

# **AGREEMENT**

BETWEEN THE

**DISTRICT BOARD OF TRUSTEES  
EASTERN FLORIDA STATE COLLEGE**

AND

**UNITED FACULTY OF FLORIDA**

BREVARD CHAPTER

2018-2021

Re-Opener 2020-2021

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Re-Opener Agreement between the EASTERN FLORIDA-District BOT and United Faculty of Florida-  
Brevard: 2020-2021

## **ARTICLE 3: Definitions**

### **3.36—Day / Night Course**

For the purposes of scheduling, any course that begins instruction at 5:00PM or later shall be considered a night course. All courses that begin before that time shall be considered a day course.

## **ARTICLE 8: FACULTY DUTIES AND RESPONSIBILITIES**

### **8.3—Priority for Scheduling Assignments**

The College will establish a college-wide course schedule that meets the needs of students. DCs, PMs, and PCs will work with faculty to fill scheduling requirements and establish individual faculty schedules that meet the needs of the students and considers faculty preferences. All faculty assignments must be fair and equitable. Individual faculty schedules should allow for availability over four workdays in the form of student instruction and/or office hours. Faculty are not necessarily required to teach all four workdays, nor are librarians required to be on campus every day the library is open, provided the needs of the students are being met. Any faculty member teaching online is expected to have regular and substantive interaction with students. Faculty members teaching online will respond to any student questions or concerns within 48 business hours, Monday through Friday. All instructional faculty schedule requests shall use the Faculty Schedule Request Form (Appendix AA) and shall be submitted electronically to the faculty member's Supervising Administrator with an informational copy sent to the appropriate Department Chair. All librarian faculty should collaborate with their campus counterparts to create equitable semester and annual schedules that meet the needs of the college. At the beginning of each semester, weekly and annual schedules should be sent electronically to their Supervising Administrator with an informational copy sent to their Department Chair.

### **8.3—Instructional Faculty Responsibilities**

A. Faculty are required:

1. To participate in scheduled departmental, discipline, and college-wide or campus or division-related activities including submission of assessment data, census reporting, accessibility report for online classes, and final grades.
2. Faculty members shall instruct students in conformance with the material listed in the discipline-approved course plans, and as defined by the course descriptions published in printed and/or online editions of the College catalog.
3. Faculty members will respond within two (2) business days to requests for accommodations from Student Accessibility Services. Faculty members will not be held responsible for failure to provide such accommodations prior to the receipt of the required notice from the College office responsible for addressing ADA student compliance.
4. Faculty members are expected to make a course syllabus available to the students no later than the first day of class. In the event of a schedule change within four (4) weeks prior to the start of the class, the instructor shall post the syllabus no later than the end of the first week of classes. Syllabi are required to contain specific content as listed in the AAC handbook.
5. To assist the Administration with statutory compliance and be afforded the opportunity to use student feedback to continually improve teaching and student learning, faculty will encourage all of their students to participate in the student-opinion survey process each term.
6. At the conclusion of each academic term, each faculty member is expected to review the results of any student-opinion surveys completed by students who enrolled in each course or section taught by the faculty member during the pertinent academic term.

Re-Opener Agreement between the EASTERN FLORIDA-District BOT and United Faculty of Florida-Brevard: 2020-2021

7. Faculty members will be assigned to teach courses in their respective academic disciplines at times and locations and/or in instructional formats which meet the needs of students according to 8.3 Priority for Scheduling Assignments. Faculty are expected to meet the needs of their primary department/division before requesting/accepting courses outside of their primary department/division. Where such assignments involve synchronous instructional formats primarily, these assignments may include both day and evening classes. Evening classes which are assigned to a faculty member will be scheduled within an eight-hour period during the applicable workday, with a minimum period of twelve (12) consecutive hours separating the end of the evening class and the beginning of the faculty member's assignments on the following workday. However, a faculty member may agree to waive these requirements by sending an email to the Supervising Administrator.
8. Faculty will submit a syllabus and final grades for all courses taught in a semester by the published deadlines in the Learning Management System.
9. Faculty will perform any other duties required to fulfill their instructional or programmatic obligations as delineated elsewhere in the article.
10. Faculty will submit final load points worksheets to their Supervising Administrator by the end of the second week of the semester.

#### **8.4—Library Faculty Workload**

- A. Library faculty members will account for their weekly hours as approved by their immediate supervisor, with the total number of hours not to exceed thirty-five (35) hours per week, or an average of seventy (70) hours per pay period.
  1. Each workday will include a thirty (30) minute rest period which may be scheduled, at the discretion of the faculty member, in two fifteen (15) minute increments or in one thirty (30) minute period.
  2. Schedules for library faculty will allow for a reasonable degree of flexibility to attend meetings, sponsor organizations, and participate in campus or division or college-wide projects and initiatives. In order to perform such duties, the schedules of library faculty may be modified upon the approval of the administration in order to provide adequate service to students and other members of the College community. Each library faculty member's workweek will not exceed five consecutive calendar days, unless waived by the individual library faculty member.

#### **8.4—Library Faculty Responsibilities**

- B. The primary responsibilities of a library faculty are library science/information, literacy curriculum and maintaining the professional integrity of the content, collections, and services of the academic libraries. To be in compliance with the requirements of the SACSCOC and any other applicable accrediting agencies, each library faculty member must satisfy the minimum certification requirements established by these agencies. The Administration will provide the appropriate resources to enable each library faculty member to perform his responsibilities to the College.
  1. Library faculty members and Supervising Administrators shall mutually determine their schedules as may be necessary to meet professional-staffing requirements, and within the provisions of Sections 8.2 and 8.3 of this Article. Unless by mutual agreement otherwise, full-time library faculty members will be accorded a minimum of eight (8) consecutive weeks of non-paid release/reassignment time.
  2. Library faculty members may be assigned to teach all or portions of a course as part of their

Re-Opener Agreement between the EASTERN FLORIDA-District BOT and United Faculty of Florida-Brevard: 2020-2021

