

**BUSINESS
&
INTERNATIONAL STUDIES**

MOTT COMMUNITY COLLEGE

DIVISIONAL GOVERNANCE

AUGUST 2014
REAFFIRMATION: APRIL 12, 2019

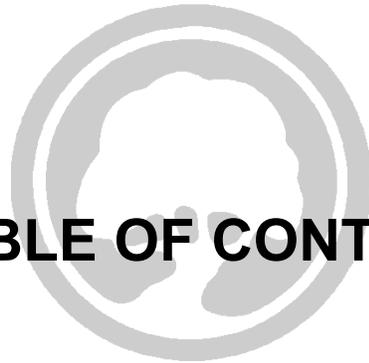


TABLE OF CONTENTS

Instructor Course Assignment Procedure	3
Course Development	5
Summer Course Assignment Procedure.....	6
Professional Development (Conference) Procedures and Guidelines	7
APPENDIX A: Operational Procedure for the Evaluation of Probationary Faculty	9
Probationary Faculty Evaluation Forms and Rubrics.....	12
Procedure for Evaluating Part-time Faculty Members	21

INSTRUCTOR COURSE ASSIGNMENT PROCEDURE

Process for Bidding on Classes: Fall and Winter Terms

1. After a schedule has been provided by the Dean, full-time Business faculty will bid on classes following the process described below.
2. A bidding meeting will be held by each discipline. Faculty unable to attend the bidding meeting may designate a proxy.
3. At the bidding meeting noted in (2) above, full-time Business faculty will bid on Fall or Winter sections according to the following system:
 - a. Faculty will make their selections in order of seniority, beginning with the faculty member of highest seniority as defined in the Faculty Master Contract and continuing by seniority ranking of instructors from highest to lowest.
 - b. Each faculty member will select his or her base teaching load, one class at a time, when his or her turn arrives in the rotation described in (3a) above. In the event that two or more faculty members have the same hire date selection rotation will alternate alphabetically by last name of faculty member at hire date; continuing indefinitely regardless of future name changes.
 - c. Faculty members who have had history of reassigned time should confirm with the administrator supervising reassigned time, that such reassigned time will continue. If such reassigned time is later deleted or modified, the affected full-time faculty member shall select from unstaffed class or classes to maintain their overload.
 - d. Faculty who wish to teach overload sections will choose such sections after the completion of (3a, b, and c) above.
 - e. If a Full-time faculty member's section is cancelled at a later date, and that faculty member no longer has a full teaching load, that faculty member will follow the processes laid out in the Faculty Master Contract.
4. After all full-time Business faculty have chosen their teaching schedules, part-time and adjunct faculty will choose their sections according to their Preference Points, as defined in the Faculty Master Contract.

Additional Assumptions and Definitions

1. Qualifications to teach are determined by the job description.
2. Every third semester that a course is offered, a full-time faculty member (“A”), within the said discipline, with qualifications as defined in (1) above, may have preference in the selection of one course section from only one faculty member (“B”), if that faculty member (“A”) has not taught it for two prior offering semesters and if faculty member (“B”) has taught it for the same two-semester period. This does not apply to the summer schedule. Faculty member (“A”) must make their intentions known at the time faculty member (“B”) makes course selection.
3. Overload outside their disciplines in the Division: Full-time faculty who teach outside their disciplines within the Division shall select sections after all full-time faculty within a discipline have chosen a regular load and had a chance to choose overload. (For example, a full-time faculty member who primarily teaches accounting may select a business math section only after the full-time faculty within that discipline have chosen their course load, and overload if desired.)

COURSE DEVELOPMENT

New Courses

Any full-time or part-time faculty of the Business & International Studies may develop a new course. Prior to submitting a new course to CPSC, proposals will be sent to Division members no later than 48 hours before a meeting and vote. Members of a discipline shall review and submit comments. The Business Division shall vote on the proposed class at a Division meeting.

