

OREGON INSTITUTE OF TECHNOLOGY
Faculty Evaluation Policy
OIT 21-040

Introduction

A regular review of faculty can improve the quality of the teaching, service and professional development functions of the university. In addition, it may benefit individual faculty members by assuring that they are regularly informed of their status. Such a review shall include input from the faculty member's department chair, colleagues and students. With the exception of student numerical evaluations, no anonymous input will be accepted. The written summary of the review shall be provided to the faculty member and he or she shall have an opportunity to respond, if desired.

The department chair plays a critical role in ensuring the Annual Performance Evaluation (APE) is meaningful and useful to both the faculty and administration.¹ Therefore, mandatory annual department chair workshops will be facilitated by the Provost's Office in order to review the purpose and process of the APE. A key component for properly conducting the APE is the meeting in the fall term between the chair and the faculty member at which time the Faculty Objectives Plan (FOP) is completed and agreed upon.

Purpose

It is assumed that the faculty member has basic competency, professional integrity and cooperates with colleagues in a civil and respectful manner. The goal of faculty evaluation is to assess contributions over and above these basics, that distinguish him or her for consideration for reappointment, salary increases (OIT-20-015), indefinite tenure (OIT-20-030), promotion (OIT-20-040), or post tenure review (OIT-20-035). The focus of a faculty member's professional activities may shift over time. As faculty progress through their careers they may devote proportionately more time to different activities, such as institutional or departmental leadership, program and curriculum development, teaching, or advising. Consequently, the expectations for individual faculty members may change.

Criteria

According to the Administrative Rules of the Board of Higher Education (OAR 580-021-0135), "criteria for faculty evaluation is [sic] established as a guide in evaluating faculty in connection with decisions on reappointment, promotion and tenure; and as a basis for assessing those aspects of the faculty member's performance in which improvement is desirable, whether the faculty member is tenured or nontenured, with a view to stimulating and assisting the faculty member toward improvement through the resources available under the institution's staff career support plan."

Faculty will be evaluated in three areas: (1) instruction, (2) professional development, and (3) institutional and professionally-related public service. The following guidelines are intended as an institution-wide standard to which each department and faculty member is held, yet allow for the flexibility to include other criteria warranted by the varying disciplines and professions represented at OIT.

¹ See OIT Department Chair Job Description, section 3, a, b, c and e.

Instruction

Given that the primary focus at Oregon Institute of Technology is teaching, faculty will excel in instruction in the following ways:

- Demonstrate knowledge of subject matter.
- Develop and revise curriculum to meet departmental and course objectives, as appropriate.
- Organize and deliver course materials to stimulate interest and discussion.
- Demonstrate growth in instruction.
- Employ a variety of assessment tools for evaluation of both teaching effectiveness and student learning.
- Maintain student numerical evaluations at a departmentally established standard.

Professional Development

Faculty will advance knowledge in education and/or areas consistent with institutional, departmental, and personal goals and objectives. Examples include but are not limited to:

- Write and publish scholarly papers based on relevant research.
- Participate in conferences and conventions in education and/or discipline.
- Participate in workshops and classes in education and/or discipline.
- Hold membership and participate in professional organizations within discipline.
- Participate in professionally relevant employment or consulting.
- Earn a higher degree.
- Earn continuing education units (CEUs).

Institutional and Professionally Related Public Service

Institutional Service: Faculty will contribute to the advancement of the institution consistent with institutional, departmental, and personal goals and objectives. Examples include but are not limited to:

- Serve on institutional, departmental, and/or faculty senate committees.
- Participate in student advising.
- Participate in student activities.
- Serve as department coordinator (assessment, advising, curriculum, program, scheduling, etc.).
- Contribute to student recruitment and/or retention.
- Serve as department chair.

- Serve on faculty senate.
- Develop and maintain equipment maintenance budgets, schedules, etc.
- Participate in special projects (i.e., grants, on-campus presentations and conferences, documentation development, etc.)
- Develop and/or provide distance delivery courses.
- Teach summer session courses.
- Write grants to support or participate in development of sponsored programs.

Professionally Related Public Service: Faculty may choose to make connections in the public sector for no fee consistent with institutional, departmental, and personal goals and objectives. Examples include but are not limited to:

- Provide consulting services in area of expertise.
- Serve on boards and committees.
- Hold office in professional organizations.
- Serve in field of expertise or education (i.e., high school mentoring, public speaking, math contests, fund raising, etc.)
- Participate in outreach programs (TWIST, Expanding Your Horizons, etc.)

Procedure

All faculty with an FTE of 0.5 or more shall be reviewed annually. The Annual Performance Evaluation will be based upon the following:

- Faculty Objectives Plan
- Student Evaluations of Instruction

Faculty Objectives Plan

The purpose of the Faculty Objectives Plan (FOP) is to ensure that individual and departmental objectives support and address institutional objectives. The FOP accounts for the academic year and inclusion of any previous spring accomplishments that occurred after the APE and summer accomplishments.

The FOP (Attachment A) will be completed and a copy provided to the department chair by Friday of week 4 of Fall term. The department chair will meet with the faculty member by the end of week 6 of Fall term to discuss objectives and, as necessary, to provide direction to assure contribution in the three areas of required criteria. The faculty member's accomplishment of those objectives will be the basis of the Annual Performance Evaluation (APE). The FOP will be signed by the faculty member and the department chair.

Student Evaluations of Instruction

Every other term (fall and spring of one year, winter of the next) tenured faculty are required to give all their on-campus students the opportunity to participate in numerical and written course evaluation. Full-time untenured faculty will provide this opportunity every term. Summer terms are excluded. Faculty members teaching lecture and lab sections of the same course may request of the chair to give one evaluation for both. Individual faculty members may request, or be required, to be evaluated more frequently.

A copy of the Faculty Multi-Term Summary Report (FMSR) table for the S-F-W evaluation period will be provided to each faculty member by the administration. A copy of this form will be appended to the APE form. Additional voluntary evaluations done at the request of the faculty member may be included on the APE form at the discretion of the faculty member.

Annual Performance Evaluation

The APE form (Attachment C) will be completed by the faculty member and a copy provided to the department chair by the Friday of the second week of Spring term. The APE accounts for spring and summer terms of the previous year and fall and winter terms of the current year.

The department chair will meet with the faculty member to discuss

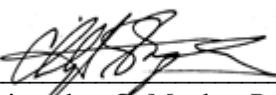
- the progress made toward meeting the objectives established in the FOP
- the results of the student numerical evaluations relative to the departmental established standard

Based on the discussion with the faculty member, the department chair completes the APE form and submits it to the faculty member for concurrence or nonconcurrence, and comments, if any. The faculty member signs the APE form and returns it to the department chair by Friday of the fifth week of Spring term. Completed APE forms are due to the Dean's Office by Friday of the sixth week of Spring term.

The dean will review and comment on the APE form. The dean will consult with the department chair regarding the faculty member's performance as needed. The dean will return the original APE form to the faculty member and send a copy of the APE form to the Provost's Office on or before September 15.

Recommended by:

Faculty Senate – March 3, 2009; April 1, 2014
President's Council – May 19, 2009; May 22, 2014

Approved: 
Christopher G. Maples, President

Date: May 29, 2014