- contractual duties to the College.
  - a. Courses taught by library faculty members shall be limited to information research, information technology, library skills, or similar approved contractual assignments based on academic credentials.
  - b. Courses assigned to library faculty members may be for credit or non-credit, and may include seminars, workshops, or portions of College-sponsored conferences or in-service opportunities assigned by the Supervising Administrator.
  - c. When teaching a course or portion of a course, either as part of their regular work assignment or as an overload assignment, library faculty members must also meet the teaching-related responsibilities of instructional faculty members as provided in this Article.
  - d. Library faculty shall be permitted a maximum of one (1) hour of preparation time for each one (1) hour of class time.
  - e. Such teaching and preparation must not interfere with the scheduling of any library faculty member's other professional duties as assigned by the Supervising Administrator.
- 3. The salary of library faculty members is intended as compensation for all hours worked. However, recognizing that there are unusual circumstances, such as illness, understaffing, or other times when librarians may be required to work hours beyond the normally-required thirty-five (35) hours per week to perform the faculty's job, librarians will be entitled to receive additional compensation as follows:
  - a. When the library faculty member is required to work in excess of thirty-five (35) hours during the workweek assigned by the Supervising Administrator.
  - b. One hour for each hour over thirty-five hours is allowed per College Procedure 304.3. The compensatory time may not accumulate more than 20 hours in any given week.
    - 1. Must be scheduled and approved before extended work is performed.
    - 2. Must be scheduled at a time mutually acceptable to both employee and supervisor.
    - 3. Must be taken within 30 days of the performed assignment.
  - c. Professional time spent by library faculty members for the teaching of overloads, or in connection to the teaching of such overloads, is neither regarded nor construable as "extra time worked" as delineated in this Section.
- 4. Library faculty members are required to fulfill other professional obligations, terms, and conditions applicable to all faculty members as delineated throughout this Article.

## **8.6—Additional Professional Obligations**

- A. Faculty members shall be required to attend no more than four (4) in-service/administrative days per year under a Basic Academic-Year Contract and no more than six (6) in-service/administrative days under an Extended Extended-Year Contract.
- B. All full-time faculty members:
  - 1. Will participate with other faculty members in their respective academic disciplines to develop, revise and implement courses or programs as needed.
  - 2. Will maintain records for a minimum of three years.
  - 3. Will fulfill instructional obligations such as planning and preparing assigned courses or evaluating students on course competencies.
  - 4. Will evaluate textbooks as necessary.

Re-Opener Agreement between the EASTERN FLORIDA-District BOT and United Faculty of Florida-Brevard: 2020-2021

5. Will maintain professional competence.
6. Will participate in college-wide programs or initiatives designed collaboratively by the faculty and administration of the College for the purposes of identifying, assisting, and encouraging at-risk students to attain their educational goals.
7. Will attend academic curriculum cluster meetings scheduled by the Cluster Chair or Administration with a minimum of five (5) business days' prior notice unless the faculty member is on approved leave.
8. Will attend all required, scheduled campus or college-wide meetings and those area meetings convened by an immediate Supervising Administrator or cluster chair pertaining to College matters, unless on approved leave or with authorization from his immediate Supervising Administrator. The Administration will utilize all reasonable communication efforts to provide the faculty member with a minimum of five (5) business days' notice.
9. Will participate in College-approved committees, community groups, and professional organizations. This includes committees, assessments, and activities determined to be necessary for the attainment of programmatic and regional accreditation.
10. Will periodically establish goals and provide self-assessments to the appropriate Supervising Administrator as part of their periodic evaluation process as provided in Article 9.
11. Will attend one graduation ceremony per year in regalia unless properly excused. Faculty shall be exempt from this requirement if they are teaching during both commencements. The College will make arrangements to have proper regalia available upon request.

## **8.7—Other Terms and Conditions**

- A. The Administration may utilize scheduling variations to meet the needs of students, which may include such variations between one-week courses, up to 16-week courses, or any similar scheduling variations in any term.
- B. The Administration may require an instructional faculty member assigned to a program involving affiliates or off-campus or division sites to work on a Board-approved holiday to meet the schedule established by the affiliate or other off-campus or division entity. However, the Administration will work with such affiliates and off-campus or division sites to schedule such assignments on College workdays. The Administration will make every reasonable effort to schedule the faculty member's contractual days within consecutive weeks. However, a faculty member on a Basic Academic-Year Contract whose contractual days are so adjusted shall receive a period of at least eight (8) consecutive weeks each contractual year in which he is not on duty unless waived by the faculty member.
- C. Faculty with a multi-campus or division assignment as part of their regular duties excluding overload assignments will be reimbursed for travel from one campus or division to another if necessary within the same work day. Faculty required to travel for other purposes will be reimbursed as provided in College Procedures.
- D. In order to ensure a collegiate experience for all students, administration will establish a mutually satisfactory balance between dual enrolled and non-dual enrolled students in a section as allowed by applicable Administrative Code.
- E. Faculty members are prohibited from serving as a formal advisor, serving as a member or chair of an evaluation committee (Hiring, ADPA, Tenure, Rank, etc.) to their own relatives, as defined in Article 3. It is the responsibility of faculty members to avoid being placed in a position of authority by virtue of their specific teaching, research, or administrative assignments. No faculty member may:
  1. Assign a grade to a relative or evaluate in any way a relative who is a student at the College.
  2. Supervise a relative as part of a Directed Independent Study or other form of individualized

- instruction.
3. Participate in an individual or committee decision involving the nomination or conferral of relatives for student awards or honors.
  4. If the faculty member is unsure if a student could be perceived or considered a relative based on the definition in Article 3, the faculty member must consult with their immediate supervisor for clarification. In rare occasions a course may have only one credentialed faculty member college wide. If the relative must take a course that is part of their required curriculum from the faculty member, the supervisor must approve the enrollment and a written plan assuring fair evaluation and grading must be in place prior to the start of course (i.e. grading by another disinterested party). The supervisor may also suggest other course options for the student to satisfy degree requirements.