Revised Courses

The full-time faculty of a discipline in consultation with other members of that discipline may revise an existing course. A part-time faculty member may revise an existing course with consent of the dean and the coordinator in the course's discipline. A discussion at division meeting will follow.

SUMMER COURSE ASSIGNMENT PROCEDURE

1. During the winter semester, with at least one-week's notification, all full-time instructors in the Business & International Studies will express their interest in Summer teaching. Those instructors who make known their interest in Summer teaching by the date that the Summer schedule is due in final draft to the dean will be eligible for consideration.
2. Course selection by instructor for the Summer sessions will be based on full-time discipline seniority. Course assignment will be determined through a set of at least two main course selection rounds. The faculty member with the highest seniority in discipline will have first choice in selecting a course for which he/she is qualified to teach during round #1. Selection of the remaining courses in round #1 shall continue by seniority ranking of instructors from highest to lowest. The same procedure will be used for all additional rounds of course selection. A proxy of intended Summer course selections will be acceptable in the absence of a full-time instructor. Records regarding discipline and course seniority will be maintained internally by coordinators or discipline and provided to the Dean.
3. For each round, an instructor may select courses comprising up to a maximum of four (4) contact hours with an exception of an accounting course selection if such course is designated as a five (5) contact hour course. Selection of one five (5) hour accounting course will constitute two (2) rounds. Selection of two 5-contact hour accounting courses will constitute for purposes of this policy three rounds.
4. In the event of equal seniority among full-time faculty, priority for selection purposes shall alternate yearly beginning with the instructor having alphabetical priority by surname at the hire date.
5. As of the date they submit to the Human Resources Department their formal intention to retire, the retiring full-time faculty shall be entitled to a two (2) course selection process in the first round. If more than one full-time faculty member has so declared retirement, the first to announce shall have the first choice and so on.

PROFESSIONAL DEVELOPMENT (CONFERENCE) PROCEDURES AND GUIDELINES

All Conference Expenses will be reimbursed in accord with the College Travel policy.

Travel Committee Assignments

1. A committee of three will be elected by the members of the Business & International Studies to assist the dean in reviewing requests to attend professional conferences.
2. In cases where requests are submitted at the end of the second semester, and members of the Review Committee are not on campus to review such requests, the Dean shall appoint temporary replacements to the Committee to perform the above function.

Travel Request Guidelines

1. The Travel Committee will approve the requests on the basis of availability of funds and the nature of the conference or convention as it relates to the faculty member's departmental duties and responsibilities.
2. Faculty members must submit their travel requests for professional conferences they wish to attend at least 30 days prior to the start of the particular conference. This request should include an estimate of the total cost (travel, meals, lodging) and conference brochure, class/workshop descriptions, etc. must be attached to travel request.
3. Division budget allocation for professional conferences will be distributed at a maximum of \$500 per full-time faculty member and \$200 per part-time/adjunct faculty member at the time of the travel request. Recommendations for reimbursement for any amounts over these maximums will be made at the end of the second semester, providing monies are available, from remaining funds, and divided equally among all faculty who attended a conference during the standard calendar year, and have outstanding requests or reimbursements, according to the fund balance.
4. Faculty can also request travel funds from Professional Development through the Vice President's office. Guidelines and a copy of the application is attached. An electronic copy is also available at www.mcc.edu under the "Faculty & Staff" link.

5. In the case where the total estimated cost of the conference requests submitted exceeds the funds available, individual requests will be reviewed and approved in part or entirely, or rejected, on the basis of the following criteria:
 - a. Priority consideration will be given to faculty members who are presenting a paper at the conference.
 - b. Priority consideration will be given to faculty who has not attended conferences in previous years.
 - c. Priority consideration will be given to conference requests that demonstrate the greatest cost benefit.

APPENDIX A

OPERATIONAL PROCEDURE FOR EVALUATING PROBATIONARY AND PART-TIME FACULTY MEMBERS NOT PART OF GOVERNANCE

Evaluation

The evaluation of probationary faculty members in the Business & International Studies will follow Collective Bargaining Agreement as supplemented by this document.

