

7/19/26 AD

ARTICLE 13 - EVALUATIONS

13.1 **Evaluation Types and Source of Initiation.** There shall be three (3) types of substantive evaluations of faculty. The primary type will be the Developmental Evaluation for contracted faculty, which will be initiated by time of service. Part-time faculty will be evaluated using multiple indices (see Article 13.3.3), or through a self-initiated developmental evaluation (see Article 13.4.2). Corrective Evaluations under Article 37 for contracted faculty members and a "Corrective Opportunity" under Article 34.5.6.2 for part-time faculty members shall be initiated in response to indications of inadequate performance requiring significant intervention.

13.2 **Purpose.** The purposes of the evaluation process at Lane Community College are:

- 13.2.1 To ensure quality in the teaching and learning environment and enhance student learning.
- 13.2.2 To support each individual's growth and development.
- 13.2.3 To support periodic assessment, reflection and mindful development by faculty of their professional service.
- 13.2.4 To support the continuous improvement of in-service programs and faculty professional development programs.
- 13.2.5 To support faculty creativity, experimentation and risk-taking.
- 13.2.6 To support alignment of performance with new needs of the discipline, program, subunit, and department/division, and promote departmental/divisional clarity of purpose.
- 13.2.7 To identify and overcome poor performance and to provide a basis for decisions regarding retention.
- 13.2.8 To support each individual's growth and development as it pertains to diversity and social justice education.
- 13.2.9 To support contracted faculty members' long-term curriculum planning work.

13.3 **Principles.** The principles of the evaluation procedures at Lane Community College include:

- 13.3.1 The College is accountable for the evaluation of performance of faculty members and to provide reasonable resources for the professional

development of faculty on a continuing basis, which shall be accomplished through the collaborative efforts of faculty and administration.

- 13.3.2 Every contracted faculty member, and their dean/her/his manager shall participate in a Developmental Evaluation as outlined in Article 13.4 at least every fifth (5th) year.
- 13.3.3 Multiple indices shall be utilized, both in terms of sources of information and activities evaluated, and may include teaching, scholarly performance and/or research, and service to the profession, college and community. At a minimum, developmental evaluations for contracted faculty shall include a faculty self-assessment, an instructional observation for instructional faculty, and an evaluation summary. Multiple indices for part-time faculty shall minimally include management observations, student evaluations, and self-evaluation. Additional indices may be added by mutual agreement between part-time faculty and management.
- 13.3.4 The administration shall have access to all primary or raw data developed according to the evaluation plan.
- 13.3.5 Faculty participation in evaluation is critical to bringing subject matter and pedagogical knowledge substantively into the assessment process. At the discretion of the employee being evaluated, a team may be used to help in the Developmental Evaluation process. The extent of use of peer evaluation shall be by mutual agreement of the faculty members involved.
- 13.3.6 Where deficiencies in a faculty member's performance are identified, the faculty member is responsible for correcting the deficiencies, and the College will provide reasonable development opportunities and resources.
- 13.3.7 Corrective Evaluations (Article 37) and Corrective Opportunities (Article 34.5.6.2) shall not be initiated as a disciplinary step, and any disciplinary action flowing from them will be conducted within just cause principles and will result solely from failure to meet improvement plans and objectives.
- 13.3.8 **Distance Learning Evaluation Principles. The following principles regarding evaluation involving distance learning shall be followed:**
 - 13.3.8.1 The evaluation of distance learning courses and significant distance learning course elements shall be conducted as close as

possible to the framework and processes of the evaluation of other courses.

13.3.8.2 Faculty and student privacy shall be protected and respected. No observation or monitoring of student-student or faculty-student interaction shall take place without prior agreement with the faculty member(s) responsible for the class, and prior notification of the students involved.

13.3.8.3 Evaluations of distance learning courses may include a separate evaluation of the technology used and the distance learning format, which may include a standard review tool agreed upon by the faculty member and the department manager (e.g. OSCQR – SUNY Online Course Quality Review Rubric).

13.3.8.4 Once a faculty member and department manager agree on an online course to observe and a timeframe for developmental evaluation, the faculty member shall make the class accessible for the department manager. The faculty member and department manager shall mutually agree upon the scope of the online evaluation consistent with such scope determinations for class evaluations as outlined in Article 13 and the faculty evaluation handbook (for example, one week). If the faculty member requires assistance to provide access to the department manager, the faculty member may contact the ATC in order to authorize provision of access to the course to the department manager.

13.4 Developmental Evaluation. Developmental Evaluations shall be used to provide a structured and supported opportunity for faculty as provided below to periodically take stock of accomplishments, reflect on current and future directions, and connect those directions with the challenges facing the discipline and department/division. The experience within this type of evaluation is intended to be purely developmental and result in a development plan.

13.4.1 Initiation - Contracted Faculty Members. A Developmental Evaluation for contracted faculty members is time triggered (see Article 13.6). For contracted faculty members, the schedule for the evaluation shall take place within two (2) terms and shall be established as early as possible and mutually agreed to by the faculty member and the appropriate manager(s). Probationary employees will participate in a Developmental Evaluation with the faculty member's departmental/division ~~deanchair/manager~~ or immediate supervisor each year of their probationary period. The Developmental Evaluation for probationary employees shall be initiated by the faculty member's

departmental/division deanchair/manager during the fall term of each year.

