Oregon Tech Policy
OIT-21-040
Instructional Faculty Evaluation

1. Policy Statement

A regular review of the faculty member's contributions and performance improves the quality of the teaching, service, and professional development functions of the university. In addition, it benefits 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, dean, and students. Except for student evaluations, no anonymous input will be accepted. The written summary of the review shall be provided to the faculty member, who 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. Oregon Tech employs the APE in conjunction with the Faculty Objectives Plan (FOP) to provide a complete assessment. These reviews are both completed in the spring term; however, each has a unique focus.

The APE provides an opportunity to review the work of the spring term of the prior academic year as well as the fall and winter terms of the current academic year, while the FOP provides a year-long plan for the following year, with objectives for faculty growth and progress. The APE provides the faculty member with the opportunity to review the FOP developed the prior academic year and assess how they have met or exceeded identified objectives. The APE will lead faculty to identify changes or plans for the upcoming year which will be included in the FOP. This assessment creates a concrete record of the work accomplished, provides a way to identify areas that need attention, and articulates ways to improve the areas of deficiency.

2. Reason for Policy/Purpose

The goal of faculty evaluation is to provide regular feedback to faculty, to assess contributions, and evaluate performance, as well as to provide concrete guidance on ways to improve in any areas that do not meet expectations. 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 teaching, scholarship/research, institutional or departmental leadership, program and curriculum development, or advising. Consequently, the expectations for individual faculty members may change.

3. Applicability/Scope

This policy applies to all instructional faculty with annual appointments of 0.5 Full-Time Equivalent (FTE) or more, in both tenure track and non-tenure track classifications.

[1] See OT department chair job description, section 3, a, b, c, and e.

To the extent that there are any discrepancies or inconsistencies, the Collective Bargaining Agreement (CBA) between Oregon Tech and the Oregon Tech Chapter of the American Association of University Professors (OT-AAUP) takes precedence over this policy.

4. Definitions

Tenure Track and Tenured Faculty: These appointments refer to instructional faculty who either were hired into annual tenure appointments, or who have been awarded tenure at Oregon Tech. Faculty who have voluntarily relinquished tenure within the previous three years are also included in this category.

Non-Tenure Track Faculty: These appointments refer to instructional faculty who teach half-time or more at Oregon Tech but are in fixed term appointments or non-tenure track lines.

Faculty Objectives Plan (FOP): The FOP is a form (see attachment A) and a process that helps faculty communicate with their department chairs about their planned activities, workload and priorities for the coming year, spanning from spring term of the current academic year to the end of winter term of the following year. The FOP process allows department chairs to provide feedback about those plans and how they fit with professional, departmental and university objectives, but does not evaluate the faculty directly. The FOP should not be viewed as a contract or template for whether performance meets or exceeds expectations. If plans made via the FOP change during the year, the faculty member and their department chair are expected to communicate about those changes, but they generally do not need to be formally documented via a revised FOP. *Evaluation Period:* The Faculty Objectives Plan (FOP) documents a plan for the spring term in which it is submitted through the winter term of the upcoming academic year.

Annual Performance Evaluation (APE): The APE is a form (see attachment B) and a process that evaluates what the faculty member has done in the previous year, spanning from spring term of the previous academic year to the end of winter term of the current year. It may include activities done while the faculty member was off-contract, but such activities are not required. It documents what the faculty member has actually done, whether it was listed on their previous FOP or arose since then. It also evaluates the quantity and quality of that work and how it fits with professional, departmental and university priorities, and provides feedback for future improvement. The completed APE form becomes part of the faculty member's permanent employment record and is subsequently used in evaluative processes such as tenure review (if applicable) and promotion. It may also be used to articulate merit performance. *Evaluation Period:* The Annual Performance Evaluation (APE) documents work completed in spring term through winter term immediately prior to it, but not the spring term in which it is submitted.

Student Evaluation of Instruction: These evaluations are conducted by the university each term in accordance with policy OIT-21-035, and summary numerical results from them are included on the APE form (attachment B), with instructions about which numerical results and how they are to be reported provided in attachment C. Student evaluations are intended as a tool to help evaluate some aspects of instruction, but should only be used in combination with other sources of information.

5. Policy

5.1 Criteria for Evaluation

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."