1. Evaluating Committee

The Evaluating Committee for each new instructor shall consist of the Dean and appropriate subject area faculty from the division selected by the Dean. The Mott instructors must be on a continuing contract. If subject area faculty members are unavailable, then the procedure used will follow the process stated defined in the Faculty Master Contract.

The members of the Evaluating Committee will assist the Dean in:

- a. the orientation of the new instructor to the subject area with respect to instructional facilities, teaching methods, course content, testing and grading standards; etc.
- b. conferences necessary for the evaluation of the new instructor.
- c. the evaluation of the performance and progress of the new instructor as observed in instructional situations, such as lecturing, leading class discussions, conducting laboratory sessions and field trips, preparing and administering examinations, and assisting students on an individual basis beyond regular class time; professional development and extracurricular activities relevant to the division.
- d. the preparation of an annual written evaluation including comments of a probationary instructor for the Academic Vice President.

2. Classroom Visitation

Members of the Evaluating Committee shall visit the classroom and/or laboratory of a new instructor in either semester for each year of the probationary contract and any additional visits shall be left to the discretion of the evaluating committee.

3. Members of the Evaluating Committee should communicate before classroom visitation to review and discuss the evaluation rubric and the committee's or the individual member's expectations. A visitation is scheduled at the request of a member of the Evaluating Committee and/or Dean. One week advance notice must be given. The visitation should occur after the fifth week of classes.

4. Conferences

The purpose of the conferences with the new instructor and his/her Evaluating Committee and Dean is to:

- a. Aid the new instructor in becoming more rapidly acquainted with the subject area's instructional methods and procedures
- b. Inform the new instructor of any weaknesses and suggest methods for eliminating them
- c. Point out his/her strengths and encourage further development and application of these for excellence in teaching, and
- d. Discuss future plans in his/her teaching and professional growth.
- e. At the first conference, after all classroom visitations have been conducted, the Evaluation Committee will meet to discuss the performance, progress, and promise of the probationary instructor.
- f. The second conference will include the probationary instructor and the Evaluation Committee for the purpose of reviewing the performance evaluation. The instructor will receive a copy of the evaluation at this time. If the probationary employee wants to comment, those comments must be included as part of the written report at his/her request.
- g. The advisability of additional conferences, (for the review in progress), with the new instructor and the evaluating committee shall be left to the discretion of the evaluating committee.

5. Written Evaluation Report

The written evaluation report for each probationary instructor is submitted by the Division Administrator to the Academic Vice President in accordance with the requirements of the Collective Bargaining Agreement.

The Evaluating Committee shall consider the following sources of information in the preparation of the written evaluation. These sources will include but are not limited to:

- a. Evaluation of all members of the Evaluating Committee.

- b. Information provided by the new instructor in conferences.
- c. Observations made in classroom visitations and from inspection of syllabi outlines, examinations, and any other materials made available and related to the new instructor's classroom teaching.

The evaluation report will include the following:

- a. Rubric summaries submitted by members of the Evaluating Committee.
 - b. Performance evaluation.
 - c. Other supportive documentation as deemed necessary by the Evaluating Committee.
6. Specific items considered in the evaluation by committee members will include but are not limited to:
- a. Subject matter competence.
 - b. Preparation of course syllabi and objectives.
 - b. Classroom techniques and methods.
 - c. Student evaluation methods, systems and materials.
 - d. Professional development activities.
 - e. Relationship with peers and supervisors.
 - f. Adherence to code of ethics and professional standards.

Division approved evaluation forms and rubrics will be used that evaluate the above mentioned specific items to be considered.

Faculty shall discuss retention and dismissal of probationary faculty members with the Dean in accordance with the Collective Bargaining Agreement. Reasons must always be provided in the case of dismissal.

