## 2.5 **EVALUATION**

Since the University is responsible for maintaining high standards of performance in a wide variety of fields, it is essential that this faculty be composed of men and women of high personal and professional qualifications.

The rationale of evaluation procedures is to encourage and commend the faculty, to bring about improvement in the quality of performance, to recognize serve as a basis for decisions on promotion and retention.

Faculty members will be evaluated annually using a Faculty Annual Report of Activities & Goals form which is signed by the immediate supervisor, the Department Chair, the Dean, and the Provost as well as feedback forms completed by the faculty member's students. The procedures will be promulgated by the Provost/Vice President for Academic Affairs and will take under consideration the Heritage University Key Characteristics of Highly Effective Faculty adopted by the Faculty Senate. Evaluation must be completed by the end of the Spring semester of the academic year. Deans and Program Chairs will be similarly evaluated by their Supervisors.

Every third year the annual evaluation will be expanded to include a self-assessment and discussion with the immediate supervisor on the Heritage University Key Characteristics of Highly Effective Faculty, student evaluations, and, should the faculty member request promotion or apply for a multi-year contract, a peer review conducted by the University Committee for Evaluation, Promotion, and Extended Contracts, using procedures promulgated by the Provost/Vice President for Academic Affairs.  The primary focus of this evaluation will be the cumulative contributions of the faculty member since the last triennial evaluation.  The evaluation process involves the Department Chair, College Dean, and Provost/Vice President for Academic Affairs. When an extended term contract is to be issued, the evaluation will include a review by the University Committee for Evaluations, Promotion, and Extended Contracts and a Presidential review.

The following Evaluation Criteria, based on the Heritage University Key Characteristics of Highly Effective Faculty (Appendix A), will be considered during any review by the Committee on Evaluation, Promotion, and Extended Contracts.

1. demonstrated effective service and commitment to the University mission (attested by the evaluation procedures of the University, specifically the academic supervisors' evaluation. Some further examples of evidence are self-evaluation and student evaluations, as appropriate).

2. shown continued professional growth, as seen in such accomplishments as attaining additional professional credentials, applying current scholarship to one's professional responsibilities at the University, publications, performances, presentations, or other similar achievements (attested by the Faculty Annual Report of Activities and Goals, or other supporting material offered by the faculty member).

3. maintained collegial relationships with the other employees of the University, students, members of the community, and others relevant to the faculty member's work at the University (may be attested by student evaluations, as appropriate, supervisor's evaluations, peer feedback, attendance at professional development opportunities provided by the Center for Intercultural Learning and Teaching, or other supporting material offered by the faculty member).

Taken from Heritage University Faculty Handbook:Updated by Faculty Senate, approved by AAA April 2023.

## APPENDIX A: Key Characteristics of Highly Effective Faculty

Originally adopted into Faculty Handbook by Faculty Senate on May 5 and Board of Directors on June 12, 1997

**Heritage University Key Characteristics of Highly Effective Faculty**
**And Measures of Faculty Success**
<u>(Changes Adopted by Faculty Senate 3/29/2005 and Academic Affairs April 2005)</u>

<u>Core Convictions/Preamble</u>
Highly effective educators at Heritage University are persons whose commitment and dedication embody the three "key values" underlying the Heritage University Vision Statement: "1) honoring each person's human dignity and potential; 2) seeking intellectual growth and challenges; and 3) celebrating the shared spiritual roots of all humankind." Highly effective Heritage educators value the intellectual life in all its dimensions: cognitive, affective, and cultural; listen to and incorporate student knowledge and experience by respecting their diverse cultures and learning styles; challenge students to explore and aspire to their full academic potential; and foster collaboration among students and faculty to form a community of engaged, reflective, mutually-supportive learners.

Together the faculty members of Heritage University have identified the following categories of key characteristics of faculty who are highly successful at Heritage.

**1. Knowledge**
    1A. Is professionally well-prepared; is well-informed on a broad range of topics
    1B. Provides strong, academic disciplinary content; continues to advance in the discipline; knows current sources and resources for the discipline
    1C. Integrates related academic disciplines
    1D. Is aware of key aspects of human, intellectual, and moral development
    1E. Understands and respects individual learners, intellectually, emotionally, and culturally

**2. Learner-Centered Teaching**
    2A. Uses a variety of active teaching and learning strategies to interest, engage, and motivate students
    2B. Connects discipline content to authentic, real life applications and current issues
    2C. Identifies learning outcomes and multiple means of achieving them
    2D. Uses frequent and multiple techniques of assessment
    2E. Adapts teaching strategies to diverse learning styles,
    2F. Identifies the point at which students can grow, and supports students in meeting rigorous academic challenges
    2G. Designs a hospitable classroom culture and builds a collaborative community from the diversity in the classroom
    2H. Integrates technology and multi-media into classroom learning.
    2I. Encourages hands-on learning with projects, practica, or research that is relevant to students' professional development and to the needs of the community.

**3. Cultural Pluralism**
    3A. Celebrates human diversity and practices inclusiveness as core institutional values
    3B. Enlarges students' world view, respecting the many traditions underlying ethical thought and conduct by bringing cross-cultural/global perspectives into the curriculum
    3C. Functions comfortably and effectively in the cultural communities served by Heritage University
    3D. Recognizes and respects each student's multiple socio-cultural identities and teaches holistically (mind, heart, spirit, and body)

## 4. Communication

4A. Demonstrates reading, writing, quantitative, and research skills appropriate to the discipline, and provides students with opportunities to develop and practice these skills

4B. Models active listening, effective speaking, and oral questioning skills

4C. Understands and uses cross-cultural communication skills

## 5. Reflective Teaching

5A. Is an analytical, life-long learner in the profession

5B. Learns from students

5C. Welcomes new ideas; seeks to learn and improve

5D. Does self-evaluation; has a professional self-improvement plan

5E. Has a humble, patient attitude with self and others

5F. Models appropriate risk taking, innovation

## 6. Professional Standards and Ethics

6A. Demonstrates responsibility to the learning community and profession

6B. Embraces cross-disciplinary collaboration

6C. Disseminates results of research or creative endeavors

6D. Observes the code of ethics of the profession/discipline and understands conflict of interest

6E. Embraces contractual responsibility

6F. Participates in college governance

6G. Is accessible to students

6H. Demonstrates ethically appropriate relationships inside and outside of the classroom

# Heritage University

## Faculty Performance Worksheet
based on
## Key Characteristics of Highly Effective Faculty
and
## Measures of Faculty Success

### *Introduction*

Highly effective educators at Heritage University are persons whose commitment and dedication embody the three "key values" underlying the Heritage University Vision Statement: "1) honoring each person's human dignity and potential; 2) seeking intellectual growth and challenges; and 3) celebrating the shared spiritual roots of all humankind."

