AGREEMENT

BETWEEN THE

DISTRICT BOARD OF TRUSTEES
EASTERN FLORIDA STATE COLLEGE

AND

UNITED FACULTY OF FLORIDA

EASTERN FLORIDA STATE COLLEGE

2014-2015 REOPENER

Revised August 2014
ARTICLE 3: DEFINITIONS

Whenever used in this Agreement, the terms defined in this section have the meaning or reference indicated:

Section 3.3 – Administrator: An employee so designated by the President whose duties include but are not limited to supervising and evaluating other employees, recommending the employment/termination of other employees, managing College resources and facilities.

ARTICLE 8: FACULTY DUTIES AND RESPONSIBILITIES

Section 8.20 – Cluster Chairs will be elected by the full-time faculty in the cluster. Duties and responsibilities are detailed in the AAC handbook. Faculty chairing major college committees and/or working in excess of the requirements of the cluster chair role will be compensated according to the schedule in appendix D (combine College-wide and campus based positions) Examples include but are not limited to: Chair of AAC, Discipline Cluster, Curriculum Development, QEP, Assessment Committee Program or regional accreditation.

ARTICLE 9: FACULTY EVALUATION

Section 9.1 – Intent

The parties recognize the importance and value of the evaluation process for assisting the progress and success of both newly-employed and experienced faculty. The evaluation of faculty shall be the responsibility of the Administration.

A. The purpose of faculty evaluation is to promote the highest quality student instruction and faculty job performance by assuring opportunities for evaluation, self-assessment, and encouragement of continued professional growth and development. Evaluations shall not be used as a disciplinary tool.

B. The Administration shall not assign the evaluation of faculty members to Program Managers and/or department chairs who are members of the same bargaining unit.

C. Tenured faculty will be evaluated at least every three years. A unit member may, prior to March 1 of an academic year, request and receive an additional evaluation. The forms and procedures followed will be those here and in the Appendix.

D. Faculty should provide written goals and assessment of progress towards goals to the Supervising Administrator annually.

E. Formal classroom observations may be completed by the supervising administrator (as defined in article 3.10) or his/her staff delegate (as defined in article 3.24 and 8.25).
Section 9.2 – Faculty evaluations consist of the following:

- Pre-Evaluation Conference (optional for tenured faculty)
- Formal classroom observation
- Faculty will complete a Faculty Self-Evaluation Performance Review. See Appendix.
- Supervising administrator will provide a written evaluation which includes documentation on the formal observation and the extent to which professional responsibilities are met and review of Faculty Self Evaluation Performance Review
- Faculty and supervising administrator will meet together to complete the evaluation form.
- Student Opinion Surveys

A. Evaluation Performance Review to be conducted by the Supervising Administrator (Provost level or higher): The Faculty Self-Evaluation Performance Review Process is used for evaluation of instructional faculty, librarians, and counselors. Components include a self-appraisal, observation by the supervising administrator per Article 9.1.B above, setting of future goals, strengths, weaknesses, overall rating, and summary of progress toward previous goals. All evaluations of instructional faculty shall also include student opinion surveys and shall be reviewed by the Supervising administrator. Faculty evaluations shall be completed once every three years. However, an evaluation of a faculty member may be completed more often at the request of the faculty member, or following a less-than-satisfactory evaluation.

The actual evaluation will consist of the following steps:

1. Formal Classroom Observations: The supervising administrator or designee per Article 9.1.E above, for each full-time faculty member in the department may conduct one or more classroom visitations each year. The supervising administrator for each library and counselor faculty may conduct one or more visitations in the faculty member’s workplace each year. The observation should be at least one contact hour in duration. No formal observation of a faculty member shall be conducted covertly or without prior notice. Faculty teaching distance learning courses will provide the supervising administrator with “student level” access to their course(s) upon request for evaluation purposes. For faculty members teaching distance learning course, supervising administrators shall be provided administrative access to distance learning courses for evaluation purposes.

