

THE BODY OF WORK

FACULTY PERFORMANCE REVIEW

One of the basic tenets of the Performance Management system for faculty is the concept that 70% of the evaluation is based on teaching, 15% is based on professional development, and 15% is based on college service. These three areas represent the Body of Work for any given faculty member.

In some cases this 70-15-15 system may be inappropriate. "One size fits all" may not work, for instance, if a faculty member has been reassigned to duties outside of the teaching realm, such as administering a grant. In those occasions it may be appropriate to modify the formula. A change in the 70-15-15 formula can be made through discussions with the department chair and with the approval of the appropriate campus dean and provost.

No matter whether the 70-15-15 system or a personalized system is used, the department chair and validation group should consider the entire body of work a faculty member does in assessing that person. No one area should be overlooked. In addition, faculty members may concentrate major efforts in one area; for instance, in teaching, they may strive to make major improvements in their content, in their student engagement, or in their delivery. This effort should be valued in their evaluations. In the same way, when looking at college service and professional development, different efforts deserve different values.

Evaluation of Teaching

Effective teaching promotes student success which is at the heart of our mission. Effective teaching is evidenced by adherence to both Professional Standards and Pedagogical Standards. Professional Standards, which permeate all activities associated with teaching and learning, are demonstrated by maintaining knowledge and skills; adhering to academic standards and maintaining appropriate rigor; and remaining current in one's field. Pedagogical Standards are demonstrated through the faculty's ability to **design** instructional experiences so that there is some assurance that learning will occur when qualified students engage; to **deliver** the subject matter so that it encourages the student to learn; and to **assess** and provide feedback to students that measures their progress.

The **evaluation of the teaching** component is organized around these two broad categories: Professional Standards and Pedagogical Standards. Professional Standards are addressed as one major area. Pedagogical Standards are sub-divided and addressed as three major areas: design, delivery, and assessment.

Professional Standards

This section relates to the academic responsibility and professionalism expected of all San Jacinto College faculty members.

- Maintains knowledge and/or skills and remains current in discipline
- Maintains academic standards and appropriate rigor
- Demonstrates professionalism through efforts in timeliness, demeanor, and professional commitments both in and out of the classroom

Pedagogical Standards (Instructional Design, Delivery, Assessment)

This section relates to specified subcategories of teaching methodology: design, delivery, and assessment.

Instructional Design

This category relates to the expertise and skills used in designing and sequencing learning experiences for students. It is posited that when qualified students engage with these experiences that there is a high probability that the learning outcomes will be achieved.

- Demonstrates preparation for effective teaching and creation of an effective learning environment
- Recognizes the learning potential of most students

Instructional Delivery

This category relates to faculty expertise and skills in presentation and interaction with students (e.g., oral and written communication skills; using information technology, speaking clearly, etc.).

- Demonstrates interest and engagement in teaching which enhances the learning environment
- Actively engages students in learning
- Uses effective teaching methods
- Tries new approaches to teaching and learning

Instructional Assessment

This category relates to the expertise and skills necessary to develop tools, procedures, and strategies to assess student learning and to provide meaningful feedback to students (the construction of tests, quizzes, exams, grading rubrics, grading systems).

- Evaluates student work constructively and provides timely feedback

College Service

Examples of the need to differentiate college service based on various aspects of the service can be found across the College. For instance, serving on a committee that, while important, only meets once or twice a year, should receive less weight than working with a group which meets often throughout the year to accomplish its work. Serving as advisor to a club that meets weekly may be weightier than someone who co-sponsors a group that meets monthly. Additionally, the sponsor who takes students on trips may be seen as doing even more service. While college service can be seen in three areas—to the College, to the community, and to the discipline or profession—no one is required to do service in all three areas; a faculty member may contribute in one, two, or three of the areas.

One way of evaluating the service is in the required level of commitment. Consideration should be given to several areas:

Time commitment: Under our current faculty work schedule, time is available each week for college service.

- How much time is required each month?
- How long are the meetings?
- How often are the meetings?
- Are there time requirements outside of the normal duty hours?