The Evaluating Committee shall make a statement in the annual evaluation report either recommending or not recommending the new instructor. Evaluation forms are on file in the Division office.

DISCUSSION QUESTIONS FOR CLASSROOM OBSERVATION FOR PROBATIONARY FACULTY

CLASSROOM/CLINICAL/LAB OBSERVER GUIDELINES:

- Complete the pre-observation conference questions prior to the observation
- Communicate with faculty member your intentions for carrying out the observation before the scheduled observation
- Keep your interaction with the observation to a minimum; allow the faculty member to direct the discussion/activity
- Save all corrections/suggestions for the post observation conference
- Treat the information gathered during the process with respect and professional courtesy

PRE-OBSERVATION CONFERENCE:

All of these questions should be addressed so that the reviewer clearly understands the class plan and knows what to look for. Additional questions should be added as appropriate.

<u>Questions:</u>	<u>Comments:</u>
• Briefly, what will be happening in the class I will observe?	
• What are your objectives for the class? What do you hope the students will gain from the session?	
• What do you expect the students to do in the class to attain your objectives?	
• What role will you take? What teaching methods will you use?	
• What have the students been asked to do to prepare for this class?	
• What was done in earlier classes to lead up to this one?	
• Will this class be generally typical of your teaching? If not, what will be different?	
• Is there anything specific on which you would like me to focus during the class?	
• Additional questions?	

Probationary Faculty

Date

Evaluator

Date

POST-OBSERVATION CONFERENCE:

<u>Questions:</u>	<u>Comments:</u>
• Did students accomplish the objectives you had planned for the class?	
• Is there anything that worked well for you in class today--that you particularly liked? Does it usually go well?	
• Is there anything that did not work well--that you disliked about the way the class went? Is this typically a problem area for you?	
• What were your teaching strengths?	
• What areas regarding your teaching need improvement?	
• Do you have any suggestions or strategies for improvement?	
* Establish a timeline for next observation and begin implementation of strategies for individualized improvement plan for less than satisfactory observation (use of Formative Evaluation Form also).	

Probationary Faculty

Date

Evaluator

Date

MOTT COMMUNITY COLLEGE
PROBATIONARY FACULTY EVALUATION RUBRIC
Classroom Observation Documentation Form

Name of Faculty _____

Date _____

Class Observed _____

Academic Year _____

KEY 4 = Highly effective

3 = Satisfactory

2 = Needs improvement

1 = Unsatisfactory

N/A = Not applicable or unable to assess

Number of students present _____

	1	2	3	4	NA	Comments
I. Knowledge of Field (A) The Instructor: <ul style="list-style-type: none"> ◦ exhibits knowledge and mastery of the course content. ◦ covers material to the depth and breadth appropriate to the level of the course and the student group. ◦ covers material that relates to the syllabus and the objectives of the course. ◦ uses examples to clarify abstract concepts. ◦ presents recent development in the discipline. ◦ presents content considered important within the discipline or within related disciplines. ◦ provides content relating to “real world” or workplace scenarios. ◦ introduces connections with other disciplines. 						

	1	2	3	4	NA	Comments
II. Organization (A) Introduction The Instructor: <ul style="list-style-type: none"> ◦ provides an overview of the class objectives. ◦ relates the day’s lesson to previous class sessions. Organization and Clarity The Instructor: <ul style="list-style-type: none"> ◦ presents content in a clear and logical manner that is made explicit to students. ◦ provides transitions from topic to topic, makes distinctions between major and minor points, and periodically summarizes the most important ideas. ◦ defines new concepts and terms. ◦ uses illustrations and examples to clarify difficult ideas. ◦ uses relevant examples to explain major points. ◦ provides handouts when appropriate. ◦ does not include too much or not enough material in the class session. Closure The Instructor: <ul style="list-style-type: none"> ◦ summarizes and integrates major points of the class session at the end of the period. ◦ relates the class session to upcoming class sessions or topics. ◦ makes assignments appropriate to class objectives and course level. 						