2. Evaluation Objectives: Prior to the first evaluation in the first academic year, non-tenured faculty members shall be appraised of the objectives, methods and materials being used in the formal observation and evaluation of the faculty member’s performance.

3. Written Evaluation: The faculty member’s supervising administrator shall formally evaluate the faculty member’s performance using the Faculty Self-Evaluation Performance Review form.
a. The completed written evaluation must be returned to the non-tenured faculty within five (5) weeks of the observation.

b. Supervising administrators and the faculty member will determine, by mutual agreement, the annual goals of non-tenured faculty.

c. For tenured faculty, a formal evaluation will take place at least once every three (3) years during a major term or during the Summer Term if on full-time status. The completed written evaluation will be returned to the faculty member within five (5) weeks of the observation.

d. The faculty member’s performance will be considered “Satisfactory” for that evaluation period if the supervising administrator elects not to evaluate a faculty member as required by this contract.

e. The overall evaluation process shall result in an evaluation as either “Unsatisfactory”, “Acceptable but needs improvement”, “Satisfactory”, or “Outstanding”.

4. Evaluation Conference: The faculty member’s supervising administrator will provide the faculty member with a copy of the completed Faculty Self-Evaluation Performance Review form after this review conference. The conference will include a discussion about goals and self-assessment, Faculty Self-Assessment, and Goal Setting. The Faculty Self-Evaluation and Performance Review form and any addenda shall be signed by both the faculty member and his/her supervising administrator. The faculty member’s signature shall not necessarily mean agreement with the evaluation, but awareness of the content of the Faculty Self-Evaluation Performance Review form.

A faculty member shall have the right to have a Union representative present at the evaluation conference or when the faculty member is being placed on formal notice of deficiencies in his professional performance.

5. Faculty Response: A faculty member who considers the Faculty Self-Evaluation Performance Review form to be incomplete, inaccurate, unjust, or based on factual errors shall have the right to respond as appropriate.

a. Written Response: The faculty member may attach a written response to the Faculty Self-Evaluation Performance Review form within eight (8) working days of the Evaluation Conference. The faculty member’s supervising administrator shall sign the faculty member’s written response to his Faculty Self-Evaluation Performance Review form, which shall indicate awareness of the contents of the faculty member’s written response. The Administration shall take no action against a faculty member for including a written response to the evaluation, or filing a grievance or complaint of a contract violation in the evaluation process.
b. Appeal of an Evaluation: A faculty member who receives less than a “Satisfactory” evaluation and disagrees with the factual contents of the Faculty Self-Evaluation Performance Review form, or, who claims the Administrator failed to follow evaluation procedures, shall have the right to file a grievance as outlined in Article 16 of this Agreement. If the grievance relates to the factual content of the evaluation, the administration shall demonstrate that the factual content of the evaluation is correct. Such a grievance shall not be arbitrable.

B. Student Opinion Surveys: Students shall complete a student opinion survey questionnaire for instructional faculty members each fall and spring term on the Student Opinion Survey of Full-Time Faculty (See Appendix M), or on any mutually agreed upon replacement questionnaire.

1. Student opinion surveys shall be completed in at least two sections per term. The instructor may choose one of the sections to conduct the survey. If the faculty member is teaching lecture, laboratory, clinical, or distance learning courses, one of the evaluated courses should be didactic and the other should be either laboratory, clinical, or distance learning.

2. Student surveys should be scheduled for approximately two-thirds to three-fourths of the way through the term.

3. Students will be provided a secure Web-based interface in which to complete surveys anonymously and without replication. This interface will be accessible only to students enrolled in the course at the time of the survey. Faculty will have access to a report summarizing student responses and feedback for the selected course section(s).

4. The supervising administrator and the faculty member may mutually agree to forego the student surveys in any given semester under exceptional circumstances. The decision will be made not later than the mid-point of the term.