- 13.4.2 **Initiation – Part-time Faculty Members.** Part-time faculty may initiate a Developmental Evaluation consistent with Article 13.4.3.1 at any time for their own professional development, except that Developmental Evaluations for Part-time faculty do not require management involvement.
- 13.4.3 **Developmental Evaluation Procedures.** The Developmental Evaluation for permanent contracted faculty will be conducted consistent with the following:
 - 13.4.3.1 The deandepartment manager or the faculty member may initiate the developmental evaluation. The Developmental Evaluation shall be carried out by an evaluation team composed of the employee being evaluated, the department/division deanchair/manager, and if desired by the faculty member, other staff chosen by the faculty member, subject to reasonable ability of the group to do its work. The department/division deanchair/manager may recommend to the faculty member other staff to be part of the evaluation team. It is recommended that all members of developmental evaluation teams have content or discipline expertise.
 - 13.4.3.2 The evaluation team shall meet in a planning conference to discuss the scope of the Developmental Evaluation, the kinds and sources of data that will be necessary to conduct the evaluation and the manner by which the data are to be collected and analyzed. The department/division deanchair/manager shall ensure that this work is accomplished and the results of this conference are reduced to writing and a copy provided to the employee. At the request of the employee, a copy will be provided to the Association.
 - 13.4.3.3 An evaluation conference of the evaluation team and the employee's deanchair/manager shall be held to clarify any questions concerning the data, to clarify developmental issues, to make developmental recommendations, to identify sources of support, and to identify and discuss any constraints faced by the employee and to suggest ways to remove such constraints. The department/division deanchair/manager shall ensure the evaluation conference takes place and the results of the evaluation conference are a

development plan and a summary, which shall be reduced to writing.

13.4.3.4 The employee shall be provided a written copy of the results of the evaluation conference and shall be afforded the reasonable opportunity to provide an addendum in writing, which will be attached. The summary of the evaluation conference, including addenda to the summary, shall be placed in the employee's personnel file.

13.5 **Separation.** The Developmental Evaluation is intended to be separate from the corrective and disciplinary processes. The specific Corrective Evaluation process for contracted faculty members is defined in Article 37 and the specific Corrective Opportunity process for part-time faculty members is defined in Article 34.5.6.2. While complete separation of the developmental and corrective processes is not possible, effective separation is achieved by the following:

- 13.5.1 While the Developmental Evaluation serves as a source of performance data, the College shall ensure that the primary source of performance data will be regular, ongoing performance indicators.
- 13.5.2 If performance problems requiring significant intervention are indicated by data developed specifically for Developmental Evaluations, this data may only be used by the College to initiate further development of data on those performance problems. In the instance that there are indications of significant performance problems that corroborate a performance difficulty the performance problem may be a) dealt with in the developmental plan of the Developmental Evaluation which is solely developmental or b) be dealt with in a Corrective Evaluation or Corrective Opportunity process within the principles and procedures as outlined in Article 37.2 and Article 34.5.6.2 respectively.
- 13.5.3 In no case will the same performance issue be dealt with concurrently in a Developmental Evaluation process, Corrective Evaluation process or a process involving disciplinary action.
- 13.5.4 Discipline may not result from the level of completion of elements of a developmental plan coming from a Developmental Evaluation.

13.6 **Frequency of Evaluations.** Probationary faculty shall participate in a Developmental Evaluation every year of their probation. Contracted faculty shall participate in a Developmental Evaluation at least once every five years. Part-time faculty shall participate in an evaluation using multiple indices or a self-initiated developmental evaluation their first term, the term before they earn part-time seniority, and every fifth year after that.

13.7

Use of Peer Evaluation and Teaching/Professional Development Portfolios.

Peer evaluation of employees and teaching/professional development portfolios can be key inputs to developmental planning. A faculty member has the discretion over the scope of use of peer evaluation and material in teaching/professional development portfolios in the evaluation process, but data provided within this scope shall be accessible by request to the College. Peers have the discretion over being part of peer evaluation. Data and conclusions derived from peer evaluation initiated by the employee separately from the evaluation process may be introduced into it only at the discretion of the employee.

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Probationary Employees. A decision to not renew a probationary employee shall be made in accordance with Article 25, Employment Status, Section 25.4, Non-renewal. After completion of their second year, probationary employees may not be recommended for non-retention based on performance without receiving a Corrective Evaluation (notice of non-renewal due by February 15 of the second year, see Article 25.4). Further, probationary employees may not be non-renewed during a Corrective Evaluation and the period of any subsequent improvement plan.

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Evaluation Handbook. The Lane Community College faculty Developmental Evaluation and Corrective Evaluation processes are the product of a collaborative faculty/administration effort. It is in the joint collegial interest of both the faculty and administration to develop and maintain the highest reasonable evaluation standard, which will result from the continuing collaboration of both parties in the ongoing evolution of the evaluation and developmental standards and processes. Therefore, the College and the Association have produced an Evaluation Handbook, which is limited to clarifying statements of the evaluation process, forms, checklists, and instructions. The College and Association will regularly review this Handbook and solicit suggestions for its improvement. Any proposed changes to the Handbook will be submitted to the Association and College labor relations representative for timely review for conformance with collectively bargained Agreements. ~~The College and Association will review and update the evaluation handbook by April 1, 2020.~~