Highly effective Heritage educators value the intellectual life in all its dimensions: cognitive, affective, and cultural; listen to and incorporate student knowledge and experience by respecting their diverse cultures and learning styles; challenge students to explore and aspire to their full academic potential; and foster collaboration among students and faculty to form a community of engaged, reflective, mutually-supportive learners.

Together the faculty members of Heritage University have identified the following categories of key characteristics of faculty who are highly successful at Heritage.

****

*Note to reviewers and faculty members*: This faculty assessment worksheet includes a variety of characteristics and measures which define the effective faculty member at Heritage University.  Please complete this instrument carefully because it provides a reflective foundation for the conversation between faculty members and their reviewers. While this document does not become part of the faculty member's personnel file, it does assure a consistency among faculty members and reviewers in assessing faculty effectiveness.

Performance Worksheet for: _____

Faculty Member's Name

Completed by: ☐ Reviewer ☐ Self

Name and Title of Evaluator (if Other than Self): _____

| Date | Courses Involved | (Note: Tie to overall performance, not just one or two courses.) |
|------|------------------|--------------------------------------------------------------|
|      |                  |                                                              |
|      |                  |                                                              |
|      |                  |                                                              |
|      |                  |                                                              |

Please choose from one of the following options for each of the measures that indicate the presence of the key characteristics of effective faculty.

1. The key characteristic was demonstrated consistently at an exemplary level.
2. The key characteristic was demonstrated consistently.
3. The key characteristic was demonstrated, but not consistently.
4. The key characteristic was demonstrated at a developmental level.
5. The key characteristic is not applicable.

| Key Characteristic 1 | Knowledge |
|----------------------|-----------|

1    2    3    4    5

☐ ☐ ☐ ☐ ☐ 1A. Is professionally well-prepared; is well-informed on a broad range of topics

☐ ☐ ☐ ☐ ☐ 1B. Provides strong, academic disciplinary content; continues to advance in the discipline; knows current sources and resources for the discipline

☐ ☐ ☐ ☐ ☐ 1C. Integrates related academic disciplines.

☐ ☐ ☐ ☐ ☐ 1D. Is aware of key aspects of human, intellectual, and moral development

☐ ☐ ☐ ☐ ☐ 1E. Understands and respects individual learners, intellectually, emotionally, and culturally.

As evidenced by the following behaviors/characteristics: *syllabi, bibliography, class presentations, presentations at professional meetings, mid-term feedback process, student feedback forms, supervisor observations, student advisees, departmental/meeting discussions, etc*.

| Notes: |
|--------|

| Key Characteristic 2 | Learner-Centered Teaching |
|---|---|

| 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ | ☐ | 2A. Uses a variety of active teaching and learning strategies to interest, engage, and motivate students |
| ☐ | ☐ | ☐ | ☐ | ☐ | 2B. Connects discipline content to authentic, real life applications and current issues |
| ☐ | ☐ | ☐ | ☐ | ☐ | 2C. Identifies learning outcomes and multiple means of achieving them |
| ☐ | ☐ | ☐ | ☐ | ☐ | 2D. Uses frequent and multiple techniques of assessment |
| ☐ | ☐ | ☐ | ☐ | ☐ | 2E. Adapts teaching strategies to diverse learning styles, |
| ☐ | ☐ | ☐ | ☐ | ☐ | 2F. Identifies the point at which students can grow, and supports students in meeting rigorous academic challenges |
| ☐ | ☐ | ☐ | ☐ | ☐ | 2G. Designs a hospitable classroom culture and builds a collaborative community from the diversity in the classroom |
| ☐ | ☐ | ☐ | ☐ | ☐ | 2H. Integrates technology and multi-media into classroom learning. |
| ☐ | ☐ | ☐ | ☐ | ☐ | 2I. Encourages hands-on learning with projects, practica, or research that is relevant to students' professional development and to the needs of the community. |

As evidenced by the following behaviors/characteristics: *Lesson plans reflect multiple learning styles, syllabi, examples of lessons, engaged learners, cooperative learning activities, mid-term feedback process, responses on course evaluations by students, and assessment of student learning (particularly through analysis of student performance data in Anthology Portfolio).*

| Notes: |
|---|

| Key Characteristic 3 | Culture Pluralism |
|---|---|

1    2    3    4    5

☐ ☐ ☐ ☐ ☐    3A. Celebrates human diversity and practices inclusiveness as core institutional values

☐ ☐ ☐ ☐ ☐    3B. Enlarges students' world view, respecting the many traditions underlying ethical thought and conduct by bringing cross-cultural/global perspectives into the curriculum

☐ ☐ ☐ ☐ ☐    3C. Functions comfortably and effectively in the cultural communities served by Heritage University

☐ ☐ ☐ ☐ ☐    3D. Recognizes and respects each student's multiple socio-cultural identities and teaches holistically  (mind, heart, spirit, and body)

As evidenced by *syllabi, fostering discussion of and respect for students' points of view, choice of inclusive textbook and other resources, and use of mid-term feedback process.*

Notes:

| Key Characteristic 4 | Communication |
|---|---|

1    2    3    4    5

☐ ☐ ☐ ☐ ☐    4A. Demonstrates reading, writing, quantitative, and research skills appropriate to the discipline, and  provides students with opportunities to develop and practice these skills

☐ ☐ ☐ ☐ ☐    4B. Models active listening, effective speaking, and oral questioning skills*?*

☐ ☐ ☐ ☐ ☐    4C. Understands and uses cross-cultural communication skills

As evidenced by *creating opportunities to speak and discuss ideas in class; assigning essays, research papers,  and oral reports; using MyHeritage, forums, email, Elluminate; developing clear syllabi; modeling wait time/inviting others to speak; modeling scholarship and research.*

Notes:

| Key Characteristic 5 | Reflective Teaching |
|---|---|

1   2   3   4   5

☐ ☐ ☐ ☐ ☐   5A. Is an analytical, life-long learner in the profession

☐ ☐ ☐ ☐ ☐   5B. Learns from students

☐ ☐ ☐ ☐ ☐   5C. Welcomes new ideas; seeks to learn and improve

☐ ☐ ☐ ☐ ☐   5D. Does self-evaluation; has a professional self-improvement plan

☐ ☐ ☐ ☐ ☐   5E. Has a humble, patient attitude with self and others

☐ ☐ ☐ ☐ ☐   5F. Models appropriate risk taking, innovation

As evidenced by the following behaviors/*documents*/characteristics: *Discussions with colleagues, honest evaluation responses, midterm assessment for feedback.*

Notes:

| Key Characteristic 6 | Professional Standards and Ethics |
|---|---|

1   2   3   4   5

☐ ☐ ☐ ☐ ☐   6A. Demonstrates responsibility to the learning community and profession.