5. This questionnaire is to be utilized by the faculty member for improvements in his performance and in the course. The supervising administrator may elect to review and discuss recent student surveys with the faculty member. The Student Opinion Surveys will be available to the faculty member after grades are submitted, and no copies will be filed in the faculty member’s personnel file.

6. Results of the student surveys may be used by the faculty member’s supervising administrator in conducting and preparing the Instructional Faculty Self Evaluation and Performance Review (See Appendix K).

C. Deficiencies: Where appropriate, the Administration will identify any deficiencies and provide suggestions, professional development opportunities, or otherwise assist the faculty member with any necessary correction or remediation. The supervising administrator will provide:
Notification of the faculty member if deficiencies exist that require correction which includes:

1. Explanation of any deficiencies as noted and the expected improvement,
2. Administrative assistance needed to enable improved performance.
3. The timeframe established to demonstrate improvements.

ARTICLE 14: SALARIES AND COMPENSATION

Section 14.6 – The Board agrees to pay the appropriate monetary supplement to any unit member who performs additional duties as indicated.

A. No unit member will be paid any compensation except what is established in this contract or its appendices, providing that compensation is established in this contract or appendices.

B. Full-time faculty used as substitutes will be paid $25.00 per contact hour.

C. Overload courses will be paid per point according to the following rates based on educational degree:

   1. Doctoral Degree, $62.50;
   2. Specialist, Masters +30, or Masters +60, $57.50;
   3. Masters Degree, $56.65;
   4. or Baccalaureate Degree, $50.00.

Section 14.7 – ADPA

A. The parties agree to the benefits of providing recognition and rewards to faculty members whose performance is exemplary and outstanding. The parties agree to expand current non-monetary and supplemental monetary recognition programs to include enhancements to the base salaries of deserving unit members.

B. There shall be “Discipline Cluster” Academic Discipline Peer Awards (ADPA) in the amount of $1,250 each for up to 10% of the eligible faculty in a discipline cluster pending available funding. Discipline Clusters are defined by the Academic Affairs Council, except where noted below.

C. The standards and procedures for the Academic Discipline Peer Awards (ADPA) shall be defined by the discipline cluster.
D. The ADPA process begins in January and ends in April of each year. The assigned administrator will solicit faculty membership for a selection committee of not more than five (5) full time faculty from within the Discipline Cluster.

In the event more than five (5) full time faculty members wish to serve on a given committee, the assigned administrator will arrange for a Discipline Cluster vote to determine the final make-up of the selection committee.

In the event that the Discipline Cluster is unable to identify five (5) faculty willing to serve, the assigned administrator may solicit volunteers from outside the discipline to serve.

Clusters may be combined for the purposes of ADPA at the request of the Cluster Chairs or the UFF, for the sole purpose of fielding a 5-member committee to review application.

E. The committee will establish and post criteria for each Discipline Cluster for at least 30 days. All application materials will be submitted by March 15. The selection committee will forward recommendation of the top ten percent through their assigned administrator to the President’s office by March 31 of each year. Faculty not recommended for ADPA will be informed, in writing, by the assigned administrator, also by March 31.

The committee will also forward names of all other qualified candidates to the Chair of the PPDC and the assigned administrator.

The TPDC will select from qualified candidates to recommend awards for unclaimed awards for that cycle. TPDC will forward recommendations and selection criteria through the relevant assigned administrator to the President’s office by April 7 of each year. All qualified faculty applicants will be informed of these results in writing by the assigned administrator no later than April 7.

F. The President will inform selected faculty of their ADPA by April 15 of each year.

Section 14.9 – Grant Awards

Nothing contained herein shall prevent employees from pursuing and accepting external grant funding. Grand funded activities will be performed outside of contractual obligations.