Travel:

- Does the service require out-of-town travel?
- Does the travel require the supervision of students?

Past Experience

- Is this a new activity or something that a faculty member has done before? The assumption is that the first time is more difficult and time consuming than subsequent times.
- Is this an old activity with new requirements?

Another way of evaluating the service is how closely tied it is to the College's mission. For instance, sponsoring clubs or serving on college committees are, by definition, service to the college. But other areas of service are also valued by the College and should be given consideration, such as service to the profession and service to the community.

Service to the Profession

Historically, faculty members sometimes have had the opportunity to provide service to the profession. The College supports faculty members engaged in advancing higher education and believes that this type of service should be recognized in the Performance Management system. Examples of this type of service might include the following:

- Serving as an officer or board member of a professional organization in a faculty member's discipline.
- Making a contribution to a professional organization in a faculty member's discipline.
- Serving as an officer or board member of a professional organization concerned with other academic areas such as teaching, assessment, accreditation, etc.
- Making a major contribution to a professional organization concerned with other academic areas such as teaching, assessment, accreditation, etc.

Service to the Community

Whenever San Jacinto College faculty members work with an organization in the community, they are, in some ways, representing San Jacinto, if their employment by the College is known. In many instances, people in the community form their opinions about San Jacinto College at least partially through these interactions. The College encourages these positive contributions of its faculty and believes some weight should be given to community service, although it may not be as great as direct service to the College or service to the profession. Service in a leadership position in a community organization would also be considered more important than being a member of an organization. Also, as in other aspects of service, time commitment will also be important. Such types of service might include the following:

- Chambers of Commerce
- Service organizations
- Elected positions
- Youth activities
- Volunteer outreach and charitable organizations

Professional Development

Professional Development can be viewed in much the same way as service. For instance, just attending a professional development opportunity may not be as significant as someone who attends a meeting and then makes changes to his or her teaching. Attending one Center for Excellence in Teaching and Learning (CETL) session may not be as important as attending a conference in the teaching field or on teaching. Perhaps, even more significant may be someone who presents either teaching- or field-specific insights at a conference of their peers. Areas that should be considered when evaluating professional development include the following:

Time Commitment

- How much time was involved, one hour or several days?
- Was travel involved?
- Was preparation time before the meeting required?
- Was there “homework” or other work outside of the actual meeting times?

Significance of the program

- Did this program make a difference in how the faculty member teaches?
- Was this program shared with colleagues?
- Does this colleague want to pursue this type of professional development further, perhaps through the CETL or other means?

College-wide application

Is this a program used across campuses or disciplines such as:

- QEP
- ACAdemic Learning
- Quality Matters
- Success at San Jac (On Course)

If a presentation or training, weigh its significance

- Was it presented for a department, campus, or district-wide?
- Was it presented at a local, state, regional, or national conference in the discipline?
- Was it presented at a local, state, regional, or national conference on teaching?

While many forms of professional development exist, in some cases the department chair may offer guidance on the type of professional development (teaching, assessment, or discipline specific) for the faculty member if he or she has a need for growth in a specific area. In addition, some professional development and service activities are prescribed by the College, such as College Community Week and Discipline Enrichment sessions (before the start of each semester) and College Community Day (normally in the spring). These are important to the continual improvement of the College, but since attendance at these events is required of all faculty members, no weight is given for participation in the programs. If a faculty member is presenting at one of these events, however, he or she should be credited as he or she would be for any presentation.

FACULTY PERFORMANCE EVALUATION REFERENCE DOCUMENT

Both faculty and department chairs will provide written responses that address each of the major areas: Professional Standards; Pedagogical Standards (Instructional Design, Instructional Delivery, and Instructional Assessment); College Service, and Professional Development.

It is understood that there may be some overlap among the areas, but to the extent possible, both faculty and department chairs should focus their verbal and written discussions relative to these categories. There may be other applicable evidentiary points that can be brought to bear for any given area discussion. This format is intended to provide both faculty and department chairs with a clear and consistent framework to be used each year for discussing the body of work.