☐ ☐ ☐ ☐ ☐   6B. Embraces cross-disciplinary collaboration

☐ ☐ ☐ ☐ ☐   6C. Disseminates results of research or creative endeavors

☐ ☐ ☐ ☐ ☐   6D. Observes the code of ethics of the profession/discipline and understands conflict of interest

☐ ☐ ☐ ☐ ☐   6E. Embraces contractual responsibility

☐ ☐ ☐ ☐ ☐   6F. Participates in college governance

☐ ☐ ☐ ☐ ☐   6G. Is accessible to students

☐ ☐ ☐ ☐ ☐   6H. Demonstrates ethically appropriate relationships inside and outside of the classroom

As evidenced by *sharing expertise and evidence-based improvement of student learning at community or national level, professional writing, presentations at conferences or on campus/faculty days, carrying out duties in a timely, responsible manner, attending special events and meetings, maintaining collegial rapport, generous and positive attitude, office hours, encouragement/tutoring/advising of students, faculty members bringing in own cultures:*

Notes:

# Heritage University

**Analysis of Faculty Effectiveness/Performance Assessment Summary**
**and**
**Professional Development Growth Plan**

Faculty Member:

Program (Department, Courses, Areas of Responsibility):

Department Chair (Supervisor):

Other Mentors:

Dates for Reviewing Progress:

Date of Conversation on this assessment and growth plan:

***Convert to PDF and sign electronically***

Faculty signature: _____ Date: _____

Chair signature: _____ Date: _____

Reviewed by Provost: _____ Date: _____

Reviewed by President: _____ Date: _____

*Electronic copies to:*
1. *Faculty Member*
2. *Faculty Member File in Office of the Provost/Vice President for Academic Affairs*
3. *Department Chair*

# Summary of Self-Assessment and Developmental Conversation
(the reflective process that connects the key characteristics to the professional development plan)

**Areas of Strength:** (How I best help students learn)

Key characteristics and areas (teaching, community service, scholarship), which represent my greatest strengths, according to my self-assessment, are:


Greatest strengths according to the program chair (and other mentors) are:


Summary of conversation reconciling and integrating these strengths:


Some evidence and examples (especially for positive student learning outcomes) are:


I would be willing to serve as a professional resource to colleagues on these strengths
☐Yes  ☐No  Comment:

**Areas for Growth and Development:** (How I can better help students learn)

Key characteristics and areas, based on self-assessment and university needs, I would like to develop are:


Areas for growth and development according to program chair and others are:


Summary of conversation reconciling and targeting areas for professional growth in next year or so:

# Professional Growth Plan

1) **Targeted Areas for Development** (learning outcomes)

2) **Planned Developmental Activities**

3) **Useful Resources and Opportunities:** (Books, articles, reports, people at Heritage, people elsewhere, workshops, conferences, seminars, grants, courses, degree programs, etc.)

4) **Resources Needed from the University:**

5) **Timeline/Checkpoints:**

6) **Formative Assessment:** (linking key characteristics, where applicable, to positive impact on student learning, past and projected)

# Faculty Evaluation Cycle

**Faculty Due Dates:**
- February 2 to Chairs
- February 2 to Committee only for Multi-year Appointments
- February 28 to Provost

[facultyevaluations.vpaa@heritage.edu](mailto:facultyevaluations.vpaa@heritage.edu)

**Provost/VPAA Due Dates:**
- March 18 to President
- April 12 Return signed documents to Faculty member

Group 2

Regular- ranked
3 year +

Term-ranked Faculty
4 year +

Triennial Full Evaluation and/or Multi-year Appointment

Required: A, B, C, D, E, F

**Due: February 2**

(A) Faculty Effectiveness/ Performance Assessment/ Professional Growth

(B) Updated: Faculty Portfolio

(C) Annual Report

(D) Chair Letter to Provost

(E) Provost Letter to President

(F) Evaluation and Multi-year Appointment Committee Letter to Provost

(G) Promotion Committee Letter to Provost

11/4/22

# Faculty Evaluation Cycle



**Group 1**

Regular- ranked Probationary

2nd Year   3rd Year

Required: A, B, C, D, E, F
**Due: January 8**

**Group 2**

Regular-ranked 3 year +

Term-ranked Faculty W/ 4 year +

Triennial Full Evaluation: and/or Multi-year appointment

Required: A, B, C, D, E, F
**Due: February 2**

**Group 3a**

Professional Growth Plan Update Regular-ranked Faculty in the 2 years between each Triennial Evaluation

Required: B, C
**Due: March 4**

**Group 3b**

Required Classroom/Teaching Observation: Term - ranked Faculty

**Due: March 4**

**Group 4**

First-Year Probationary Regular- ranked (RR)