14.10 - Professional Learning Activities Support

A. The College and the Union recognize that continuing professional development of individual faculty serves and strengthens the College. Therefore, the College agrees to dedicate $50,000 to support non-tuition professional learning activities for individual faculty members.
1. The TPDC, UFF-Brevard and the College, through the Center for Teaching Excellence, will mutually develop guidelines for the program, and assess the results of the initial year in order to improve or otherwise adjust the program.

2. Faculty must be approved by TPDC before expenses may be reimbursed under this fund. Funds may not be dispersed from this fund without TPDC consent.

3. College shall notify the UFF of unallocated funds.

B. The above individual allotments for non-tuition activities may be supplemented with additional divisional, department, student activity fees, Foundation or other College funds as available and appropriate.

C. When a faculty member is required by the College to attend a workshop, seminar, chaperone club travel, etc., the College shall be responsible for all approved costs associated with such activities.

Approved:

Laura Earle
President UFF

[Signature]

9/22/14
Date

James H. Richey
President EFSC

[Signature]

10/17/14
Date
Librarian Faculty Evaluation
Performance Review Form

Name _______________________________ B# __________________

Supervising Administrator ______________________ Campus __________________
(Provost level or higher)
Pre-Evaluation Conference Date ________________ Class Observation Date ________________

Hire Date ________________ Tenured Yes No Performance Review Date ________________

I. Library Faculty Self-Evaluation:
The faculty member is responsible for completing and submitting this section prior to the faculty librarian’s scheduled performance review.

A. Maintained required work hours scheduled by the library faculty and supervising administrator.
   A. Fall Term ___Yes ___No ___N/A
   B. Spring Term ___Yes ___No ___N/A
   C. Summer Term ___Yes ___No ___N/A

B. Attended required scheduled in-service activities except when on approved leave.
   A. Fall Term ___Yes ___No ___N/A
   B. Spring Term ___Yes ___No ___N/A

C. Participated in collection development and maintenance.
   A. Fall Term ___Yes ___No ___N/A
   B. Spring Term ___Yes ___No ___N/A
   C. Summer Term ___Yes ___No ___N/A

D. Attended all cluster meetings unless on approved leave or fulfilling a previously scheduled college or academic-related commitment.
   A. Fall Term ___Yes ___No ___N/A
   B. Spring Term ___Yes ___No ___N/A

E. Attended all required scheduled college-wide, campus-wide and area meetings unless on approved leave.
   A. Fall Term ___Yes ___No ___N/A
   B. Spring Term ___Yes ___No ___N/A
   C. Summer Term ___Yes ___No ___N/A

F. Provided library services to students in a professional manner.
   A. Fall Term ___Yes ___No ___N/A
   B. Spring Term ___Yes ___No ___N/A
   C. Summer Term ___Yes ___No ___N/A

G. Provided accommodation plans for disabled students as approved by the Office for Students with Disabilities (OSD).
   A. Fall Term ___Yes ___No ___N/A
   B. Spring Term ___Yes ___No ___N/A
   C. Summer Term ___Yes ___No ___N/A
H. Attended graduation ceremony unless excused or on approved leave.
   A. Fall Term ___Yes ___No ___N/A
   B. Spring Term ___Yes ___No ___N/A

The following questions should be completed only if the library faculty is teaching a course or part of a course.

I. Distributed or posted the syllabus to students by the end of the first week of class and submitted a copy to the supervising administrator.
   A. Fall Term ___Yes ___No ___N/A
   B. Spring Term ___Yes ___No ___N/A
   C. Summer ___Yes ___No ___N/A

J. Attended all scheduled classes except when on approved leave.
   A. Fall Term ___Yes ___No ___N/A
   B. Spring Term ___Yes ___No ___N/A
   C. Summer ___Yes ___No ___N/A

K. Participated in developing, revising and implementing a course
   A. Fall Term ___Yes ___No ___N/A
   B. Spring Term ___Yes ___No ___N/A
   C. Summer ___Yes ___No ___N/A

By completing this section, I affirm that I have met the primary and other responsibilities as contained in the faculty Collective Bargaining Agreement.