## **8.12—Faculty Overloads**

Any bargaining unit member who desires an overload teaching assignment shall submit a written request thirty (30) calendar days prior to the schedule due date given to all Department Chairs. All schedule requests shall use the Faculty Schedule Request Form (Appendix AA) and shall be submitted electronically to the faculty member's Supervising Administrator with an informational copy sent to the appropriate Department Chair. The assignment of course and location will be determined by the Supervising Administrator. If the need arises, the Administration may request overload hours to meet the needs of the College. Such requests by unit members will be fulfilled prior to making instructional assignments to adjunct faculty as provided below.

## **8.23—Class Observations**

The Administration will collaborate with faculty members to establish a range of dates and times for classroom observations so as to minimize any disruptions to the teaching and learning processes.

- A. For evaluation purposes, a faculty member's class cannot be observed by persons other than the appropriate Supervising Administrator(s) or designee as defined elsewhere in the Contract.
- B. Non-evaluative observations require:
  1. At least two (2) business days' prior notice, unless waived by the faculty member
  2. Faculty consent, and
  3. Approval of the Supervising Administrator.
- C. Observations by outside agencies to evaluate student progress for potential employment require:
  1. At least two (2) business days' prior notice, unless waived by the faculty member
  2. Approval of the Supervising Administrator.
- D. Evaluative observations shall be conducted according to Article 9.
- E. Faculty members teaching online shall give permission to their online Department Chair to enter the online course shell to address technical and compliance issues when notified of an issue and the faculty member is not available. The Department Chair will notify the faculty member if there was a need to enter the online classroom and the purpose thereof.

## **ARTICLE 9: FACULTY EVALUATION**

### **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. The faculty member will be notified in advance if it's anticipated that an evaluation may lead to a disciplinary issue.
- 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 (3) years. However, an evaluation may be completed more often at the request of the faculty member or following a less than satisfactory evaluation. 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 Appendices. Tenured faculty shall be evaluated according to the following three (3) year evaluation cycle:
  1. Year 1: Goal establishment or clarification of goals if set at last evaluation conference
  2. Year 2: Informal follow-up meeting to check progress with goals, courses, areas that Administration can provide additional support/help, etc.
  3. Year 3: Formal evaluation with classroom observation
- D. Annual Contract Faculty shall be evaluated every year up to the awarding of tenure. The forms and procedures followed will be those here and in the Appendices.
- E. Faculty should provide written goals and assessment of progress towards goals to their Supervising Administrator for each evaluation cycle. Upon request, faculty shall provide a progress report on these goals to their Supervising Administrator.
- F. Formal classroom observations may be completed by the Supervising Administrator (as defined in article 3.31) or Supervising Administrator designee (as defined in article 3.32 and 8.23).

### **9.2—Faculty Evaluations**

Evaluation Performance Review is to be conducted by the Supervising Administrator (Provost level or higher) and The Faculty Self-Evaluation Performance Review Process is used for evaluation of instructional faculty, librarians, and counselors. Faculty evaluations consist of the following:

- Pre-Evaluation Conference (optional for tenured faculty)
- Formal classroom observation
- A Faculty Self-Evaluation Performance Review (see appropriate Appendix)
- Written Evaluation: 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
- Evaluation Conference: Faculty and Supervising Administrator will meet to complete the evaluation form, including a review of previous faculty goals

Re-Opener Agreement between the EASTERN FLORIDA-District BOT and United Faculty of Florida-Brevard: 2020-2021

- Student Faculty Opinion Surveys
- A. Pre-Evaluation Conference (optional for tenured faculty):
1. Prior to the first evaluation in their 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 at their pre-evaluation conference by the appropriate Supervising Administrator.
- B. Formal Classroom Observations: The Supervising Administrator or designee per Article 9.1.B and F 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 must give permission for the Supervising Administrator to have "student level" access to their course(s) upon request for evaluation purposes for a period not to exceed seven calendar days.
- C. Faculty Self-Evaluation Performance Review: faculty will complete the applicable contractual responsibilities outlined in the appropriate appendix and document this review on the evaluation form.
- D. Written Evaluation: The faculty member's Supervising Administrator shall formally evaluate the faculty member's performance using the Faculty Self-Evaluation Performance Review form in the Appendices.
1. Evaluation frequency Non-tenured faculty will be evaluated once in each of the years taught on contract.
  2. The completed written observation must be returned to faculty member within five (5) weeks of the observation.
  3. Supervising Administrators and the faculty member will determine, by mutual agreement, the annual goals of non-tenured faculty.
  4. The overall evaluation process shall result in an evaluation as "Unsatisfactory," "Acceptable but needs improvement," or "Satisfactory."
    - a. A 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.
    - b. 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. In completing the Faculty Self-Evaluation and Performance Review, the Supervising Administrator shall complete the appropriate sections of the form to ensure the following:
      1. Notification to the faculty member if deficiencies exist that require correction.
      2. Explanation of any deficiencies as noted and the expected improvement.
      3. Administrative assistance needed to enable improved performance.
      4. The time frame established to demonstrate improvements.
- E. 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 previous goals and self-assessment, Faculty Self-Assessment, and new goal setting. The Faculty Self-Evaluation and Performance Review form and any addenda shall be signed by both the faculty member and his Supervising Administrator. The faculty member's signature shall not necessarily mean agreement

Re-Opener Agreement between the EASTERN FLORIDA-District BOT and United Faculty of Florida-Brevard: 2020-2021

with the evaluation, but awareness of the content of the Faculty Self-Evaluation Performance Review form.

1. 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) business 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.
- F. Student Faculty Opinion Surveys: Students shall complete an online student opinion survey questionnaire for instructional faculty members each fall and spring term on the Student Faculty Opinion Survey (See Appendix M), or on any mutually agreed upon replacement questionnaire.
  1. Student Faculty Opinion Surveys shall be open and available in all sections.
  2. If Student Faculty Opinion Surveys are discussed at the Evaluation Conference, they shall not be formally recorded. Student Faculty Opinion Surveys shall not be the sole basis for an unsatisfactory or acceptable but needs improvement rating.
  3. Student Faculty Opinion Surveys should be scheduled for approximately two-thirds to three-fourths of the way through the term.
  4. 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).
  5. This questionnaire is to be utilized by the faculty member for improvements in his performance and in the course. The Student Faculty 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.

