
APPLIES TO: All faculty employed ≥ 0.5 FTE

ISSUED: *June 15, 2022*

KEYWORDS: faculty, evaluation, annual

EFFECTIVE: *June 15, 2022*

PURPOSE:

To ensure feedback is provided to faculty on a consistent basis and identify the selected forms and processes of evaluation of faculty members by appropriate stakeholders and methods.

DEFINITION OF TERMS IN THIS POLICY:

1. **Faculty:** any employee who is under an annual contract with the college to fulfill the roles and responsibilities of a faculty member
2. **Peer review:** Formative assessment of a faculty member through observation of their teaching by another faculty member.

POLICY DETAILS:

Kettering College participates in three types of faculty evaluation procedures:

1. The annual Kettering Health (KH) evaluation and Kettering College (KC) Faculty Evaluation Supplement that, for the College, are part of the development of the annual work load.
2. Course evaluations by students
3. Peer evaluation

PROCEDURE

1. The annual KH evaluation and KC Faculty Evaluation Supplement that, for the College, are part of the development of the annual work load.
 - a. Faculty will submit a self-evaluation to their direct supervisor (Department Chair or Academic Dean ("Supervisor")) before the annual performance review. The self-evaluation is based on the KH evaluation template and KC Faculty Evaluation Supplement.
 - b. In preparation for the performance review conversation the Supervisor will:
 - i. assess the level and quality of the faculty member's involvement in committee service during that academic year through communication with each respective committee chair on which the faculty member served;
 - ii. review course evaluations by students;
 - iii. consider any instructor evaluations by peers/chair;
 - iv. examine any other documents or other sources to contribute to the faculty member's evaluation; and
 - v. in even years, check for inclusion of the Documentation of Completion of the peer review and the accompanying Faculty Reflection unless an online instructor (see "Faculty Peer Review" policy)

- c. The Supervisor and the faculty member will discuss the evaluation together, seeking areas to commend as well as those for continued improvement.
 - d. Both the Supervisor and the faculty member will sign the evaluation document which includes comments from both the self-evaluation as well as the conversation between them.
 - e. The faculty member will work towards achieving the mutually agreed upon goals to be accomplished during the next academic year.
 - f. During the next year's performance review, the goals will be reviewed to see how they have been accomplished.
2. Course evaluations by students
 - a. Near the end of a semester, course evaluations by students will be conducted for all courses. (Please see "Course Evaluations" policy for additional details)
 - b. The results of the course evaluations by students should be discussed at the annual performance review with the Supervisor.
 - c. Plans will be made to address any areas of concern which seem to be a theme in the results and/or comments made by students.
3. Peer evaluation
 - a. Once every two years, all faculty teaching in the classroom must take part in the peer review process. Faculty who teach online may fulfill this requirement through participating in a Quality Matters review. (Please see "Faculty Peer Review" policy for additional details)
 - b. Faculty seeking promotion will need to schedule this evaluation within 12 months of their application for promotion such that the process can be completed by the deadline established by the Promotions Committee. (Please see "Rank Promotion" policy for additional details)
 - c. Prior to the annual evaluation in even years the faculty member should submit the following documentation unless an online instructor (see "Faculty Peer Review" policy)
 - i. The Documentation of Completion of the peer or Quality Matters review
 - ii. Faculty Reflection on the peer or Quality Matters review experience
 - d. Faculty review is a formative process for the benefit of the individual faculty. Results of the peer review are confidential and cannot be required to be disclosed to others, including the department chair, academic dean, or other representatives of the College.

RESOURCES/REFERENCES:

Related KH Policy: N/A

Maintained by: Office of the Academic Dean

HISTORY OF REVISION:

Original date: 2014-2015

Revision dates: March 20, 2017; December 14, 2021; June 15, 2022

Faculty Member:

Evaluation Period:

Division/Department/Program:

Evaluated by:

Evaluation Date:

In each Dimension, the descriptors provided are not comprehensive and are meant as examples only. There may be other items that should be considered in developing the individual ratings. The faculty member must complete and submit the self-evaluation to their department chair prior to their annual performance review meeting. SMART (Specific, Measurable, Achievable, Relevant, and Time-Bound) goals from the previous year will be reviewed, with continued progress toward them reported, and new goals established for the upcoming year. (Goals from the Kettering Health (KH) evaluation template may be used, if appropriate for the Dimension; there should be at least one goal in each Dimension). The cycle of the evaluation will correspond with KH’s employee evaluations. The evaluation will be maintained by the Office of the Academic Dean in the faculty member’s file and with the department chair.