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II. Library Faculty Development and Self-Assessment

The library faculty member is responsible for completing this section prior to the scheduled Librarian performance review or by April 1st, whichever comes first. This section must be completed using the Faculty Professional Development System via Banner. Submit documentation for each entry (meeting minutes, proof of attendance/CEUs, programs, etc.). Record number of points accrued per section below. Faculty are required to have a minimum of 3 points in Section II.

A. Points for campus, college, cluster or other EFSC-related committees

B. Points for community or professional projects

C. Points for professional organizations, publications, or presentations of scholarly or professional work

D. Points for attendance at professional meetings, continuing education credits, graduate level courses

E. Points for instructional development such as enhanced teaching strategies, new course development, WIDS conversions, curriculum revisions, etc.
F. Other contributions that may not be included in the system and have been approved by your supervising administrator:

Reflection: How have the experiences above enhanced your teaching and/or personal and professional growth since the last review?

III. **Student enhancement**

A. What was your most positive teaching/student support experience since your last review?

B. Discuss your perception of student success in your classes/area of instruction since your last review.

   c. What did you do to ensure student success?
      1. I used the Early Alert system. Yes No NA
      2. I recommended academic support resources such as the Learning Lab, Library Writing Center or another college writing service. Yes No NA
      3. I participated in the Core Scholar Program. Yes No NA
      4. I offered group tutoring or other remediation. Yes No NA
      5. I made other changes based on student feedback. Yes No NA

      Comments:

   d. Comment on your overall performance in the area of ensuring student success in your area of instruction.

   e. What limitations to increasing student success have you encountered in your area of instruction?

IV. The following section is to be completed by the Supervising Administrator (Provost level or higher) prior to the post-observation meeting:

   a. The faculty member posted and maintained scheduled hours as required for maintenance of library coverage during posted hours within limitations specified by the contract and as approved by the supervising administrator. Yes No N/A

   b. The faculty member maintained required credentials for their subject matter. Yes No N/A

   c. The faculty member attended all discipline and curriculum cluster meetings that did not interfere with her or his teaching schedules or approved leave times. Yes No N/A

   d. The faculty member participated in committees when appointed and attended all meetings that did not interfere with her or his
teaching schedules or approved leave times. ___Yes ___No ___N/A

e. The faculty member attended all in-service days that did not interfere with approved leave times. ___Yes ___No ___N/A

f. The faculty member participated in revision of collections and implementation of new information technology materials. ___Yes ___No ___N/A

Comments:


V. List the Goals from the Previous Evaluation and to what degree each was achieved.


VI. Goals for the Upcoming Academic Year (to be filled out jointly by the Supervising Administrator (Provost level or higher) and the faculty member):

A. Discipline/Program-related goals for the next cycle:

1. Do you plan to join a college committee? If so, which committee?__Yes __No

2. Do you plan to implement a new programmatic assessment? If so, describe __Yes __No

3. Do you plan to revise or write new curriculum for your program or discipline? Please comment on implementation of curriculum revision in III. F. __Yes __No

4. Other: __________

B. Professional Development goals for the next cycle:

1. Do you plan to complete a graduate level course? __Yes __No

   a. In your discipline? __Yes __No

      Comment: __________

   b. Outside your discipline? __________ 

   c. Other: __________

   d. Outside the institution: __________
2. Do you plan to publish an article, book, or juried work? Yes No
   Comment:

3. Other:__________________________

C. Community Service goals for the next cycle:
   1. Do you plan to serve on or establish a community advisory board? Yes No
      Comment:__________________________
   2. Do you plan to participate in >20 hours of community service? Yes No
      Comment:__________________________
   3. Other:__________________________