### **9.3—Evaluation of Department Chairs, Program Managers, Program Coordinators, and College-wide and Campus-based Coordinators**

- A. Department Chairs, Program Managers, Program Coordinators, and College-wide and Campus-based Coordinators shall be evaluated at least once during each term of service by the Supervising Administrator. The purpose of the review is to strengthen the department or program, assess performance, and suggest new strategies for department or program development.
  1. Supervising Administrator evaluations will be based on performance of duties, goal achievement and participation in department, campus or division meetings.
- B. These positions shall be evaluated annually by the full-time faculty in the department in their

Re-Opener Agreement between the EASTERN FLORIDA-District BOT and United Faculty of Florida-Brevard: 2020-2021

specific chair, manager, or coordinator role.

1. The faculty will use the appropriate Faculty Peer Review Form (Appendix G) and will be focused on teamwork and collegiality.
2. In those programs that have only one full-time faculty member, program adjunct faculty members and the other chairs and/or managers under the Supervising Administrator may perform the faculty evaluation portion using the same Faculty Peer Review Form (Appendix G).

## **ARTICLE 10: PROFESSIONAL DEVELOPMENT**

### **10.3—Tenured Faculty Development Cycle**

Faculty will all use a three (3) year faculty development cycle that will run parallel to their evaluation cycle.

- A. Faculty must earn a minimum of three (3) points in two or more categories as indicated in Appendix N. Activities must be completed within the faculty member's professional development cycle. These categories are recommendations and are not all-inclusive.
- B. Faculty who do not complete the elected development cycle may be returned to annual contract.

## **ARTICLE 11: TENURE, PROMOTION AND RANK**

### **11.2—Maintenance of Continuing Contract**

- A. The parties recognize the desirability of faculty continuing professional development throughout their employment at the College. Although the College and UFF-Brevard shall jointly set the minimum professional standards for the maintenance of continuing contract, the responsibility for meeting these standards rests solely with the individual faculty member. The College agrees to sponsor TPDC approved programs, seminars, and courses that earn graduate credit or institutional credit. Course credit hours, non-credit units, or a combination of the two may be used to satisfy this requirement.
- B. The maintenance of continuing contract period is a three (3) year period as provided in Article 10—Professional Development.
- C. For maintenance of continuing contract, during the third-year of the three (3) year period, the faculty member may request prior approval, at any time in the last year prior to March 30, of proposed course work, publications or seminars from the Supervising Administrator. If an activity is denied by the Supervising Administrator, the faculty member may appeal and request review through the TPDC.
- D. Activities that qualify for funding under other college programs (such as tuition reimbursement or sabbatical) may be used for credit.
- E. The College supports efforts by faculty members to complete advanced degrees and participate in academic activities such as conferences. The granting of professional leave, when requested in advance by faculty members to take examinations, defend dissertations, or make presentations, will not be unreasonably denied.

**APPENDIX G—Peer Evaluation**

<input type="checkbox"/>	<b>Department Chair</b>	<input type="checkbox"/>	<b>Program Manager</b>	<input type="checkbox"/>	<b>Program Coordinator</b>
<input type="checkbox"/>	<b>College wide Coordinator</b>	<input type="checkbox"/>	<b>Campus Coordinator</b>	<input type="checkbox"/>	<b>Other: _____</b>

Your Coordinator/manager or department chair is: \_\_\_\_\_

All coordinators/managers or department chairs will be evaluated by the members of their program(s) each year. The evaluations will be sent directly to the Provosts. Coordinators/managers and department chairs will receive copies of the evaluations. This form provides the opportunity to express your views. Your answers are important because they help improve the institutional effectiveness of Eastern Florida State College.

Although you will remain anonymous, the following information puts the evaluation in context. I am a:

<input type="checkbox"/>	<b>Full-time Faculty Member</b>	<input type="checkbox"/>	<b>Part-time Faculty Member</b>
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Please indicate your agreement with the following statements using the following designations: SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree, NA = Not Observable/Not Applicable

**This individual:**

	SA	A	D	SD	NA
1. Was accessible					
2. Worked to solve FT and adjunct related problems that I brought to his/her attention					
3. Treated me with respect					
4. Treated others in the program with respect					
5. Encouraged feedback from faculty members within the program					
6. Responded within requested timeframes to written or oral communication					
7. Was well organized					
8. Collaborated with FT and PT faculty to generate class schedules that were best for students					
9. Demonstrated knowledge of Eastern Florida policies and procedures					
10. Encouraged departmental collaboration					
11. Worked with faculty in the program to identify supply and capital equipment needs					
12. Encouraged student retention efforts					

Please provide feedback regarding their leadership, professionalism, and job knowledge :

### APPENDIX H—Department Chair Evaluation Performance Review Form

Name: \_\_\_\_\_ B#: \_\_\_\_\_  
Discipline/Institute: \_\_\_\_\_ Campus: \_\_\_\_\_  
Supervising Administrator: \_\_\_\_\_  
Term Limit \_\_\_\_\_ Tenured:  Yes  No Performance Review Date: \_\_\_\_\_  
Date: \_\_\_\_\_

#### I. Collaborative Evaluation Statement:

Faculty Supervisor

I affirm that the applicable primary duties and other responsibilities as contained in the Appendix U have been met. See attachment.

I attest that all applicable primary duties and other responsibilities as contained in the faculty contract have not been met. The areas deficient are:

#### II. Goals for the Upcoming Academic Year (to be filled out jointly by the Administrator and the DC):

#### III. Based upon this evaluation, I consider the Department Chair’s overall performance to be:

- A. Satisfactory
- B. Satisfactory, but needs improvement (complete section below)
- B. Unsatisfactory (complete section below)

Comments:

Re-Opener Agreement between the EASTERN FLORIDA-District BOT and United Faculty of Florida-  
Brevard: 2020-2021

**IV. Plan of Action** (if necessary):

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Supervisor's Signature

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Department Chair's Signature