	Dimensions	Self-Evaluation	Department Chair’s Evaluation
TEACHING (Leadership Pillar)	Maintains contemporary knowledge of the subject matter being taught; employs instructional technology effectively; uses assessment to improve and demonstrate student achievement of learning outcomes; engages students actively in learning; designs and implements teaching plans	<input type="checkbox"/> 1 Fails to meet expectations <input type="checkbox"/> 2 Meets expectations <input type="checkbox"/> 3 Exceeds expectations Comments:	<input type="checkbox"/> 1 Fails to meet expectations <input type="checkbox"/> 2 Meets expectations <input type="checkbox"/> 3 Exceeds expectations Comments:
	Goals from previous year:	Progress toward goals from previous year:	Goals for upcoming year:
Describe how you have continued to ensure your qualification and ability to teach in the discipline or subfield being taught during the past year. Please list discipline- or subfield-related activities that may contribute to the assurance of your currency including, but are not limited to, attendance at professional conferences, work experience, earned certifications/credentials, demonstrated proficiency in teaching, research, recognition as an expert in the field, etc.			

SCHOLARSHIP (Scholarship Pillar)	Dimensions	Self-Assessment	Department Chair's Assessment
	Engages in discipline-related research, scholarship, and/or creative activities; research, scholarship, and/or creative activities are viewed as credible and important to the institution, division, department, and/or program; carries out scholarly activity, including dissemination (e.g., publication, presentation, etc.)	<input type="checkbox"/> 1 Fails to meet expectations <input type="checkbox"/> 2 Meets expectations <input type="checkbox"/> 3 Exceeds expectations Comments:	<input type="checkbox"/> 1 Fails to meet expectations <input type="checkbox"/> 2 Meets expectations <input type="checkbox"/> 3 Exceeds expectations Comments:
	Goals from previous year:	Progress toward goals from previous year:	Goals for upcoming year:
Describe how you have incorporated scholarship into your teaching/learning and vice versa.			

SERVICE (Service Pillar)	Dimensions	Self-Assessment	Department Chair's Assessment
	Engages in department and institutional service appropriate for current rank/status; demonstrates service to professional, local and/or international communities; facilitates student success through advising, mentoring, etc.; models professionalism	<input type="checkbox"/> 1 Fails to meet expectations <input type="checkbox"/> 2 Meets expectations <input type="checkbox"/> 3 Exceeds expectations Comments:	<input type="checkbox"/> 1 Fails to meet expectations <input type="checkbox"/> 2 Meets expectations <input type="checkbox"/> 3 Exceeds expectations Comments:
	Goals from previous year:	Progress toward goals from previous year:	Goals for upcoming year:
Describe how you infuse service in your teaching; please include specific examples.			

Faith Pillar: Discuss how you infuse faith in your teaching, service, and/or scholarship.

Additional Comments/Reflections/Recommendations:

I have seen this completed evaluation and I have received a copy. (Note: Signing this form does not indicate agreement or concurrence with the ratings or content of the evaluation).

Faculty Member's Signature

Date

Supervisor's Signature

Date

Kettering College Peer Review Guidelines

Faculty Name: _____ Academic Rank / Level: _____

Title: _____ Department/Program: _____

Name of Peer Reviewer(s): _____

The reviewer and faculty being reviewed will establish a designated time/place for the pre-conference, classroom observation, and post conference.

I. Pre-conference (10 minutes)

- Set parameters for the observation.
 - Does the faculty member want feedback on a certain technique or concern?
 - Do they want a more generic evaluation?
 - Will the review be used as part of an application for promotion?
- The pre-conference can be done by email, phone, Teams/Zoom, or face-to-face.

II. The Observation (50+ minutes)

- Take notes.
- Note what went well.
- Observe student reactions.
- Observe teacher behaviors.
- Note teaching techniques utilized.
- Note areas that could be improved.

Observer Notes	
<p><i>Comment on the following as appropriate:</i></p> <ul style="list-style-type: none"> • Guides learners with clear objectives • Uses effective communication skills • Uses expertise/content knowledge • Engages learners • Creates a safe and respectful learning environment • Provides valuable supplemental materials/handouts • Uses a variety of teaching methods • Allows for meaningful feedback and discussion • Uses and promotes reflective thinking • Uses technology appropriately • Provides opportunity for closure 	

III. Post-conference (30+ minutes) – should be scheduled preferably within seven days of the observation. It is important that the dialogue be honest and encouraging. The faculty observing should reflect on the class and share written notes prior to the post-conference discussion.

- First, ask the faculty to explain how they thought the class went, giving specific examples.
- Dialogue around those comments remembering to balance commendatory remarks with suggestions for improvement.
- Provide specific examples to support all comments.
- Offer suggestions and encouragement.
- The Documentation of Completion should be signed by the observer and copies maintained by both parties

Observer: Notes to share with faculty observed	
	<i>Additional Comments may be added here during discussion.</i>

IV. The Reflection – Following the post-conference, the faculty who was observed should make reflective notes regarding the process. This may be shared (optional) with the observer and the Faculty Reflection should be attached to the annual supplemental evaluation.

- What was useful?
- How could the suggestions be implemented to improve teaching techniques?
- What did you learn from observing another faculty member?

Faculty Reflection



Peer Review

Documentation of Completion

Faculty Member _____

Class/Subject _____

Directions:

Please give this form to the faculty under review for inclusion in their annual evaluation.

Statement of Completion:

I observed this faculty member in the classroom on (date) _____
Based on my observations, the Peer Review Process was completed and communicated to the
faculty member.

Observer:

Print Name

Signature