D. Student Success goals for the next cycle:
   1. Do you plan to implement new technologies. Yes No
      Comment:__________________________
   2. Do you plan to revise or develop curriculum to improve student success. Yes No
      Comment:__________________________
   3. Do you plan to implement specific learning assessments. Yes No
      Comment:__________________________
   4. Do you plan to mentor/advise adjunct faculty in my area of expertise. Yes No
      Comment:__________________________
   5. Are there other strategies you plan to use to improve student success? Yes No
      Comment:__________________________

VII. Formal Classroom Observation (to be conducted by the supervising Provost or designee)
The faculty member:
A. Communicated in a manner to encourage student engagement and interest. Yes No N/A
   __Yes__ No ___N/A

B. Accommodated students with disabilities when provide with notice by the student and the OSD. Yes No N/A
   __Yes__ No ___N/A

C. Demonstrated knowledge of the library facilities. Yes No N/A
   __Yes__ No ___N/A

D. Demonstrated knowledge of information science. Yes No N/A
   __Yes__ No ___N/A

E. Demonstrated knowledge of library technologies immediately available to students. Yes No N/A
   __Yes__ No ___N/A

F. Used germane and clearly understood handouts, multimedia presentations or other materials. Yes No N/A
   __Yes__ No ___N/A

G. Answered student’s questions clearly. Yes No N/A
   __Yes__ No ___N/A

H. Made the orientation or activity relevant to the student’s needs. Yes No N/A
   __Yes__ No ___N/A
I. Communicated clearly. ___Yes ___No ___N/A

J. Was well prepared and organized. ___Yes ___No ___N/A

K. Treated students with respect. ___Yes ___No ___N/A

Comments: ____________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

VIII. Based upon this evaluation, I consider the faculty member’s overall performance to be:

___ Outstanding, recommend for continuation

___ Satisfactory, recommend for continuation

___ Acceptable, but some improvement needed (complete section below)

___ Unsatisfactory (complete section below)

Feedback from Supervising Administrator: __________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

IX. Plan of Action (if needed):

A. Time-frame is set for determining improvement. ________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

B. Outcomes and recommendations if no improvement is documented based on the established action plan within the allotted time period. ________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________
Instructional Faculty Self-Evaluation
And Performance Review Form

Name ___________________________ B# ___________________________

Discipline/Institute ___________________________ Campus ___________________________

Supervising Administrator ________________________________________________
(Provost Level or higher)
Pre-Evaluation Conference Date ___________________________ Class Observation Date ___________________________

Hire Date ________________ Tenured ____Yes ____No Performance Review Date ___________________________

I.  Faculty Self-Evaluation:
The faculty member is responsible for completing and submitting this section prior to the faculty member’s scheduled performance review.

a.  Attended all scheduled classes except when on approved leave.
    A. Fall Term    ____Yes ____No ____N/A
    B. Spring Term  ____Yes ____No ____N/A
    C. Summer Term  ____Yes ____No ____N/A

b.  Attended required scheduled in-service activities except when on approved leave.
    A. Fall Term    ____Yes ____No ____N/A
    B. Spring Term  ____Yes ____No ____N/A

c.  Maintained required office hours.
    A. Fall Term    ____Yes ____No ____N/A
    B. Spring Term  ____Yes ____No ____N/A
    C. Summer Term  ____Yes ____No ____N/A

d.  Participated in developing, revising and implementing a course or program.
    A. 3 or more courses    ____Yes
    B. 1-2 course            ____Yes
    C. 0 courses            ____Yes  Explain: ___________________________


e.  Reviewed textbook selections as required.
    A. Fall Term    ____Yes ____No ____N/A
    B. Spring Term  ____Yes ____No ____N/A

f.  Attended all cluster meetings unless on approved leave or fulfilling a previously scheduled college or academic-related commitment.
    A. Fall Term    ____Yes ____No ____N/A
    B. Spring Term  ____Yes ____No ____N/A

g.  Attended all required scheduled college-wide, campus-wide and area meetings unless on approved leave.
A. Fall Term    __Yes __No __N/A
B. Spring Term   __Yes __No __N/A
C. Summer Term   __Yes __No __N/A