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Supervisor's Printed Name

---

Department Chair's Printed Name

---

Date

---

Date

## APPENDIX I—Program Coordinator/Program Manager Evaluation Performance Review Form

Name: \_\_\_\_\_ B#: \_\_\_\_\_

Discipline/Institute: \_\_\_\_\_ Campus: \_\_\_\_\_

Supervising Administrator: \_\_\_\_\_

Term Limit \_\_\_\_\_ Performance Review Date: \_\_\_\_\_  
Date: \_\_\_\_\_

### Collaborative Evaluation Statement:

Faculty Supervisor

I affirm that the applicable primary duties and other responsibilities Appendix V or Appendix W have been met. See Attached

I attest that all applicable primary duties and other responsibilities as contained in the faculty contract have not been met. The areas deficient are:

Based upon this evaluation, I consider the Program Coordinator's/Manager's overall performance to be:

- A. Satisfactory
- B. Satisfactory, but needs improvement (complete section below)
- B. Unsatisfactory (complete section below)

Comments:

Plan of Action (if necessary):

Re-Opener Agreement between the EASTERN FLORIDA-District BOT and United Faculty of Florida-  
Brevard: 2020-2021

\_\_\_\_\_  
Supervisor's Signature

\_\_\_\_\_  
Program Coordinator/Manager Signature

\_\_\_\_\_  
Supervisor's Printed Name

\_\_\_\_\_  
Program Coordinator/Manager Printed Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

## APPENDIX J—College Wide or Campus Based Coordinator Evaluation Performance Review Form

Name: \_\_\_\_\_ B#: \_\_\_\_\_

Discipline/Institute: \_\_\_\_\_ Campus: \_\_\_\_\_

Supervising Administrator: \_\_\_\_\_

Hire Date: \_\_\_\_\_ Tenured:  Yes  No Performance Review Date: \_\_\_\_\_

### Collaborative Evaluation Statement:

Faculty Supervisor

I affirm that the applicable primary duties and other responsibilities defined in Appendix X or Appendix Y. See attached.

I attest that all applicable primary duties and other responsibilities as contained in the faculty contract have not been met. The areas deficient are:

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Faculty Signature

Printed Name

Date

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Supervising Administrator Signature

Printed Name

Date

**Goals for the Upcoming Academic Year** (to be filled out jointly by the Administrator and the Coordinator):



## APPENDIX K—Instructional Faculty Self-Evaluation and Performance Review Form

Name: \_\_\_\_\_ B#: \_\_\_\_\_  
Discipline/Institute: \_\_\_\_\_ Campus: \_\_\_\_\_  
Supervising Provost: \_\_\_\_\_  
Pre-Evaluation \_\_\_\_\_ Class Observation \_\_\_\_\_  
Conference Date: \_\_\_\_\_ Date: \_\_\_\_\_  
Hire Date: \_\_\_\_\_ Tenured: \_\_\_ Yes \_\_\_ No Performance Review Date: \_\_\_\_\_

### I. Collaborative Evaluation Statement (to be completed prior to the post observation meeting:

Faculty Supervisor

I affirm that the applicable primary duties and other responsibilities as contained in Appendix Z have been met. See Attached.

I attest that all applicable primary duties and other responsibilities as contained in the faculty contract have not been met. The areas deficient are:

### II. Faculty Development and Self-Assessment

The tenured faculty member is responsible for completing maintenance of continuing contract **PRIOR** to the scheduled performance review or by April 1, whichever comes first, using the Faculty Professional Development System via Banner. Submit documentation for each entry (meeting minutes, proof of attendance/CEUs, programs, etc.). Please bring a copy of the completed form to the meeting, if necessary.

\_\_\_\_\_ I have met the requirements of maintenance of continuing contract

Annual Contract (Non-tenured) Faculty are required to make satisfactory progress towards achieving tenure as determined by their Supervising Administrator based on classroom management, assessment activities, community and professional development, instructional development, and committee or other contributions to the College. Satisfactory progress shall be documented in section 4 and, if requested, a reflection on the faculty member's teaching, personal, and/or professional growth may be attached to this form.

\_\_\_\_\_ I have documented satisfactory progress in section 4

**III. Student Enhancement**

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

Discuss your perception of student success, limiting factors for student success, and the impact of any College resources (Student Success Check, Academic Success Center, etc.) used in your classes since your last review:

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

**V. Goals for the Upcoming Evaluation Cycle** (to be filled out jointly by the Supervising Administrator, Provost level or higher, and the faculty member using Appendix N as a guide if goals will be used for MCC):

**VI. Formal Classroom Observation** (to be conducted by the supervising Provost or designee). The faculty member observation should use the Observation Guidelines outlined in Appendix BB:

Observation Narrative:

**VII. Based upon this evaluation, I consider the faculty member's overall performance to be:**

Re-Opener Agreement between the EASTERN FLORIDA-District BOT and United Faculty of Florida-  
Brevard: 2020-2021

- |  |   |
|--|---|
|  | A. Satisfactory, recommendation for continuation                    |
|  | B. Acceptable, but some improvement needed (complete section below) |
|  | C. Unsatisfactory (complete section below)                          |

**Feedback from Supervising Administrator:**

--

**VIII. Plan of Action (if needed):**

A. Time frame for determining improvement:
B. Outcomes and recommendations if no improvement is documented based on the established action plan within the allotted time period.

\_\_\_\_\_  
Supervisor's Signature

\_\_\_\_\_  
Faculty Member's Signature

\_\_\_\_\_  
Supervisor's Printed Name

\_\_\_\_\_  
Faculty Member's Printed Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

## APPENDIX L—Librarian Faculty Evaluation Performance Review Form

Name: \_\_\_\_\_ B#: \_\_\_\_\_  
Discipline/Institute: \_\_\_\_\_ Campus: \_\_\_\_\_  
Supervising Provost: \_\_\_\_\_  
Pre-Evaluation \_\_\_\_\_ Class Observation \_\_\_\_\_  
Conference Date: \_\_\_\_\_ Date: \_\_\_\_\_  
Hire Date: \_\_\_\_\_ Tenured: \_\_\_ Yes \_\_\_ No Performance Review Date: \_\_\_\_\_

### I. Collaborative Evaluation Statement (to be completed prior to the post observation meeting:

Faculty Supervisor

I affirm that the applicable primary duties and other responsibilities as contained in Appendix Z have been met. See Attached.