Probationary (RR) Faculty member Formative Evaluation

Required: A, B, C, D, F
**Due: March 18**

(A) Faculty Effectiveness/ Performance Assessment/ Professional Growth

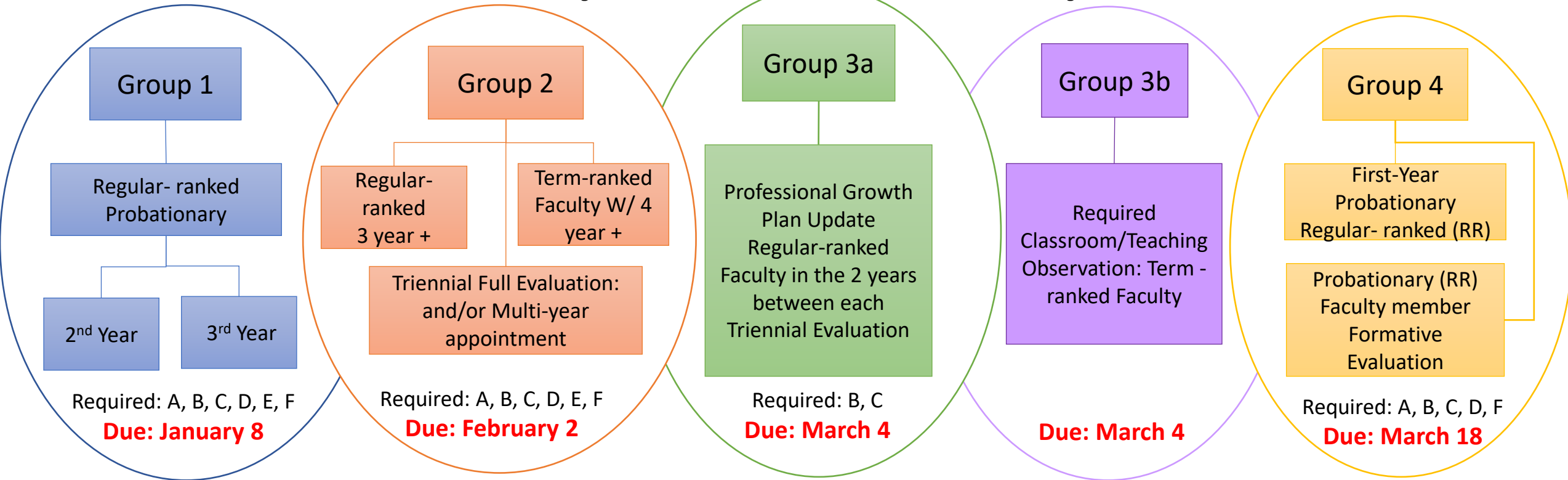(B) Updated Faculty Portfolio

(C) Annual Report

(D) Chair Letter to Provost

(E) Provost Letter to President

(F) Evaluation and Multi-year Appointment Committee Letter to Provost

(G) Promotion Committee Letter to Provost

11/4/22

# Faculty Evaluation Cycle

**Faculty Due Dates:**
- January 8 to Chair
- January 8 to Eval/Multi Committee
- January 26 to Provost
  facultyevaluations.vpaa@heritage.edu

**Provost/VPAA Due Dates:**
- February 9 to President
- Before February 28 Provost Meets w/Faculty Member

Group 1

Regular- ranked Probationary

2nd Year     3rd Year

Required: A, B, C, D, E, F
**Due: January 8**

(A) Faculty Effectiveness/ Performance Assessment/ Professional Growth

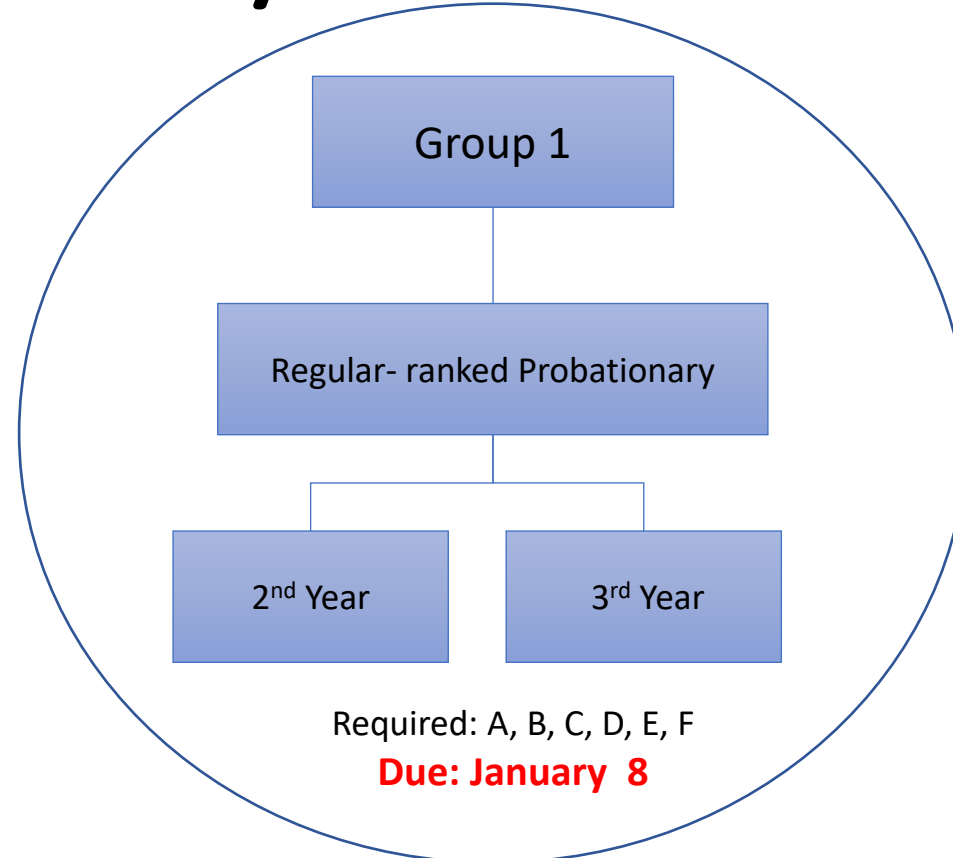(B) Updated Faculty Portfolio

(C) Annual Report

(D) Chair Letter to Provost
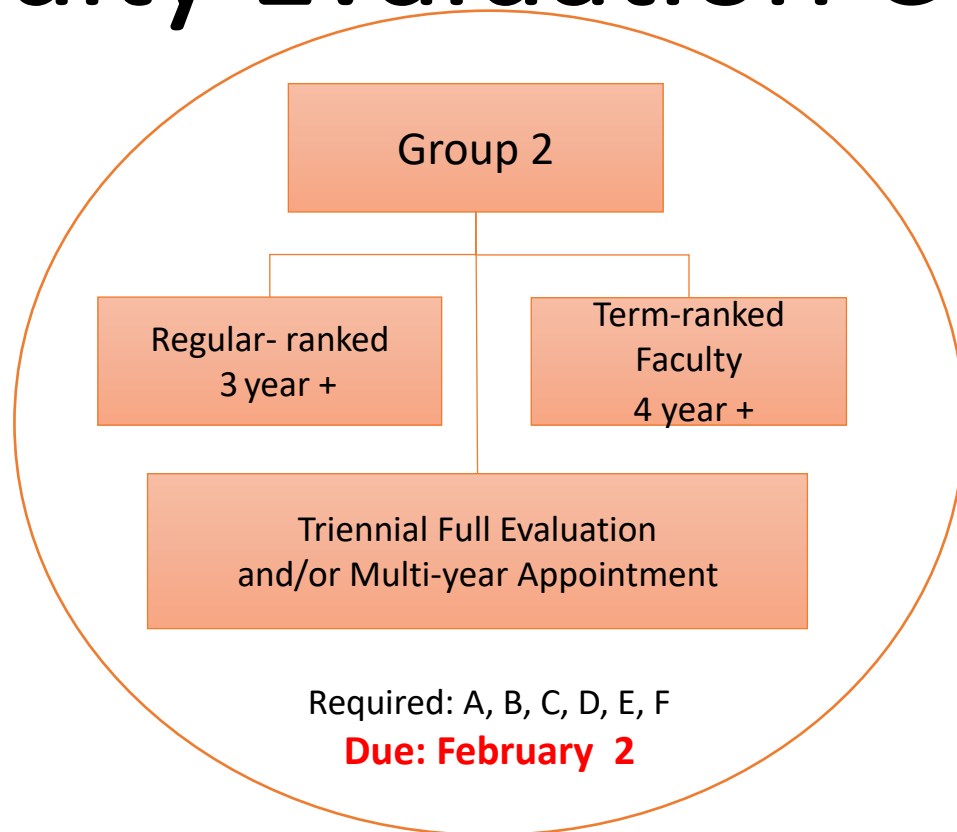
(E) Provost Letter to President

