

**Evaluation of Faculty Performance  
FP: 103**

**Policy Originally Approved in 1970s  
(See 1997 Faculty Performance Review Policy for Core, Non-Tenured Faculty)**

The dean of each college is responsible for the evaluation of faculty performance. The dean or his/her designee conducts performance reviews according to procedures specified in each college. The results of these reviews are summarized and records are kept by the dean. Other administrators, including department and division chairs, program directors, and assistant or associate deans may participate in the process as requested by the dean. Information gained in the performance review may be used in decisions regarding promotion, retention, salary and tenure recommendations.

Under the existing institutional policy, performance criteria and the means of demonstrating them are listed below. Each college may weight the criteria differently or indicate a preferred means of demonstrating the criteria to reflect the differences in faculty roles and responsibilities in the different program areas.

**Performance Criteria**

**AREA I. Quality of Instruction**

- Criteria:
- 1) Knowledge of field
  - 2) Instructional strategies
  - 3) Student development (evidence of growth and change)

- Means:
- Optional combinations of at least two (2) below
- 1) Student evaluations
  - 2) Peer evaluation
  - 3) Administrative evaluation
  - 4) Self evaluation

**AREA II. Service within the Institution**

- Criteria:
- 1) Course/program development
  - 2) Formal student advising
  - 3) Faculty Senate, councils, committees
  - 4) Support/sponsorship of student activities and programs
  - 5) Assistance in recruiting/marketing

- Means:
- 1) Self-report
  - 2) Administrative validation

AREA III. Service to Profession and Community

- Criteria:
- 1) Presentations
  - 2) Consulting
  - 3) Workshops
  - 4) Scholarship
  - 5) Grants/proposals

- Means:
- 1) Self report
  - 2) Administrative validation

AREA IV. Professional Growth and Development

Criteria: Goals identified in consultation with the administrator related to Areas I, II or III, and/or the following:

- 1) Academic courses taken beyond degree
- 2) Inservice training
- 3) Attendance at professional meetings
- 4) Workshops

- Means:
- 1) Self-report
  - 2) Administrative validation

**Student Evaluations:**

The policy on student evaluations originated in the 1970s. Under the existing policy, students are asked to evaluate the quality of classroom instruction and their satisfaction with each course by completing an instructional evaluation form supplied by the college. Generally the evaluations are conducted at or near the end of the term. Forms are distributed to all faculty with directions for their use. Generally a student is asked to distribute and collect the forms and to return them in a sealed envelope to a designated office at each campus or academic center. Student responses are analyzed and summarized by computer. Results are reviewed by administrators and returned to the instructor. Student ratings are ordinarily discussed as part of the performance review.

Faculty members are asked to save their student evaluation forms, as these provide valuable evidence for promotion and tenure applications.