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 OT. Faculty will be evaluated in three areas: (1) instruction, (2) scholarship/research, and (3) service to the department, university, and/or profession. Both tenured/tenure track faculty and non-tenure track faculty will be evaluated relative to all three areas, but expectations of non-tenure track faculty will generally be substantially lower in scholarship/research and service, due to their increased instructional workload and lower non-instructional workload. In some instances it may, with the agreement of their department chair, meet expectations for a non-tenure track faculty member to have no accomplishments in one of the two non-instructional areas, with increased expectations and workload in the other.

In order to align with OIT-20-040 Academic Rank and Promotion for Instructional Faculty, this document utilizes the same wording for first-order bullets in this section as the bullets that appear in OIT-20-040, Section 5.2.1 Tenure Track & Tenured: Assistant Professor to Associate Professor. Faculty should also consult the appropriate section of OIT-20-040 for a fuller understanding of the expectations of their rank. However, faculty evaluations occur every year while eligibility for promotions occur every fifth year. For this reason, there are additional second-order bullets in this document that are more granular, providing shorter-term examples. Further, Instruction/Teaching in OIT-20-040 requires that faculty demonstrate excellence in all of the first-order bullets, but this policy does not because of the shorter timeframe. In other words, faculty must demonstrate excellence in all of the first order bullets over a 5-year period but not necessarily every year.

5.1.1 Instruction/Teaching

Oregon Tech is committed to providing exceptional student learning experiences. To achieve this, faculty will excel in instruction in the following ways:

- Foster student learning in an environment that promotes student mastery of course objectives. Doing this generally includes:
    - Demonstrate knowledge and expertise of subject matter, including regular revision of course curriculum to remain current with best practices and knowledge within the field of study.
    - Organize and deliver course materials to stimulate student interest and discussion.
    - Provide an inclusive learning environment for students; be responsive to student questions and feedback and grade and return assignments and exams in a timely manner.

    - Employ a variety of assessment tools for evaluation of teaching effectiveness and student learning.
    - Maintain student numerical course evaluations at a departmentally established standard.
    - Follow best practice of use of pedagogical practices and delivery modalities.
    - Demonstrate continuous improvement in teaching style, delivery, and course materials.
- Assume initiative in carrying out departmental objectives.
- Contribute to the design and improvement of, as well as creating new departmental courses and curricula.
    - If applicable, this includes revisions to reflect changes at the national level, in accreditation requirements, and in industry standards.
- Participate in professional engagement related to teaching and learning.

5.1.2 Scholarship/Research

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

- Applied and/or theoretical research.
    - Including mentoring undergraduate or graduate students in research.
    - Including research leading to patents, intellectual property, or innovations.
- Contributing to state, regional, or national/international professional organizations.
- Pursuit of internally and/or externally sponsored grants.
- Refereed publications.
- Professional certification.
    - Including earning continuing education units related to licensure or accreditation, or earning a higher degree.
- Open Educational Resource (OER) development.
    - May include other public scholarship in education and/or their discipline.
- Continuing coursework.
    - Related to licensure, professional expertise or accreditation.
- Conference participation.
    - Especially presenting or being on an expert panel.

5.1.3 Service

Faculty will demonstrate service internal to the department, college, and/or Oregon Tech; and/or external service to the profession and community. These contributions should be consistent with institutional, departmental, and professional goals/objectives. While there may be modest honorarium for this work, it is done as a part of the faculty role which does not amount to work that would be considered an outside activity.

Internal service may include but is not limited to:

- Contributing to departmental objectives.
    - Some examples include academic advising of students, student recruitment or retention activities.
    - Some examples include leading or participating in program accreditation or assessment.
- Participating in campus activities outside the department.
    - Some examples include leading or participating in university grants, on-campus presentations, workshops and conferences, or advising student chapters or clubs.
- Active committee work.
- Mentoring less experienced faculty.

External service may include but is not limited to:

- A role in a professional society, editorship, or manuscript reviewer.
    - A further significant example is a role in organizing a professional meeting, either at Oregon Tech or elsewhere.
- Community leadership related to the academic field of the candidate.
    - Some examples include university outreach to high schools, or professionally-related public speaking.
- Professional consulting work relevant to department, college, and university goals and strategic directions.

5.2 Timeline and Procedure for Evaluation

All instructional faculty with an FTE of 0.5 or more shall be reviewed annually. To provide a comprehensive assessment, the review of the FOP and the APE will occur within the same time period during spring term. All parties shall abide by the following timelines. However, the provost may modify the timelines if a reasonable need to do so is determined.