h. Developed a syllabus that clearly defined grading policies, and final grade calculation.
   A. Fall Term    __Yes __No __N/A
   B. Spring Term   __Yes __No __N/A
   C. Summer Term   __Yes __No __N/A

i. Developed discipline specific materials that clearly defined the course competencies, objectives and core abilities.
   A. Fall Term    __Yes __No __N/A
   B. Spring Term   __Yes __No __N/A
   C. Summer Term   __Yes __No __N/A

j. Distributed or posted the syllabus to the students by the first day of class or as required by the collective bargaining agreement and submitted a copy to the supervising administrator or Department Chair.
   A. Fall Term    __Yes __No __N/A
   B. Spring Term   __Yes __No __N/A
   C. Summer Term   __Yes __No __N/A

k. Provided accommodation plans for disabled students as approved by the Office for Students with Disabilities (OSD).
   A. Fall Term    __Yes __No __N/A
   B. Spring Term   __Yes __No __N/A
   C. Summer Term   __Yes __No __N/A

l. Attended graduation ceremony unless excused or on approved leave.
   A. Fall Term    __Yes __No __N/A
   B. Spring Term   __Yes __No __N/A

m. Reported student attendance accurately and on time.
   A. Fall Term    __Yes __No __N/A
   B. Spring Term   __Yes __No __N/A
   C. Summer Term   __Yes __No __N/A

By completing this section, I affirm that I have met the primary and other responsibilities as contained in the faculty Collective Bargaining Agreement.

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II. Faculty Development and Self-Assessment
The faculty member is responsible for completing this section prior to the scheduled performance review or by April 1st, whichever comes first. This section must be completed using the Faculty Professional Development System via Banner. Submit documentation for each entry (meeting minutes, proof of attendance/CEUs, programs, etc.). Record number of points accrued per section below. Faculty are required to have a minimum of 3 points in Section II in your current cycle.

a. Points for campus, college, cluster or other EFSC-related committees____

b. Points for community or professional projects____

c. Points for professional organizations, publications, or presentations of scholarly or professional work __

d. Points for attendance at professional meetings, continuing education credits, graduate level courses____________

e. Points for instructional development such as enhanced teaching strategies, new course development, WIDS conversions, curriculum revisions, etc.__________________________

f. Other contributions that may not be included in the system and have been approved by your supervising administrator: ____________________________

Reflection: How have the experiences above enhanced your teaching and personal and professional growth since the last review?

III. Student enhancement

a. What was your most positive teaching experience since your last review?

b. Discuss your perception of student success in your classes since your last review.

c. What did you do to ensure student success in your courses?

1. I used the Early Alert system.            Yes  No
2. I recommended academic support resources such as the Learning Lab, Library, Writing Center or other college writing service. Yes  No
3. I participated in the Core Scholar Program. Yes  No
4. I offered group tutoring or other remediation. Yes  No
5. I made other changes based on student feedback Comments:

   ____________________________

d. Comment on your overall performance in the area of ensuring student success in your courses.

   ____________________________
e. What limitations to increasing student success have you encountered in your courses?

IV. The following section is to be completed by the Supervising Administrator (Provost level or higher) prior to the post-observation meeting:

a. The faculty member posted and maintained ten (10) office hours per week as outlined in the CBA. ___Yes ___No ___N/A

b. The faculty member accommodated students with disabilities when provided with notice by the student as outlined in the current Student Handbook. ___Yes ___No ___N/A

c. The faculty member developed and distributed a syllabus within the first week of class. ___Yes ___No ___N/A

d. The syllabus meets contractual requirements (see Article 8.4.D). ___Yes ___No ___N/A

e. The faculty member submitted class attendance and course grades by published due dates. ___Yes ___No ___N/A