I attest that all applicable primary duties and other responsibilities as contained in the faculty contract have not been met. The areas deficient are:

---

**Faculty Signature**

**Printed Name**

**Date**

---

**Supervising Administrator Signature**

**Printed Name**

**Date**

### II. Librarian Faculty Development and Self-Assessment

The tenured faculty member is responsible for completing maintenance of continuing contract **PRIOR** to the scheduled performance review or by April 1, whichever comes first, using the Faculty Professional Development System via Banner. Submit documentation for each entry (meeting minutes, proof of attendance/CEUs, programs, etc.). Please bring a copy of the completed form to the meeting, if necessary.

\_\_\_\_\_ I have met the requirements of maintenance of continuing contract

Annual Contract (Non-tenured) Faculty are required to make satisfactory progress towards achieving tenure as determined by their Supervising Administrator based on classroom management, assessment

Re-Opener Agreement between the EASTERN FLORIDA-District BOT and United Faculty of Florida-Brevard: 2020-2021

activities, community and professional development, instructional development, and committee or other contributions to the College. Satisfactory progress shall be documented in section 4 and, if requested, a reflection on the faculty member's teaching, personal, and/or professional growth may be attached to this form.

\_\_\_\_\_ I have documented satisfactory progress in section 4

### III. Student Enhancement

What was your most positive teaching or librarian experience since your last review?

Discuss your perception of student success, limiting factors for student success, and the impact of any College resources (Student Success Check, Academic Success Center, etc.) used in your classes or the library since your last review:

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

**V. Goals for the Upcoming Academic Year** (to be filled out jointly by the Supervising Administrator, Provost level or higher, and the faculty member using Appendix N as a guide if goals will be used for MCC):

**VI. Formal Field Observation** (to be conducted by the supervising Provost or designee). The library faculty member field observation should only use the Observation Guidelines outlined in Appendix BB if instructional delivery is observed:

**Observation Narrative:**

**VII. Based upon this evaluation, I consider the faculty member's overall performance to be:**

- |  |   |
|--|---|
|  | A. Satisfactory, recommendation for continuation                    |
|  | B. Acceptable, but some improvement needed (complete section below) |
|  | C. Unsatisfactory (complete section below)                          |

**Feedback from Supervising Administrator:**

**VIII. Plan of Action (if needed):**

A. Time frame for determining improvement:
B. Outcomes and recommendations if no improvement is documented based on the established action plan within the allotted time period.

\_\_\_\_\_  
Supervisor's Signature

\_\_\_\_\_  
Library Faculty Member's Signature

\_\_\_\_\_  
Supervisor's Printed Name

\_\_\_\_\_  
Library Faculty Member's Printed Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

## **APPENDIX N—Faculty Professional Development and Advancement by Classification (Formerly Maintenance of Continuing Contract)**

Activities noted below may be used by tenured faculty members to meet requirements for the maintenance of continuing contract cycle; by non-tenured faculty to partially satisfy requirements for tenure as outlined in Article 11 of this Agreement; and by all eligible faculty in partial fulfillment of the requirements for rank change, as outlined in Article 11 of this Agreement. Tenure and rank change criteria are specified in the current TPDC Handbook.

The associated points apply only to Maintenance of Continuing Contract, and as supporting documentation for all faculty members on the *Faculty Self-Assessment and Evaluation* form to be completed every three years.

All faculty members will use the online Professional Development System to record their activities. The list below is not exhaustive. Faculty may request Supervising Administrator approval and credit for other activities, and by appeal to the Tenure and Professional Development Council (TPDC), as outlined in the TPDC Handbook.

### **PROFESSIONAL ACTIVITY CLASSIFICATIONS (TENURE, RANK AND MCC):**

- Commitment to the College (CC)
- Commitment to the Profession (CP)
- Commitment to the Community (CComm)

Note that A-F below are the categories as identified on the Faculty Self-Assessment and Evaluation Form.

#### **A. Points for campus, college, cluster or other EFSC-related committees (Per Year):**

- |    |  |    |
|----|--|----|
| 1. | (CC) Active membership on a college-wide or campus committee that meets three or more times in a semester (each committee) | 1  |
| 2. | (CC) Active membership on a college-wide or campus committee that meets fewer than three times in a semester               | .5 |
| 3. | (CC) Active membership on an advisory committee for the college (each committee)   | .5 |
| 4. | (CC) Faculty Sponsorship/Co-sponsorship of a student organization  | 1  |
| 5. | (CC, CP) Participating on an articulation committee  | .5 |

#### **B. Points for community or professional projects:**

- |     |   |    |
|-----|---|----|
| 1.  | (CC) Writing a grant proposal for program improvement or new equipment  | 1  |
| 2.  | (CC) Serving as a mentor for one year in the New Faculty Mentoring Program  | 1  |
| 3.  | (CC, CP) Organizing a college-wide conference   | 1  |
| 4.  | (CC ) Mentoring a College Success Skills student, an Office of Undergraduate Research student, or a Core Scholar Program Peer Tutor student | .5 |
| 5.  | (CC) Volunteering in the Learning Lab for ten hours   | 1  |
| 6.  | (CP) Teach an upper division course or graduate course at an accredited University  | 1  |
| 7.  | (CP) Completing a profession-related project  | 1  |
| 8.  | (CComm) Organizing a college sponsored community event  | 1  |
| 9.  | (CComm) Membership on an advisory committee for a non-profit organization   | 1  |
| 10. | (CComm) A minimum of 20 hours of community service/volunteer time with any non-   | 1  |

Re-Opener Agreement between the EASTERN FLORIDA-District BOT and United Faculty of Florida-Brevard: 2020-2021

- profit, government organization or student related activity
- 11. (CComm) Participation in community education events 1
- 12. (CComm) Obtaining training and certification to assist with community needs 1
- 13. (CComm) Participating in a mentoring program such as, but not limited to, Project Read or Big Brother/Big Sister 1