New faculty hired will meet with the department chair to discuss the components and possible objectives for their FOP and submit a FOP to the department chair for comment by the end of the second week of the term they are employed. Department chairs may provide feedback to the faculty member with suggested edits (if any). This will be reviewed with the APE in the following spring.

5.2.1 Annual Performance Evaluation Timeline

a. In the 1st week of spring term, faculty members will be assigned an APE for the just completed evaluation year and a FOP for the current evaluation year and directions will be provided.

b. By 5:00 pm Friday of the 2nd week of spring term the faculty member will submit the APE to the department chair together with the prior year FOP.

c. During the 3rd and 4th weeks of spring term the department chair will review the APE, meet with the faculty member, and provide feedback and recommendations. The meeting may include discussion of the plans for the upcoming FOP.

d. By 5:00 pm Friday of the 4th week of spring term the faculty member will submit the final APE to the department chair.

e. By 5:00 pm Friday of the 5th week of spring term the department chair will complete the assessment comments and ratings and submit them to the faculty member.

f. By 5:00 pm Friday of the 6th week of spring term the faculty member will submit the response to both the department chair and the dean. The response will have the options to concur, not concur, or not comment, along with the opportunity for additional comments.

g. By 5:00 pm Friday of the 10th week of spring term the dean will complete review, comments, and approval for submission to the provost, department chair and the faculty member.

5.2.2 Faculty Objectives Plans Timeline

a. By 5:00 pm Friday of the 7th week of spring term the faculty member will provide an initial version of their FOP to the department chair.

b. During the 8th through 10th weeks of spring term the department chair will review the FOP, meet with the faculty member, and provide feedback and recommendations.

c. By 5:00 pm Friday of the 10th week of spring term the faculty will submit the final FOP to the department chair for approval.

d. By 5:00 pm Friday of finals week of spring term the chair will submit the FOP with approval to the dean.

e. By 5:00 pm of the last working day of June the dean will submit the FOP with signature to the Provost's Office for inclusion in the academic file, along with copies returned to the faculty member and department chair.

6. Links to Related Procedures, Forms, or Information

Attachment A: blank Faculty Objectives Plan (FOP) form (p. 8)
Attachment B: blank Annual Performance Evaluation (APE) form (p. 15)
Attachment C: instructions for filling out the student numerical evaluation table of the APE form (p. 18)

7. Policy Review/Consultation

This policy was reviewed and open to consultation by the following Oregon Tech committees and/or advisory groups:

- Faculty Senate

This policy was adopted pursuant to Oregon Tech's policy review and making process.

8. Policy Approval

Approved by the President on July 28, 2025.

Nagi G. Naganathan, Ph.D., ASME Fellow
President

Supersedes
OIT-21-040 dated May 29, 2014

Revision Dates
June 3, 2025
May 29, 2014
May 19, 2009

Attachment A

Annual Performance Evaluation for Teaching Faculty

Academic Year: **Name:** **College:** **Department:**

Rank: **Time in rank:** **Year hired:** **Tenure status:**

Highest degree: **Appt. Months:** **Credit Hrs. beyond degree:**

Professional License(s)/Registration(s):

INSTRUCTION

Faculty will excel in instruction in the following ways:

Demonstrate knowledge of subject matter, develop, revise, and update 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. Include and discuss student comments.

Spring	sum	all	disc	students	Summer (12 Mo. faculty)	sum	all	disc	students
Fall	sum	all	disc	students	Winter	sum	all	disc	students

All scores are summary averages; “sum” Summary Average on 5pt. scale; “all” Converted score compared to IDEA database of all courses (mean score 50); “disc” discipline-specific Converted scores; “students” # of evaluations / # of students enrolled; All scores show higher of raw or adjusted number.

Instruction Summary: Provide a brief narrative overview of your instructional accomplishments. Include description of updates to courses. In addition, please provide a sampling of student comments. Reflect on student feedback, low scores, and provide assessment of how this information will impact your pedagogy. Please explain any reassignment from the normal teaching load percentages in your narrative.

(Attach supporting documents as needed using the paperclip icon >---------->)

Scholarship/Research Summary: Provide a brief narrative of the scholarship, research, or presentations that you have accomplished over the past year. Faculty will advance knowledge in education and/or area of discipline in one or more of the following ways: write and publish scholarly papers, submit grant proposals, participate in conferences, workshops and conferences in education and/or discipline earning CEUs to support licensure, book reviews, research or works of art, Hold membership and leadership in professional organizations, participation in workshops/classes. Engage students in undergraduate applied research.