Last Updated 11/01/10

	1	2	3	4	NA	Comments
<p>III. Presentation Strategies (B)</p> <p>Verbal Communications</p> <p>The Instructor:</p> <ul style="list-style-type: none"> o uses grammatically correct English. o uses a vocabulary and patterns of speech understandable to students. o speaks in a voice that is distinct, varied and clearly heard. o uses humor appropriately. <p>Nonverbal Communications</p> <p>The Instructor:</p> <ul style="list-style-type: none"> o looks directly at students. o scans the class when asking or responding to questions. o does not focus on particular students or sides of the room. o utilizes non-distracting, tactful facial and body movements. 						

	1	2	3	4	NA	Comments
<p>IV. Classroom Interaction (B)</p> <p>Engaging Student Interest</p> <p>The Instructor:</p> <ul style="list-style-type: none"> o prepares students for the learning that is to follow by assessing what they know about the topic through questioning or discussion. o exhibits interest in the subject matter. <p>Introduction to Discussion</p> <p>The Instructor:</p> <ul style="list-style-type: none"> o encourages student involvement. o provides clear purpose and guidelines to students. <p>Use of Questions</p> <p>The Instructor:</p> <ul style="list-style-type: none"> o uses a variety of questions to assess student knowledge of material. o uses sufficient wait time for responses to questions. o utilizes follow-up questions to increase clarity. <p>Level of Questions</p> <p>The Instructor:</p> <ul style="list-style-type: none"> o utilizes questions that reflect recall, short answer or definitions as they relate to course material. o asks questions which require higher-level thinking skills such as, generalizing, comparing, contrasting, analyzing or synthesizing information. <p style="text-align: right;">Continued</p>						

	1	2	3	4	NA	Comments
IV. Classroom Interaction (cont.) Responses to Student Questions/Discussions The Instructor: <ul style="list-style-type: none"> o answers questions in a direct and understandable manner. o responds to questions politely and enthusiastically. o uses verbal and nonverbal reinforcement. o appears receptive to student suggestions or viewpoints contrary to his/her own. Facilitation Skill The Instructor: <ul style="list-style-type: none"> o links activities to previous/subsequent class activities. o intervenes during an activity only when appropriate. o adapts instruction as needed. o links activities to relevant course objectives. o initiates discussion or review at the conclusion of an activity. 						

	1	2	3	4	NA	Comments
V. Instructional Materials and Design (B) The Instructor: <ul style="list-style-type: none"> o utilizes teaching methods appropriate for the objectives of the class. o varies the pattern of instruction through movement around the class, gestures, voice level, tone, and pace. o uses alternative methods such as media, discussion, lectures, questions, case studies, etc. o structures groups and group dynamics effectively. o provides visual aids that are effective, clear and well-organized. o integrates various teaching strategies effectively. 						

	1	2	3	4	NA	Comments
VI. Classroom Management (B) The Instructor: <ul style="list-style-type: none"> o arrives on time and holds class for the assigned time. o makes effective use of class time. o provides a workable room arrangement. o maintains a comfortable and safe learning environment. o appears to treat all students equitably and fairly. o responds to both individual and group needs. o handles disruptive or dominating students effectively. 						

1	2	3	4	NA	Comments
VII. Students' and Instructor's Attitudes and Behaviors (B) Start of Class <ul style="list-style-type: none"> ◦ Students arrive on time, prepared for class. ◦ Instructor greets students appropriately. During Class <ul style="list-style-type: none"> ◦ Students are attentive and actively involved until the class session ends. ◦ Students listen when other students or the instructor are involved in class discussion. ◦ Students are actively engaged during group activities. End of Class <ul style="list-style-type: none"> ◦ Opportunity for informal discussions exists among students or between instructor and students when feasible. 					

