

ARTICLE XI FACULTY EVALUATION

Section 1. Compliance with House Bill 152

The evaluation of faculty shall at a minimum conform to the Amended Substitute House Bill 152 - - Section 84.14 Employee Performance, and the related guidelines of the Ohio Board of Regents

Section 2. Faculty Evaluation by the University.

The purpose of evaluation is twofold:

- A. Validation of effective teaching, scholarship and service; and
- B. Improvement of effective teaching, scholarship and service.

Contract renewal shall be based on validation of effective teaching. For the purpose of promotion, faculty will be evaluated on teaching, and scholarship and/or service.

Section 3. Student Evaluation of Instruction

All full-service faculty not holding continuing contracts shall be evaluated in two classes each term. One class will be selected by the faculty member and one by the Dean. Full-service faculty with continuing contracts shall be evaluated in one class each term. This class will be selected by the faculty member and approved by the Dean. Where there are written complaints about the teaching effectiveness of a faculty member holding a continuing contract, the Dean may require additional evaluations. The Dean must inform the faculty member of the complaint (See Complaint Procedure, Article VI, Section 5). In addition, faculty members may volunteer to be evaluated more frequently.

A. Procedure

Student evaluation forms shall be provided by the University to the Dean for distribution to the faculty member. Pencils, envelopes, and instructions for completing and returning the forms shall be provided. These instructions shall be read to the class before the forms are completed. Instructions for administering student evaluation forms shall follow those procedures stated below. Any exceptions to the following evaluation process shall be approved by the appropriate Dean:

- (1) Student evaluation of teaching will be conducted during the fourteenth or fifteenth week [Q: ninth or tenth week] of the course. In no case may student evaluations be conducted during a class period in which a final exam is administered. Faculty shall obtain student evaluation materials in the Dean's Office. The faculty member shall request a student distribute and collect the evaluation forms.
- (2) Faculty members will remain outside the classroom during the evaluation process.
- (3) Each student will place his/her completed form in the return envelope.

(4) When all evaluations are completed, the faculty member may elect to seal the envelope and sign it in the presence of the selected student. Otherwise, the selected student will seal the envelope, sign it, and return it immediately to the "mail drop" in the appropriate Dean's/Chair's Office. The faculty member may elect to accompany the selected student to the "mail drop".

(5) The University will tabulate the results and list the comments. The University will forward a copy of the results to the appropriate Dean and faculty member. If the faculty member questions the accuracy of the tabulations and/or comments, the SEA President or designee and a representative of the University shall meet to review the accuracy of the tabulations and/or comments. Confidentiality of faculty evaluations shall be maintained to the extent allowed by law.

B. Follow-Up:

(1) The University will normally provide the results of student evaluations to the faculty member within three weeks of the start of following term. Spring term evaluation results shall be tabulated and normally returned within three weeks after the date grades are due. Tabulated results and typed comments shall be returned to the faculty member in a sealed envelope for review and professional development.

(2) The Dean (or designee) may hold a conference with the faculty member to discuss the evaluation results.

C. Student Evaluation Forms

(1) A joint committee of two administrators appointed by the Provost, two faculty members appointed by the Association, and two students selected by Student Government shall convene annually, not later than April 1, to review or modify the items on the general student evaluation form.

(2) Faculty members in each college or program, with approval of the appropriate Dean, may develop a set of questions that are college or program specific, and include those questions as a supplement to the general student evaluation form.

Section 4. Dean In-Class Evaluations.

The appropriate Dean or his/her designee may conduct in-class evaluations of all full-service faculty not holding continuing contracts at least once during the academic year. The Dean shall inform the faculty member at least two weeks in advance that the classroom visit is for the purpose of an in-class evaluation.

Where there are written complaints or consistently poor student evaluations as quantitatively measured about the teaching effectiveness of a faculty member holding a continuing contract, the Dean may conduct an in-class evaluation. The Dean must inform the faculty member of the complaint (See Complaint Procedure, Article VI, Section 5) or consistently poor student evaluations as quantitatively measured and of the intention to conduct the evaluation. The visit may be unannounced.

The Dean, in consultation with the members of the college/center/department shall develop a form to be used for in-class evaluations.

Section 5. Professional Performance Evaluation Areas:

A. For the purpose of evaluation, teaching effectiveness may be exemplified by the following:

- (1.) knowledge of the subject matter;
- (2.) ability to communicate course requirements and expectations of students clearly;
- (3.) effectiveness in communicating subject matter by several means or methods such as lecture, discussion, demonstration, laboratory exercise and practical experience;
- (4.) effectiveness in assisting students in course-related work outside of class;
- (5.) effectiveness in advising students in degree-related matters; and
- (6.) ability to help students think critically and creatively.

Faculty members may use other similar examples to make their case.

B. For the purpose of evaluation for promotion, scholarship is exemplified by the following scholarly and professionally- related achievements and projects such as:

- (1.) development of improved instructional materials or methods;
- (2.) curriculum development, with special emphasis on academic degree program development;
- (3.) presentations to and positions in professional organizations;
- (4.) published books or treatises and publication in professional journals;
- (5.) submission of material for publication or evidence of research in progress leading toward scholarly publication;
- (6.) the exhibition of creative works, show and performance credits, etc. when they are appropriate to the field of study;
- (7.) obtaining grants, contracts or similar financial support from government, foundations, or other external sources for scholarly purposes (other than those included as service);
- (8.) applying for external grants, contracts or similar funds for scholarly purposes;
- (9.) acquiring a degree other than the University required minimum degree as appropriate; and
- (10.) obtaining and maintaining professional certification.

Faculty members may use other similar examples to make their case.

C. For the purpose of evaluation for promotion, service is exemplified by professionally-related University and community activities such as:

- (1.) serving on University-related committees;
- (2.) having responsibility in accreditation and reaccreditation activities;
- (3.) advising student organizations;
- (4.) working with civic groups, municipal or state governmental agencies, primary or secondary schools in the State, and community groups;
- (5.) holding public office;
- (6.) obtaining grants, contracts or similar financial support from government, foundations, or other external sources for University purposes (other than those included in scholarly and professional activity);
- (7.) applying for such grants, contracts or similar financial supports for service activity; and
- (8.) implementing the strategic plan of the University.

Faculty members may use other similar examples to make their case.

Section 6. Self-Evaluations and Statement of Goals and Objectives.

Each faculty member shall complete and submit to the appropriate Dean an annual self evaluation form. Faculty members not holding continuing contracts shall submit a detailed statement of goals and objectives for teaching, service, and scholarship for the next year of service. Both forms should be completed by April 1 each academic year. The Dean in consultation with the members of the appropriate academic unit shall develop and implement forms to be used for this purpose. This statement shall be used for formative evaluation. The completed forms shall be placed in the faculty member's official personnel file.

Section 7. Dean -Faculty Consultation.

After the above evaluations are complete, the Dean may arrange a meeting with the faculty member for a formative review of the evaluation results. The meeting will normally take place during spring term.

If deficiencies are indicated by this evaluation process, a written plan for improvement will be drafted by the faculty member and approved by the Dean. The plan will include the method(s) by which to improve performance and the timetable for completion.

Section 8. Sample Forms.

Examples of student, in-class and self-evaluation forms are available from Dean's secretaries and the SEA President and Secretary.