(F) Evaluation and Multi-year Appointment Committee Letter to Provost

(G) Promotion Committee Letter to Provost

11/4/22

# Faculty Evaluation Cycle

**Faculty Due Dates:**
- February 2 to Chairs
- February 2 to Committee only for Multi-year Appointments
- February 28 to Provost

facultyevaluations.vpaa@heritage.edu

**Provost/VPAA Due Dates:**
- March 18 to President
- April 12 Return signed documents to Faculty member

**Group 2**

Regular- ranked
3 year +

Term-ranked Faculty
4 year +

Triennial Full Evaluation and/or Multi-year Appointment

Required: A, B, C, D, E, F
**Due: February 2**

**(A) Faculty Effectiveness/ Performance Assessment/ Professional Growth**

**(B) Updated: Faculty Portfolio**

**(C) Annual Report**

**(D) Chair Letter to Provost**

**(E) Provost Letter to President**

**(F) Evaluation and Multi-year Appointment Committee Letter to Provost**

**(G) Promotion Committee Letter to Provost**

11/4/22

# Faculty Evaluation Cycle

**Faculty Due Dates:**
- March 4 to Chairs
- No Committee Submission
- March 18 Updated Portfolio to Provost
  facultyevaluations.vpaa@heritage.edu

**Group 3a**

Professional Growth Plan Update Regular -ranked Faculty in the two years between each full Triennial Evaluation

Required: B, C
**Due: March 4**

**Provost/VPAA Due Date:**
- March 18-April 14 Provost/VPAA evaluation team reviews Anthology Faculty Portfolio for completeness

(A) Faculty Effectiveness/ Performance Assessment/ Professional Growth

(B) Updated: Faculty Portfolio
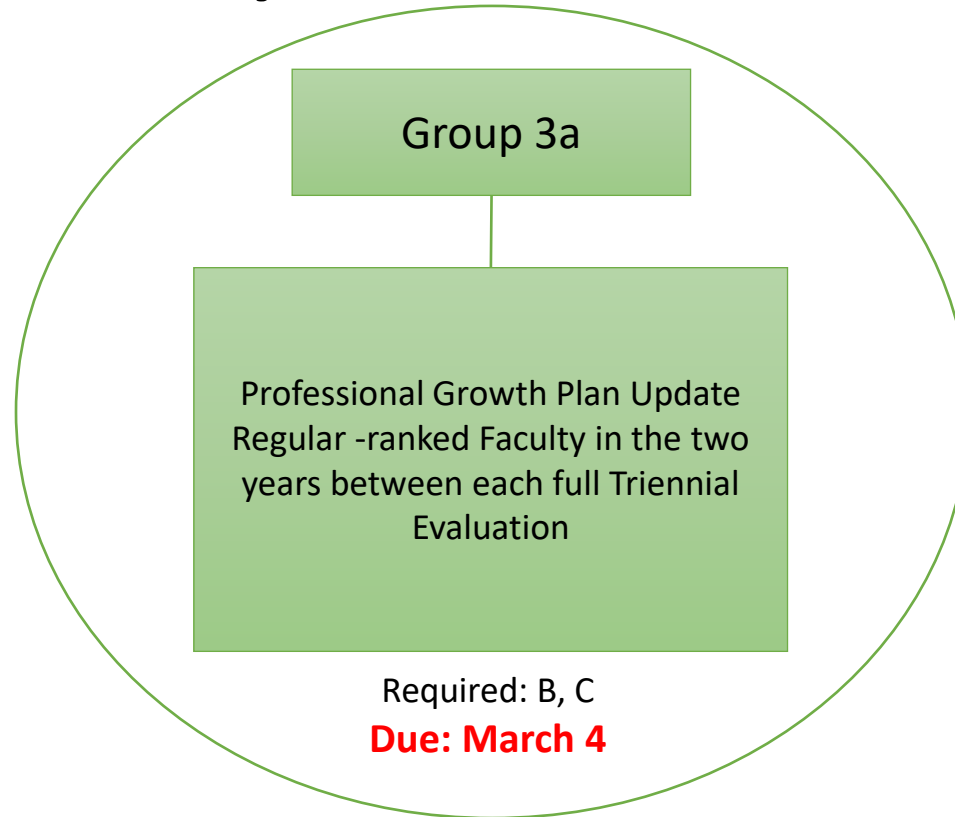
(C) PGP Update; Annual Report
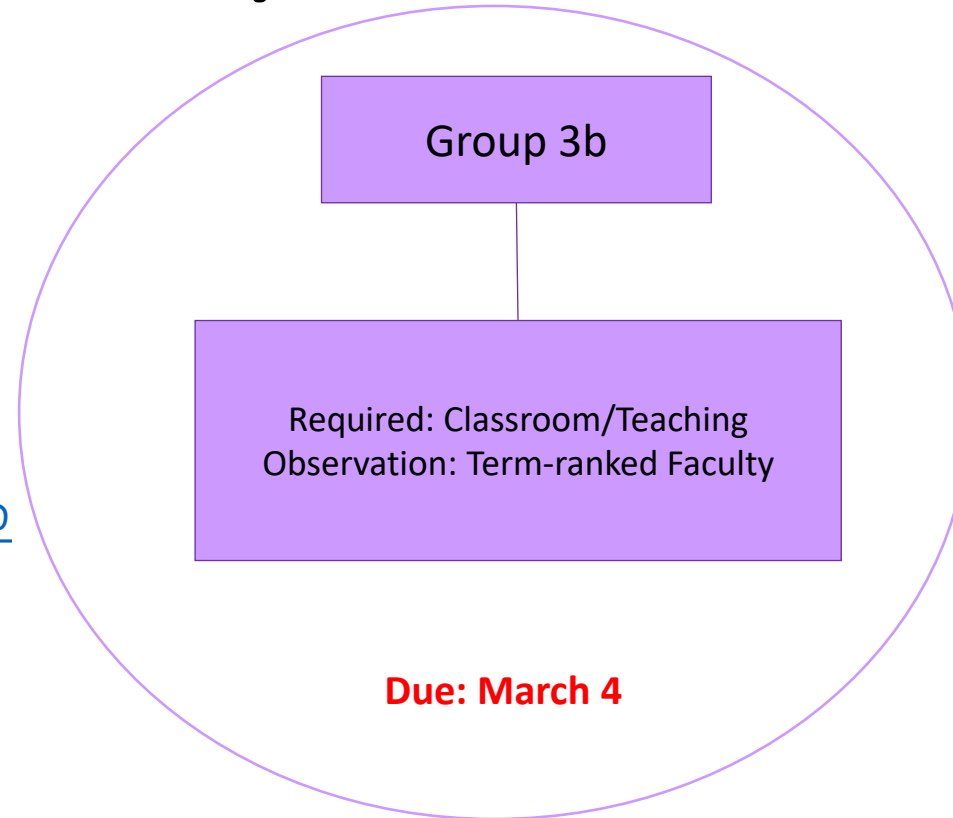
(D) Chair Letter to Provost