Evaluation Summary:

Considering the following: (attach additional sheets as necessary)

- areas of greatest strength or promise

- areas of needing improvement

Recommendations

 Probationary Faculty Member

 Date

 Evaluator

 Date

MOTT COMMUNITY COLLEGE
Probationary Faculty Evaluation
Rubric Summary

Name of Faculty _____

Date _____
 Academic Year _____

This document is to be used in conjunction with the MCC Classroom Observation Documentation Form for Probationary Faculty Evaluation. Final scores should be transferred from the major sections of that form as indicated in sections A and B.

Key: 4 = Highly effective
 3 = Satisfactory
 2 = Needs Improvement
 1 = Unsatisfactory
 N/A = Not applicable/unable

	1	2	3	4	NA
A. PREPARATION OF COURSE SYLLABI AND OBJECTIVES					
• Knowledge of the Field					
• Organization					
B. CLASSROOM TECHNIQUES AND METHODS					
• Presentation Strategies					
• Classroom Interaction					
• Instructional Materials and Design					
• Classroom Management					
• Students' and Instructor's Attitudes and Behaviors					
C. RELATIONSHIP WITH STUDENTS					
• Creates an environment that fosters freedom to learn; encourages independent self-directed learning and search for problem solutions by students					
• Is flexible					
• Listens to students					
• Respects students					
• Is sensitive, fair and impartial in dealing with students					
D. STUDENT EVALUATION METHODS, SYSTEMS AND MATERIALS					
• Evaluation reflects course objectives					
• Measures behavioral changes					
• Identifies students' strengths, weaknesses, and areas needing improvement					
E. PROFESSIONAL DEVELOPMENT ACTIVITIES					
• Responsible for own educational advancement					
• Attends conferences, workshops, seminars related to field					
• Participates in program curriculum planning and development					
• Participates in college and division governance activities					
• Adheres to professional standards/code of ethics					
• Identifies own strengths and weaknesses in teaching environment; open to constructive suggestion					
F. RELATIONSHIP WITH PEERS AND SUPERVISORS					
• Establishes and maintains professional relationship with peers					
G. COMMENTS (attach additional pages if necessary)					
Signature of Evaluator _____	Date _____	Signature of Probationary Faculty _____	Date _____		

*Formative Probationary Faculty Evaluation Form

Name of Faculty _____

Date _____
Academic Year _____

*To be utilized when a more in-depth evaluation of classroom related activities is needed after a less than satisfactory classroom observation occurs OR when evaluation is satisfactory and a more in-depth review of classroom processes and procedures is appropriate.

Key 4=Highly Effective
3=Satisfactory
2=Needs Improvement
1=Unsatisfactory
N/A=Not applicable or unable to assess

	1	2	3	4	NA	Comments
<p>Syllabus Review</p> <ul style="list-style-type: none"> ○ the breadth and depth of course content are appropriate. ○ the course content is adequate for the approved course objectives. ○ the course content is organized logically, in a way that will be meaningful to students at this level of preparation. ○ the sequence of topics to be covered is appropriate. ○ the course objectives are stated clearly. ○ the methods of instruction introduced are suitable for the course objectives. ○ the expectations for student performance are clearly stated. ○ the student work requirements for the course are appropriate. ○ the standards used for grading are communicated clearly to students. ○ any prerequisites are clearly stated. ○ a statement on compliance and accommodation for students with disabilities is included. ○ a statement on student assessment is included. ○ a statement on attendance policy is included. ○ information about contacting the instructor is included. 						

	1	2	3	4	NA	Comments
<p>Out-of-class learning activities:</p> <ul style="list-style-type: none"> ○ cover the basic concepts of the content area. ○ include up-to-date content and reflect recent developments in the field. ○ are appropriate for the level of the course. ○ require an appropriate amount of time and effort to complete. ○ are supplemented by suitable handouts and other learning aids or media. ○ are related to community resources, where appropriate. 						