(Attach supporting documents as needed using the paperclip icon ---------->)

Faculty Member Signature: **Date:**

Dept. Chair Ratings and Comments

Instructional/Teaching	Rating:

Scholarship/Research	Rati

Internal Service to Dept., College, and/or Oregon Tech; External service to the professional and local community (professional or local/public outreach related your area)	Rating:

Chair Signature: **Date:**

Faculty Comments

Faculty comments:	Faculty concurrence with Dept. Chair ratings:

Faculty Member Signature: **Date:**

Deans Rating and Comments

Instructional/Teaching

Scholarship/Research

Internal Service to Dept., College, and/or Oregon Tech; External service to the professional and local community (professional or local/public outreach related your area)

Overall Comments: **Rating:**

Dean Signature: **Date:**

Attachment B

Faculty Objectives Plan

Academic Year:	**Name:**	**College:**	**Department:**
Rank:	**Tenure status:**		**Appt. Months:**

Goal: to assess contributions over and above the basics, that distinguish the faculty member, ensure that the individual faculty and departmental objects support and address institution objectives.

Instructional

Given that the primary focus at Oregon Tech is teaching, faculty will excel in instruction in the following ways. This is including but is not limited to the instructional workload (IWLU) 9-month faculty = 36 per academic year; 11–12-month faculty = 48 per academic year. To provide flexibility, individual term workloads can be adjusted with the Department Chair and Dean.

Scholarship and/or Research:

Internal service (department, college and/or Oregon Tech):

External Service to the Profession:

Signatures

Name:

Draft Submitted: Date

_____

Draft reviewed: Date

_____

Faculty signature (final submission): Date

_____

Department Chair signature: Date

_____

Dean Signature: Date

Attachment C

How to Get, Use and Save Your (IDEA Center) Student Numerical Evaluations

This document is a guide for how to look up the appropriate student numerical evaluation results to include on the APE (Annual Performance Evaluation) form, as mandated by Faculty Evaluation Policy OIT 21-040.

Page one of the APE form includes a table for each with these headings:

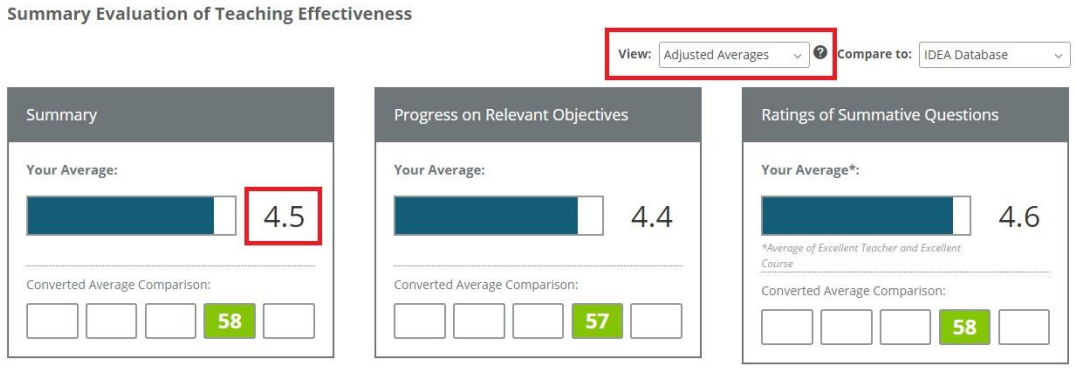
[Term: spring, summer, fall, winter] sum all disc students