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

- 1. (CC) Successful delivery of a workshop 1
- 2. (CP) Presenting a paper or being a panel member at a professional conference/meeting 1
- 3. (CP) Publication of a scholarly or research paper on a profession-related subject in a refereed journal, or publication of a textbook, or publication of a monograph 1
- 4. (CP) Presenting artwork at a juried, solo, or curated art show or performing in a public recital 1
- 5. (CP) Writing critical review of a musical or theatrical performance, book review or other artwork for publication in a newspaper, magazine or professional journal .5
- 6. (CP) Participating in a discipline-related professional organization .5
- 7. (CP) Organizing a profession-related conference 3

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

- 1. (CC) Successful completion of a TPDC approved workshop offered through the college .25
- 2. (CC) Successful completion of a college course from a regionally accredited college/university 1
- 3. (CP) Attending a workshop, seminar, webinar, or professional meeting to advance knowledge in the career field .5
- 4. (CP) Obtaining continuing education credits, meeting professional certification/licensure requirements 1
- 5. (CP) Successful completion of a graduate level course of at least 3 credit semester hours 3

**E. Points for instructional development such as enhanced teaching strategies, new course development, curriculum revisions, etc.:**

- 1. (CC) Development of a new program of study 1
- 2. (CC) Development of a new course offering 1
- 3. (CC) Revising a course plan 1
- 4. (CC) Developing/marketing new programs or services 1
- 5. (CC, CP) Converting a pre-existing course to Hybrid or Online format according to established guidelines 1

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

Points vary and determined by your Supervising Administrator \_\_\_\_\_

### **APPENDIX T—Clinical Coordinator Responsibilities Checklist**

Met (If applicable)	Activity
	Serves as a liaison between faculty and administration on one or more campuses
	Liaisons between the full-time faculty and the administration in non-AA programs such as vocational, technical and health care related programs.
	Convenes adjunct and faculty meetings within the discipline to discuss academic issues in the clinical setting.
	Performs reviews of clinical expectations
	Communicates with outside agencies to establish clinical practice sites and foster collegial relationships with these sites.
	Assists faculty with the implementation of any changes in clinical expectations.
	Participates in program related annual reports and on-site accreditation visitation.
	Conducts reviews of student learning at the clinical sites

Signature of Faculty

Date

**APPENDIX U—Department Chair Responsibilities Checklist**

Met (If applicable)	Activity
	Serves as a liaison between faculty, adjuncts and administration on one or more campuses
	Submits to the administration performance reviews of adjunct (part-time) faculty in collaboration with any assigned Program Managers on a timely basis
	Assists in the creation of course schedules
	Assist full-time faculty with access to approved educational materials, equipment, class scheduling collaboration, and supply and facilities maintenance issues.
	Assists faculty and adjuncts to ensure a timely selection and posting of educational materials
	Works with faculty and adjuncts to ensure syllabi are available as required
	May be required to work up to five (5) additional days beyond the number required by their base contract at their daily pay rate.
	Convenes faculty meetings monthly or as mutually agreed upon with the Supervising Administrator for the purpose of communication, textbook selection, curriculum review and other business matters.
	Maintain a contact list of credentialed faculty who teach within their department that can be made available to faculty seeking a substitute.
	Act as budget custodian for the department when appropriate.
	Reviews and makes recommendations regarding academic appeals and other student-initiated requests that require Departmental level input.
	May provide assistance to the Supervising Administrator for reviews of course competencies and adherence to standards and criteria established by regional and/or professional accrediting agencies.
	<p>Additional responsibilities related to adjuncts:</p> <ul style="list-style-type: none"> <li>i. Assists the Supervising Administrator with the appointment, credentialing and training of adjunct faculty.</li> <li>ii. Communicates with adjuncts to discuss issues and improve delivery of course content</li> <li>iii. Conducts classroom observations of adjuncts in professional and equitable manner</li> </ul>
	<p>Additional programmatic responsibilities may include:</p> <ul style="list-style-type: none"> <li>i. Participation in the development and maintenance of articulation agreements.</li> <li>ii. Drafting memoranda of understanding with outside agencies and professional organizations.</li> <li>iii. Development of articulation agreements or memoranda of understanding specific to workforce programs.</li> <li>iv. Maintains an active advisory committee which meets a minimum of twice/year</li> <li>v. Performs yearly program/curriculum review and assessment including submission of annual reports.</li> </ul>

Signature of Faculty

Date

### APPENDIX V—Program Manager Responsibilities Checklist

Met (If applicable)	Activity
	Serves as a liaison between faculty, adjuncts and administration on one or more campuses
	Submits to the administration performance reviews of adjunct (part-time) faculty in collaboration with any assigned Program Managers on a timely basis
	Assists in the creation of course schedules
	Assist full-time faculty with access to approved educational materials, equipment, class scheduling collaboration, and supply and facilities maintenance issues.
	Assists faculty and adjuncts to ensure a timely selection and posting of educational materials
	Works with faculty and adjuncts to ensure syllabi are available as required
	May be required to work up to five (5) additional days beyond the number required by their base contract at their daily pay rate.
	Convenes faculty meetings monthly or as mutually agreed upon with the Supervising Administrator for the purpose of communication, textbook selection, curriculum review and other business matters.
	Maintain a contact list of credentialed faculty who teach within their department that can be made available to faculty seeking a substitute.
	Act as budget custodian for the department when appropriate.
	Reviews and makes recommendations regarding academic appeals and other student-initiated requests that require Departmental level input.
	Provides assistance to the Supervising Administrator for reviews of course competencies and adherence to standards and criteria established by regional and/or professional accrediting agencies.
	Additional responsibilities related to adjuncts: i. Assists the Supervising Administrator with the appointment, credentialing and training of adjunct faculty. ii. Communicates with adjuncts to discuss issues and improve delivery of course content iii. Conducts classroom observations of adjuncts in professional and equitable manner
	Additional programmatic responsibilities may include: i. Participation in the development and maintenance of articulation agreements. ii. Drafting memoranda of understanding with outside agencies and professional organizations. iii. Development of articulation agreements or memoranda of understanding specific to workforce programs. iv. Maintains an active advisory committee which meets a minimum of twice/year v. Performs yearly program/curriculum review and assessment including submission of annual reports.