f. The faculty member maintained required credentials for teaching her or his subject matter. ___Yes ___No ___N/A

g. The faculty member attended all discipline and curriculum cluster meetings that did not interfere with her or his teaching schedules or approved leave times. ___Yes ___No ___N/A

h. The faculty member participated in committees when appointed and attended all meetings that did not interfere with her or his teaching schedules or approved leave times. ___Yes ___No ___N/A

i. The faculty member attended all in-service days that did not interfere with approved leave times. ___Yes ___No ___N/A

j. The faculty member participated in community groups and professional organizations if required by contract. ___Yes ___No ___N/A

k. The faculty member participated in revision and implementation of courses or programs as needed. ___Yes ___No ___N/A

Comments:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
V. List the Goals from the Previous Evaluation and to what degree each was achieved.


VI. Goals for the Upcoming Academic Year to be filled out jointly by the Supervising Administrator (Provost level or higher) and the faculty member:

A. Discipline/Program-related goals for the next cycle:
   1. Do you plan to join a college committee? If so, which committee? Yes No
   2. Do you plan to implement a new programmatic assessment? Yes No
   3. Do you plan to revise or write new curriculum for your program or discipline? Please comment on implementation of curriculum revision in III. F. Yes No
   4. Other:__________________________________________

B. Professional Development goals for the next cycle:
   1. Do you plan to complete a graduate level course? a. In your discipline? Comment: Yes No b. Outside your discipline? Comment: Yes No
   2. Do you plan to publish an article, book, or juried work? Comment: Yes No
   3. Other:__________________________________________

C. Community Service goals for the next cycle:
   1. Do you plan to serve on or establish a community advisory board? Comment: Yes No
   2. Do you plan to participate in >20 hours of community service? Comment: Yes No
   3. Other:__________________________________________
D. Student Success goals for the next cycle:
1. Do you plan to implement new technologies. Comment: ______________________________
   Yes  No
2. Do you plan to revise or develop curriculum to improve student success. Comment: ______________________________
   Yes  No
3. Do you plan to implement specific learning assessments. Comment: ______________________________
   Yes  No
4. Do you plan to mentor/advise adjunct faculty in my area of expertise. Comment: ______________________________
   Yes  No
5. Are there other strategies you plan to use to improve student success? Comment: ______________________________

VII. Formal Classroom Observation (to be conducted by the supervising Provost or designee)
The faculty member:
A. Communicated in a manner to encourage student engagement and interest. ________________________________
   Yes  No  N/A
B. Communicated clearly and answered questions thoroughly. ________________________________
   Yes  No  N/A
C. Presented course content effectively. ________________________________
   Yes  No  N/A
D. Demonstrated knowledge of the subject. ________________________________
   Yes  No  N/A
E. Review of classroom materials (lesson plans, test, classroom activities) demonstrates that the assignments and course activities are related to established course outcomes. ________________________________
   Yes  No  N/A
F. Was well prepared and organized. ________________________________
   Yes  No  N/A
G. Encouraged student participation. ________________________________
   Yes  No  N/A
H. Treated students with respect. ________________________________
   Yes  No  N/A

Comments: ____________________________________________
_____________________________________________________
_____________________________________________________
_____________________________________________________
_____________________________________________________

VIII. Based upon this evaluation, I consider the faculty member’s overall performance to be:
____ Outstanding, recommend for continuation
____ Satisfactory, recommend for continuation
____ Acceptable, but some improvement needed (complete section below)
____ Unsatisfactory (complete section below)

Feedback from Supervising Administrator: ________________________________
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IX. Plan of Action (if needed):
A. Time-frame is set for determining improvement. ________________________________
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________________________________________________________________________
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B. Outcomes and recommendations if no improvement is documented based on the established action plan within the allotted time period. ________________________________
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Supervisor’s Signature ________________________________ Faculty Signature ________________________________
Supervisor’s Printed Name ________________________________ Faculty Printed Name ________________________________