Spring	sum	all	disc	students

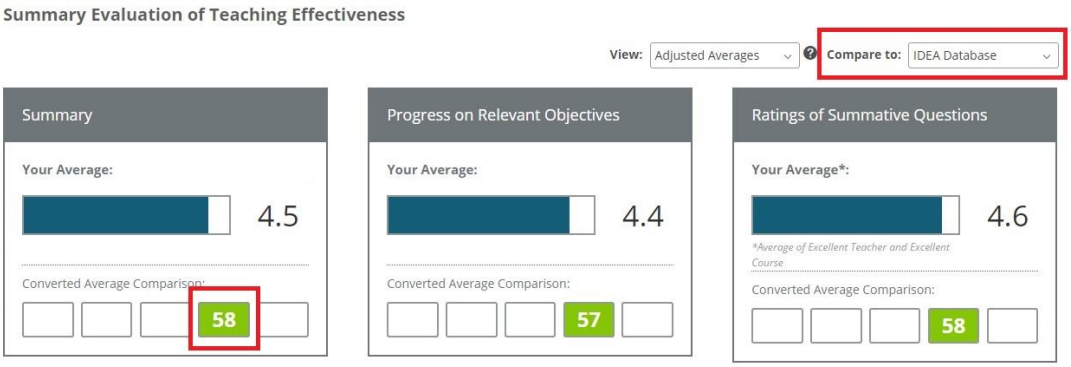
The legend (included at the bottom of the APE form) defines those headings as
All scores are summary averages;
"sum" Summary Average on 5pt. scale;
"all" Converted score compared to IDEA database of all courses (mean score 50);
"disc" discipline-specific Converted score;
"students" # of completed evaluations / # of students enrolled;
All scores show higher of raw or adjusted number.

Here is how to find those numbers…

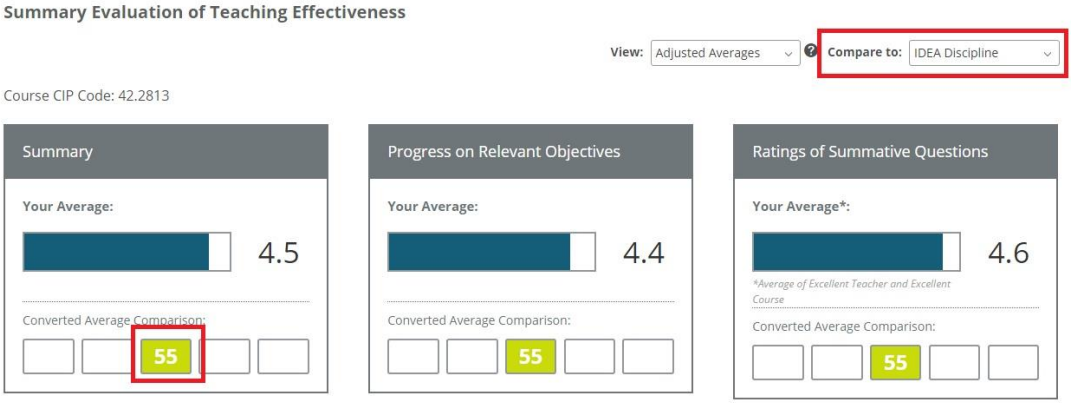
1. Login to TECHweb
2. Go to *Faculty Resources* Tab
3. Click on *Faculty Course Evaluations*.
4. Select the correct term in the *Selected Term* drop down menu.
5. Select the course and click on the *View Results* for the course you have listed on your APE. *(Note: most numbers needed for the APE are all under "Summary," the first square.)*
6. To save IDEA evaluations for a portfolio, click the *Print Reports* button on the top right Select *Save as PDF* in the print menu
7. "**sum**" on the APE is "Your Average," given on a 5-point scale. Choose either the raw or adjusted average, whichever is higher, available by using the "View" drag down menu over to the left.



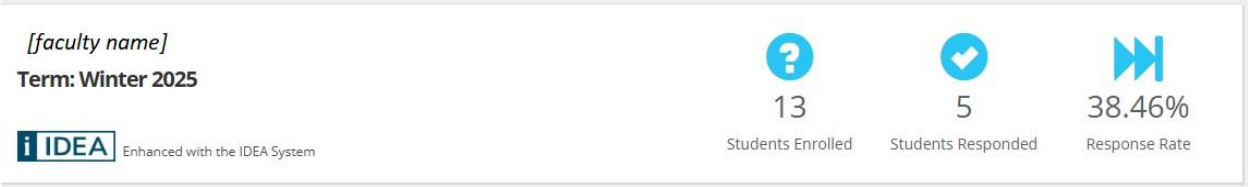
8. "**all**" is the percentage under "Converted Average Comparison" as long as the "Compared to" drag down menu is set to "IDEA Database." Again, choose the raw or adjusted average.



9. "**disc**" is the percentage when "Compared to" is set to "IDEA Discipline." Again, choose the raw or adjusted average



10. "**students**" is the number of "Students Responded" / number of "Students Enrolled," available at the top, directly to the right of your name and the term.



Instructions created in 2017, revised April 2018, April 2025