Signature of Faculty

Date

**APPENDIX W—Program Coordinator Responsibilities Checklist**

Met (If Applicable)	Activity
	Serves as a liaison between faculty, adjuncts and administration on one or more campuses
	Submits to the administration performance reviews of adjunct (part-time) faculty in collaboration with any assigned Program Managers on a timely basis
	Assists in the creation of course schedules
	Assist full-time faculty with access to approved educational materials, equipment, class scheduling collaboration, and supply and facilities maintenance issues.
	Assists faculty and adjuncts to ensure a timely selection and posting of educational materials
	Works with faculty and adjuncts to ensure syllabi are available as required
	Maintain a contact list of credentialed faculty who teach within their department that can be made available to faculty seeking a substitute.
	Assists Program Manager with convening faculty meetings
	May review and make recommendations regarding academic appeals and other student-initiated requests that require Departmental level input.
	May provide assistance to the Supervising Administrator for reviews of course competencies and adherence to standards and criteria established by regional and/or professional accrediting agencies.
	<p>Additional programmatic responsibilities may include:</p> <ul style="list-style-type: none"> <li>i. Participation in the development and maintenance of articulation agreements.</li> <li>ii. Drafting memoranda of understanding with outside agencies and professional organizations.</li> <li>iii. Development of articulation agreements or memoranda of understanding specific to workforce programs.</li> <li>iv. Maintains an active advisory committee which meets a minimum of twice/year</li> <li>v. Performs yearly program/curriculum review and assessment including submission of annual reports.</li> </ul>
	<p>Additional responsibilities related to adjuncts:</p> <ul style="list-style-type: none"> <li>i. Assists the Supervising Administrator with the appointment, credentialing and training of adjunct faculty.</li> <li>ii. Communicates with adjuncts to discuss issues and improve delivery of course content</li> <li>iii. Conducts classroom observations of adjuncts in professional and equitable manner</li> </ul>

Signature of Faculty

Date

**APPENDIX X—College-wide Coordinator Responsibilities Checklist**

Met (if Applicable)	Activity
	Oversee programs which reach multiple campuses or engage the public in programs directly related to the mission of the College.
	Liaison between program and the administration.
	Perform duties essential to the effective conduct of campus programs to ensure college-wide consistency.
	Assist faculty with any changes in the discipline curriculum.
	Assist with course-writing and instructional-delivery formats (including online and hybrid formats.
	May make recommendations for additional positions to the Supervising Administrator.

Signature of Faculty

Date

**APPENDIX Y—Campus-Based Coordinator Responsibilities Checklist**

Met (If Applicable)	Activity
	Perform duties essential to the effective conduct of campus programs.
	Liaison between program and the administration.
	Perform duties essential to the effective conduct of campus programs to ensure college-wide consistency.
	Assist faculty with any changes in the discipline curriculum.
	Assist with course-writing and instructional-delivery formats (including online and hybrid formats).
	May make recommendations for additional positions to the Supervising Administrator.

Signature of Faculty

Date

**APPENDIX Z—Faculty Responsibilities Checklist**

Met (if applicable)	Activity
	Attended faculty meetings for textbook evaluation and adoption when necessary
	Assisted the Department Chair with course scheduling
	Performed yearly curriculum review and updates as necessary with state requirements
	Attended required scheduled in-service activities except when on approved leave
	Maintained required office hours
	Participated in developing, revising, and/or implementing a course or program as needed.
	Reviewed textbook selections as required
	Attended all cluster meetings unless on approved leave or fulfilling a previously scheduled college or academic-related commitment
	Attended all required scheduled college-wide, campus-wide and area meetings unless on approved leave
	Developed a syllabus that clearly defined grading policies, and final grade calculation
	Developed instructional materials that support the course competencies, objectives, and core abilities
	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
	Provided accommodations as approved by the Student Access for Improved Learning (SAIL) office.
	Attended graduation ceremony unless excused or on approved leave
	Reported census and accessibility compliance accurately and on time

Signature of Faculty

Date

**Appendix AA: Faculty Schedule Request Form**

Original       Amended

Faculty should complete this form and submit electronically via e-mail to their Supervising Administrator. Please cc any Department Chair that oversees the requested courses when submitting.  
Note 1: Part-time faculty use section 2 for schedule requests and disregard the load point column.

Name: \_\_\_\_\_ Campus: \_\_\_\_\_ Term: \_\_\_\_\_

Section 1: Load Request [Additional lines available on page two if needed]

Course or Release (i.e. MAC-1105)	Term	Day	Start Time	Campus	Credit Hours	Load Points
TOTAL Load Points						

Section 2: Overload Request [Additional lines available on page two if needed]

Course (i.e. MAC-1105)	Term	Day	Start Time	Campus	Credit Hours	Overload Points
TOTAL Overload Points						

Section 3: Banking Request

Course (i.e. MAC-1105)	Term	Day	Start Time	Campus	Credit Hours	Banking Points





## Appendix BB: Observation Guidelines

This appendix should be used when writing an observation narrative for faculty evaluation. The areas listed below are not all inclusive or all required but are areas that may be highlighted in the narrative.

	Unsatisfactory	Needs Improvement	Satisfactory
Contains all needed items on syllabus checklist			
Is well-organized and prepared			
<ul style="list-style-type: none"> <li>• Syllabus</li> </ul>			
<ul style="list-style-type: none"> <li>• Began class on time</li> </ul>			
<ul style="list-style-type: none"> <li>• Classroom Presentation</li> </ul>			
<ul style="list-style-type: none"> <li>• Visual materials/aids</li> </ul>			
Attempts to engage students			
Instructor answers questions clearly and respectfully			
Instructor solicits students' questions/ participation			
Delivery methods seem appropriate for class material			
Delivery methods keep student attention			
Delivery methods observed:			
<ul style="list-style-type: none"> <li>• Lecture</li> </ul>			
<ul style="list-style-type: none"> <li>• Question and answer</li> </ul>			
<ul style="list-style-type: none"> <li>• Group work</li> </ul>			
<ul style="list-style-type: none"> <li>• Use of technology (describe below)</li> </ul>			
<ul style="list-style-type: none"> <li>• Board work</li> </ul>			
<ul style="list-style-type: none"> <li>• Discussion</li> </ul>			