(E) Provost Letter to President

(F) Evaluation and Multi-year Appointment Committee Letter to Provost

(G) Promotion Committee Letter to Provost

11/4/22

# Faculty Evaluation Cycle

**Faculty Due Dates:**
- March 4 to Chairs
- No Committee Submission
- March 18 to Provost
[facultyevaluations.vpaa@heritage.edu](mailto:facultyevaluations.vpaa@heritage.edu)

**Group 3b**

Required: Classroom/Teaching Observation: Term-ranked Faculty

**Due: March 4**

**Provost/VPAA Due Date:**
- Marche 18-April 14 Provost/VPAA evaluation team reviews and files to confidential faculty file

(A) Faculty Effectiveness/ Performance Assessment/ Professional Growth

(B) Updated: Faculty Portfolio

(C) Annual Report

(D) Chair Letter to Provost

(E) Provost Letter to President

(F) Evaluation and Multi-year Appointment Committee Letter to Provost

(G) Promotion Committee Letter to Provost

11/4/22

# Faculty Evaluation Cycle

**Faculty Due Dates**
- March 18 to Chairs
- March 18 to Eval/Multi Committee
- April 8 to Provost
facultyevaluations.vpaa@heritage.edu

**Provost/VPAA Due Date**
- Before May 12 Provost meets w/Faculty Member

**Group 4**

First-Year Probationary Regular-ranked (RR)

