, accurate, and professional manner. (#5, #9, #10)				

Evidence: \_\_\_\_\_

Additional comments: \_\_\_\_\_

\_\_\_\_\_

<b>Performance Categories</b>	<b>Needs Improvement</b>	<b>Meets Expected Goals</b>	<b>Exceeds Expectations</b>	<b>Does Not Apply</b>
Demonstrates an ability to work well with colleagues and administrators contributing to a positive work environment. (#6, #7, #8)				

Evidence: \_\_\_\_\_

Additional comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Participates in professional development. Shows achievement in professional and educational areas. (#12)

**Needs Improvement**

**Meets Expected Goals**

**Exceeds Expectations**

**Does Not Apply**

Evidence: \_\_\_\_\_

Additional comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Supports and is involved in institutional and community services. (#13, #14)

**Needs Improvement**

**Meets Expected Goals**

**Exceeds Expectations**

**Does Not Apply**

Evidence: \_\_\_\_\_

Additional comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_



**INSTRUCTOR PAGE**

**Response to evaluation:**

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**Self-Evaluation:**

Strengths:

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List goals for the upcoming year to address any areas of professional improvement:

1. 

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2. 

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3. 

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4. 

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5. 

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Attached are your goals from the prior year. Comment on the achievement of each of these goals.

1. 

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2. 

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3. 

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4. 

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5. 

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Evaluator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty Member Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## SCC Peer Review Checklist for Online Courses

Present	Absent	Developing	Item	SQOCI Standard	Comments
			Comprehensive introductory information - including syllabus, schedule, requirements, grading, etc	Instructional Design	
			Instructor welcomes and orients learners	Instructional Design	
			Students provided opportunities to establish "community of learners"	Instructional Design	
			Principles of academic integrity (including copyright) supported/stated throughout	Instructional Design	
			Course clearly structured and well organized, content is sequenced and tied to relevant learning goals	Instructional Design	
			Adequate opportunities provided for student-instructor, student-student, and student-content interaction throughout	Communication, Interaction and Collaboration	
			Classroom communications adequately organized and structured with adequate instructor presence	Communication, Interaction and Collaboration	
			Method of student assessment encourages timely, frequent and effective interaction	Student Evaluation and Assessment	
			Activity management policies well-articulated deadlines, late-work, delivery/submission methods	Student Evaluation and Assessment	
			Multiple methods of demonstrating learning mastery supported	Student Evaluation and Assessment	
			Course procedures are consistent with FERPA and institutional policies regarding student information/student grades	Student Evaluation and Assessment	
			Each graded activity includes well-aligned, explicitly-stated rubric/rationale for grading	Student Evaluation and Assessment	
			Adequate methods for institutional, instructor and peer support provided	Learner Support and Resources	
			Adequate methods for ADA support provided	Learner Support and Resources	
			Overall physical design of course is consistent and clear and contributes to effective student learning	Web Design	
			Multiple methods of presenting and accessing material supported	Web Design	
			External sources (e.g., links) are appropriate and up-to-date	Web Design	
			Course and course content are developed to align with accessibility standards for providing access to learners with disabilities	Web Design	

**SHAWNEE COMMUNITY COLLEGE  
24-25 DUAL CREDIT PROGRESS REPORT**

I. Due Dates (check which report you are submitting):

- Fall and Year Long Progress Report- due before November 1
- Spring Progress Report- due before April 1

II. Course Information

**Dual Credit Instructor:**  
**SCC Course:**

**Lead Instructor:**  
**Date of observation:**

- Updated SCC Syllabus for their SCC section uploaded to Simple Syllabus
- Textbook being used: \_\_\_\_\_
- Lab Manual (if applicable) being used: \_\_\_\_\_
  - Is this the current textbook? Yes \_\_ No \_\_
  - Is this the current Lab Manual (if applicable)? Yes\_\_ No \_\_
  - If no, what was done/needs to be done to remedy this?  
\_\_\_\_\_
- Student work samples/products have been reviewed
- Are all lab equipment and supplies:
  - Available if the course contains a lab? Yes \_\_ No \_\_
  - Applicable/appropriate for this course? Yes \_\_ No \_\_
  - Implemented safely? Yes \_\_ No \_\_
  - If any of the above are no, what was done/needs to be done to remedy this?  
\_\_\_\_\_

III. Please mark communication types used with the above instructor throughout the semester (select all that apply).

- Email
- Zoom
- Phone Call
- Text
- In-person

IV. In years a formal observation is required, complete this section. Feedback regarding the classroom observation: (see Observation Guide on the back for guidance)

- **Strengths:** (complete)
- **Areas for Improvement:** (complete)
- **Recommendations:** (complete)

V. Signatures

SCC Lead Instructor Signature	Date
High School Dual Credit Instructor Signature	Date
Coordinator of High School Partnerships & Pathways	Date

**Footnote:** This class observation is in accordance with the Dual Credit Quality Act (Section 16 (7)(B)) to determine the instructor's ability "to deliver rigorous college credit coursework". This progress report "will not impact the instructor's performance evaluation under Articles 24A of the School Code."

## **General Observation Guide:**

The following should guide your observation to determine whether the course is at the same rigor as courses taught at the college.

Materials and resources utilized are:

- Appropriate to the content and students
- Aligned to the learning outcomes of the course, as outlined in the SCC syllabus
- Appropriate for a college-level course

Instructional activities observed are:

- Appropriate to the content of the course
- Aligned to the learning outcomes of the course, as outlined in the SCC syllabus
- Appropriate for a college-level course

Assessment activities, whether informal or formal:

- Reflect the learning outcomes of the course, as outlined in the SCC syllabus.