	1	2	3	4	NA	Comments
In-class learning activities: <ul style="list-style-type: none"> ○ cover the basic concepts of the content area. ○ reflect recent developments in the field. ○ are appropriate for the level of the course. ○ are clearly linked to the relevant course objectives. ○ engage members of the class. ○ are introduced with clear verbal instructions. 						

	1	2	3	4	NA	Comments
Graded assignments: <ul style="list-style-type: none"> ○ are appropriate to the level of the course. ○ are representative of the content of the unit being studied. ○ require a reasonable amount of time and effort to complete. ○ are clearly written and well focused. ○ require appropriate lower-level and higher-level cognitive skills. ○ are graded using appropriate criteria that have been clearly communicated to the students. ○ are reasonable in length and difficulty. ○ require that the students apply principles learned from class presentations and readings. 						

	1	2	3	4	NA	Comments
Grading Practices Review The Instructor: <ul style="list-style-type: none"> ○ communicates grading standards in a way that is clearly understood by students. ○ grades in a fair and consistent manner. ○ ensures that student work indicates the use of higher-order and lower-order thinking. ○ ensures that work submitted by students is of acceptable or better quality. ○ gives students constructive feedback, both written and oral. ○ grades and returns tests promptly. ○ reviews graded exams in class in a way that enhances learning. 						
_____ Probationary Faculty Date Evaluator Date						

Last Updated 06/18/09

OPERATIONAL PROCEDURE FOR EVALUATING PART-TIME FACULTY MEMBERS

NOT PART OF GOVERNANCE

General Considerations

1. Continuing contract faculty members shall participate in the evaluation of part-time members as described in the Faculty Master Contract.
2. In the evaluation process, differentiation should be made between experienced faculty and the entirely new teacher with little or no previous teaching experience.
3. It is assumed that those involved in the evaluative process shall keep all written and verbal communication, and student evaluation documents in the strictest confidence.
4. Newly-hired instructors should be informed at the time of appointments about the number of visits and that the visits are for the purpose of assistance and evaluation.

Evaluation

Classroom Visitation

Following the Faculty Master Contract, the immediate supervisor and/or his/her designee will be responsible for the evaluation of Part-time Status instructors who are not adjunct. In keeping with the Contract, and the number and timing of evaluations, the immediate supervisor and/or his/her designee shall visit at least one class of the new instructor's classes between the 4th and 12th week of his/her first semester of employment. They shall report to the dean prior to the 14th week pointing out areas of strength and weakness, and making concrete suggestions as required. This will allow the new instructor time to become acclimated and/or time to make necessary corrections from evaluation feedback if necessary.

The faculty evaluator(s), if possible, shall visit at least one class of the part-time instructor during the first semester of the second year, reporting to the dean on the

instructor's performance. Visitations during the third year shall be left to the discretion of the dean.

Conferences

Faculty may request that the Dean schedule at least one conference each semester of the first and second years with each part-time instructor for the purpose of discussing the class visitations and other matters relating to the instructor's role as a teacher.

Written Evaluation

A written evaluation of each part-timer goes into his/her personnel file.

The following sources of information shall be used in the preparation of the written evaluation:

1. Observations made in classroom visitations and from inspection of class outlines, examinations, special projects, reports, grades, and other materials made available by the instructor which are related to classroom teaching.
2. Information provided by the new instructor in conferences.
3. Reactions of other identified staff members and students.
4. The report of the evaluation committee.

Factors to be considered in the evaluation include but are not limited to:

1. Subject matter competence.
2. Classroom instruction (appearance, attitude, preparation, organization, methods, techniques of teaching, oral expression, special instructional aids, procedures of evaluation, student response, etc.).
3. Involvement in other work and activities related to instruction, advisement, committees, and conferences with students, college and community activities and self-improvement.
4. Adjustment to college teaching and future professional goals.

All processes laid out in the preceding "Evaluation" section are understood to be internal divisional operational procedure, in keeping with processes already defined in the Faculty Contract.

Revision: August 2014

Reaffirmation: December 8, 2015