Probationary (RR) Faculty Member Formative Evaluation

Required: A, B, C, D, F
**Due: March 18**

(A) Faculty Effectiveness/ Performance Assessment/ Professional Growth

(B) Updated: Faculty Portfolio

(C) Annual Report

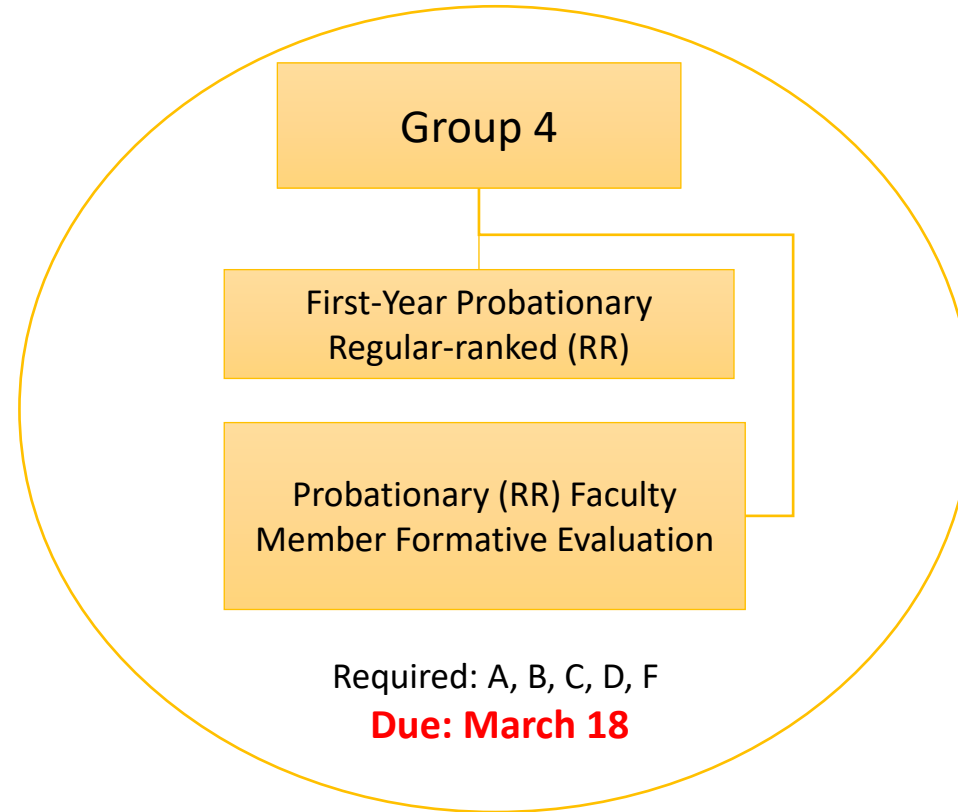(D) Chair Letter to Provost

(E) Provost Letter to President

(F) Evaluation and Multi-year Appointment Committee Letter to Provost

(G) Promotion Committee Letter to Provost

11/4/22
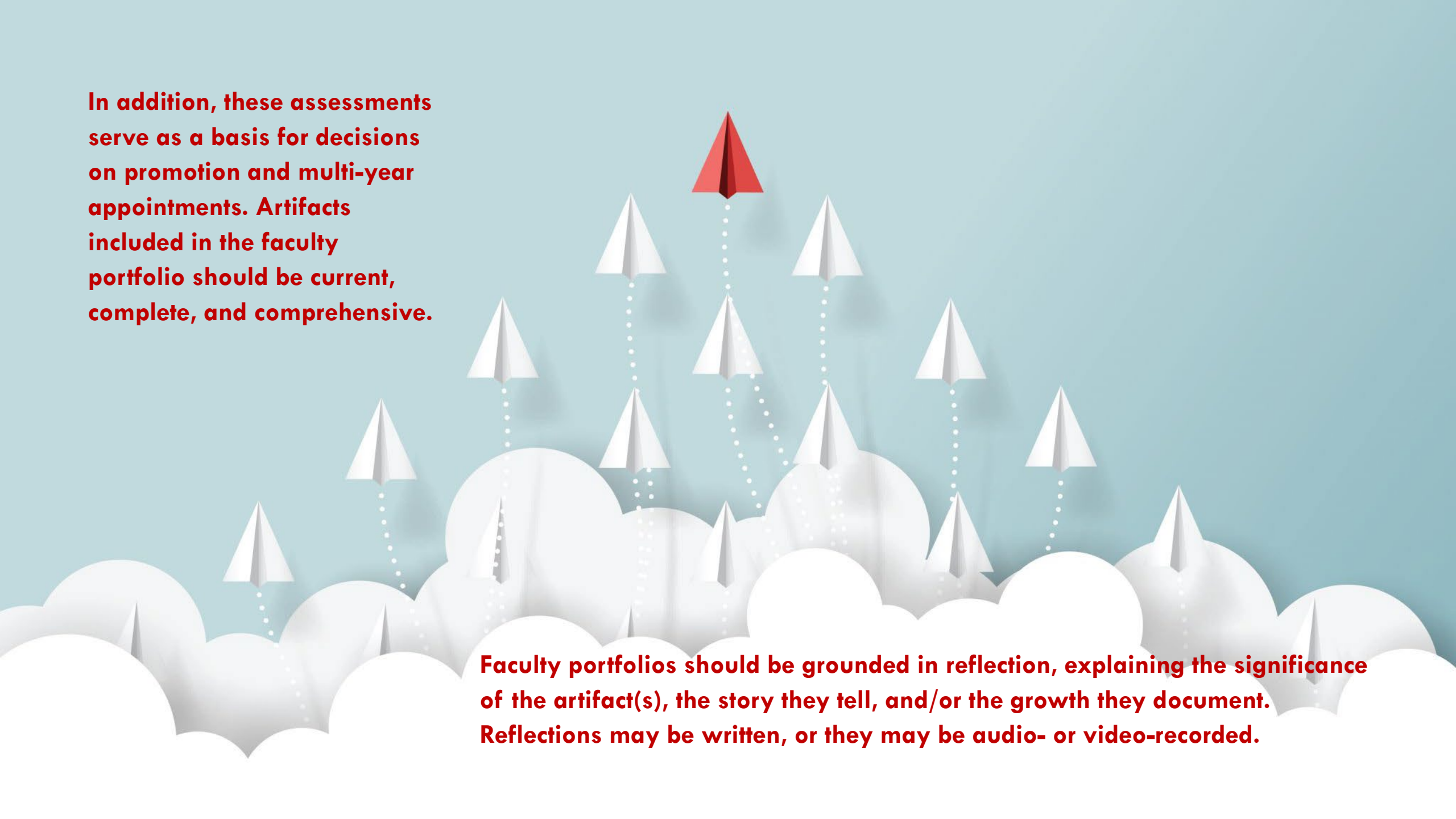
# ANTHOLOGY FACULTY PORTFOLIO: ASSESSING OUR ACCOMPLISHMENTS

Orientation for Committee on Evaluation and Multi-year Appointments, CILT Team, January 2023

Effective evaluation procedures encourage quality performance, recognize the contributions of individual faculty members, and thus, promote the excellence of student learning at Heritage University.

A Faculty Portfolio also serves as a professional development tool for both participating faculty and evaluators, affirming faculty achievement in teaching, scholarship, and service.

In addition, these assessments serve as a basis for decisions on promotion and multi-year appointments. Artifacts included in the faculty portfolio should be current, complete, and comprehensive.

Faculty portfolios should be grounded in reflection, explaining the significance of the artifact(s), the story they tell, and/or the growth they document. Reflections may be written, or they may be audio- or video-recorded.

**In Our Anthology Portfolios, Faculty can showcase equity mindsets in teaching, assessment, research/scholarship/creative activities, and service.**
**An equity mindset involves critical reflection, contextualization, and meaning-making.**

**Critical Reflection:**
Ask yourself questions about assumptions, recognize stereotypes that harm student success, continually assess practices, habits, biases to create change

**Contextualization:**
Bring understanding to the situation and structures that inform our practices

**Meaning-Making:**
Rich interpretations can spring from Critical Reflection and Contextualization.

Critical Reflection
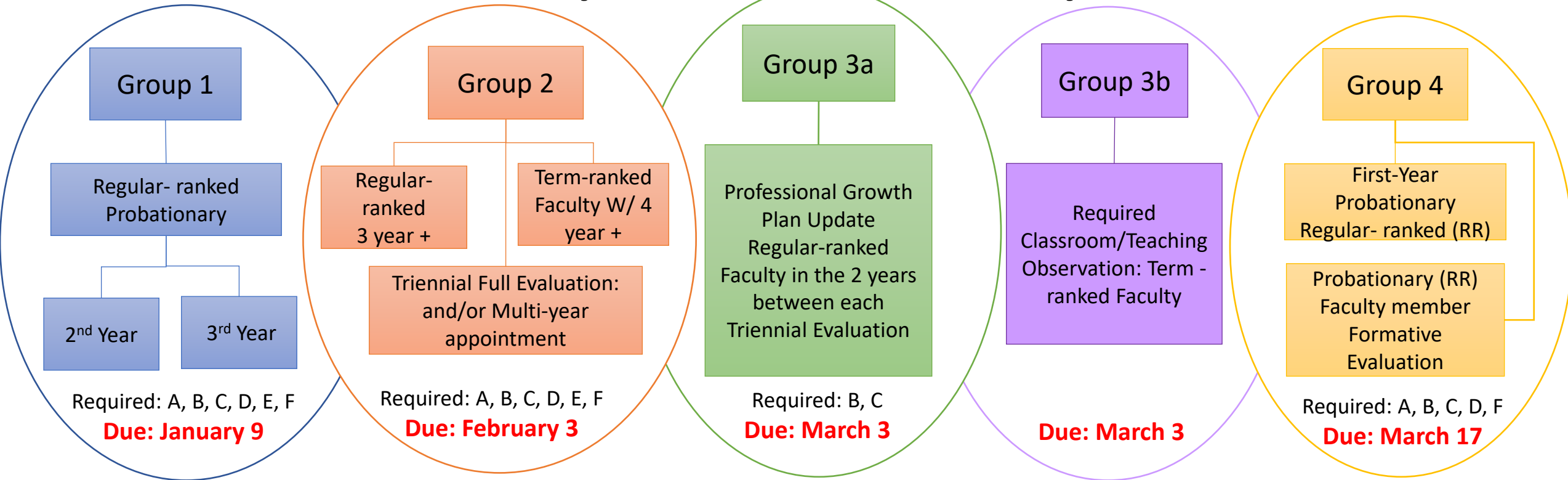
Contextualization

Meaning-Making
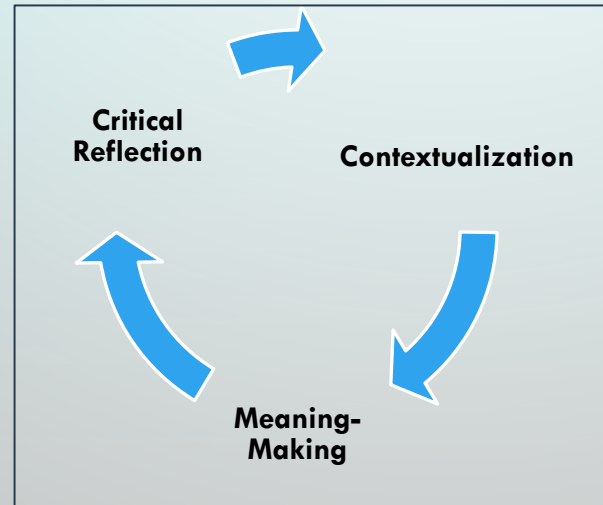
# FACULTY EVALUATION

**EACH REGULAR-RANKED FACULTY MEMBER RECEIVED AN EMAIL FROM EITHER MARY JAMES OR DIOSELINA VERDUZCO WITH DUE DATES AND THE MATERIALS NEEDED TO COMPLETE THE EVALUATION PROCESS.**

**THE EVALUATION CYCLE DEADLINES**

# Faculty Evaluation Cycle

**Group 1**

Regular- ranked Probationary

2nd Year | 3rd Year

Required: A, B, C, D, E, F
**Due: January 9**

**Group 2**

Regular- ranked 3 year + | Term-ranked Faculty W/ 4 year +

Triennial Full Evaluation: and/or Multi-year appointment

Required: A, B, C, D, E, F
**Due: February 3**

**Group 3a**

Professional Growth Plan Update Regular-ranked Faculty in the 2 years between each Triennial Evaluation

Required: B, C
**Due: March 3**

**Group 3b**

Required Classroom/Teaching Observation: Term - ranked Faculty

**Due: March 3**

**Group 4**

First-Year Probationary Regular- ranked (RR)

Probationary (RR) Faculty member Formative Evaluation

Required: A, B, C, D, F
**Due: March 17**

(A) Faculty Effectiveness/ Performance Assessment/ Professional Growth

(B) Updated Faculty Portfolio

(C) Annual Report

(D) Chair Letter to Provost

(E) Provost Letter to President

(F) Evaluation and Multi-year Appointment Committee Letter to Provost

(G) Promotion Committee Letter to Provost

11/4/22

# Heritage University Faculty Evaluation: The To-Do List by Group/Cycle

## 1st & 2nd Year Regular-Ranked Probationary
### (1st year is Group 4)
### (2nd year is Group 1)

1. Follow the Evaluation Committee Guidelines
2. Teaching-focus for activities
3. Develop Faculty Portfolio
4. Complete Faculty Performance Worksheet & Discuss w/Chair
5. Draft *Faculty Effectiveness/ Performance Assessment/Professional Growth Plan* (**.docx fillable form**+signature page)
6. Upload completed Assessment/Growth Plan to Anthology
7. Complete Annual Report (**Anthology fillable form**)
8. *Submit* Annual Report and *Share* Portfolio with
   a. Chair/Supervisor for final review
   b. **FacultyEvaluations.VPAA@heritage.edu**\*
   c. Accreditation@heritage.edu

\*Note: Chair of Evaluation & Multi-year Appointment Committee will receive materials at this link.

## 3rd Year Regular-Ranked & Ongoing Regular-Ranked, aka Triennial Evaluation
### (Group 2)

1. Update all Faculty Portfolio sections
2. Meet with Chair to review your last *Triennial Faculty Effectiveness/Performance Assessment & Professional Growth Plan* (**.docx fillable form** with signature page)
3. Thoroughly discuss previous professional development goals, program/department goals, new assignments
4. Prepare new Triennial Form; Review w/Chair
5. Upload to Anthology Current Evaluation Materials the completed/Signed Triennial Form
5. Complete Annual Report inside **Anthology Portfolio fillable form**
6. *Submit* Annual Report and *Share* Portfolio with
   a. Chair/Supervisor for final review
   b. **FacultyEvaluations.VPAA@heritage.edu**\*
   c. Accreditation@heritage.edu

\*Note: The Chair of the Evaluation & Multi-year Appointment Committee will receive materials at this link.

## Annual Professional Growth Plan Update x 2 years (Group 3A)

1. Update portfolio sections related to your Triennial Goals
2. Discuss progress with your Chair (Chairs discuss with VPAA/Provost)
3. Complete Annual Report (**Anthology fillable form**)
4. Share Portfolio with
   a. Chair/Supervisor for final review
   b. **FacultyEvaluations.VPAA@heritage.edu**\*
   c. Accreditation@heritage.edu

## Term-Ranked Faculty (Group 3B)

1. Meet with your Supervising Faculty Member or Peer Faculty Mentor
2. Complete the Teaching Observation process.
3. Select either Term-Ranked Faculty Portfolio or Faculty Portfolio and complete \*sections\* (Staff/Administration Evaluation may apply)
4. *Share* Portfolio with
   a. Chair/Supervisor for final review
   b. **FacultyEvaluations.VPAA@heritage.edu**\*
   c. Accreditation@heritage.edu

# Heritage University

## Office of the Provost/Vice President Academic Affairs

Yakmumamí Tiichám (The land of the Yakama People)
We acknowledge that we are coming to you
from the traditional lands of the first people of our valley,
the 14 Confederated Tribes and Bands of the Yakama Nation,
and we honor with gratitude the land itself and the Yakama Tribe.

**Agenda**
Starting the Conversation:
1st and 2$^{nd}$ Year Faculty Evaluation Process
Faculty Members and their Supervisors/Chairs
**Tuesday, October 24, 2023**
**11:55 am to 12:55 pm**
**Smith Family Hall**
**In-Person Brunch**

1. Welcome Dr. Melissa "Mel" Hill, Provost/Vice President of Academic Affairs

2. Our Evaluation Process is a Reflective Process, Centering Student Learning, HU Mission

3. Clarify the Requirements: Sections from the Faculty Handbook 2.4 & 2.5

4. Gloria Jones-Dance on Role of the Committee on Evaluation and Multi-year Appointments

5. "Key Characteristics of Highly Effective Faculty and Measures of Faculty Success"

6. First-Year Faculty Evaluation Activities and Timeline

7. Second-Year Faculty Evaluation Activities and Timeline

8. Conversation on the Use of the Faculty Performance Worksheet and Evidence Identification

9. Review of Analysis of Faculty Effectiveness/Performance Assessment Summary and Professional Development Growth Plan

10. Next Step: Meeting of Faculty Member, Chair, Committee Member, and/or Mentor

**Coming Next:**

**November 15:** Hands-on Workshop to Begin/Update your Faculty Portfolio in Anthology Portfolio, Center for Learning and Teaching, Provost/VPAA, and SaraBecca Martin, Director of Accreditation and Quality Improvement will all be available to provide support. Bring your laptop!