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Policy Title:	Faculty Evaluation	Policy Version:	2
Policy No:	5305	Approval Date:	April 23, 2018
Original Submission Date:	2008	Effective Date:	April 23, 2018
Approval Body:	Academic Council	Next Revision Date:	January 2020

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## Policy Statement

Ascenda School of Management is committed to excellence in instruction and seeks to assign effective faculty to teach its courses. This policy has been designed because ASM believes all faculty benefit from clear, constructive feedback.

The evaluation of the faculty must be done within the context of the explicit goal of the institution as embodied in the mission and strategic plan. An evaluation system aligned with the mission provides faculty with a clear set of expectations around which they may focus their work and continue their professional development & achievement.

The evaluation of faculty should also occur in the context of established criteria for high-quality work, clearly communicated expectations and responsibilities set forth in a faculty member's contract.

## Purpose

ASM provides for regular and systematic evaluation of its faculty. The faculty will undergo evaluation to ensure they remain accountable for their academic performance to the school and to the larger community. The objective of providing the faculty with multiple and continuous evaluation is to improve teaching effectiveness and to increase instructor and student satisfaction.

## Scope

### Components

Faculty evaluation is comprised of three components based on the expectations and responsibilities set forth in the faculty contract.

1) Instructional Responsibility includes:

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- a) Content Expertise: the formally recognized knowledge, skills, and abilities a faculty member possesses in a chosen field by virtue of advanced training, education, or experience. ☐
- b) Instructional Delivery Skills: those human interactive skills which promote or facilitate learning including the ability to motivate students, generate enthusiasm, and communicate effectively. ☐
- c) Instructional Design Skills: those technical skills in 1) designing, sequencing, and presenting experiences which induce learning; and 2) designing, developing, and implementing tools and procedures for assessing student learning outcomes. ☐
- d) Course Management: those organizational tasks involved in maintaining and operating a course.

Some activities to be considered in this category are:

- Well prepared lectures and class activities
- Effective use of exercises, audio visuals, practical & workplace examples and illustrations
- Effective classroom management
- Active engagement of students
- Incorporation of program learning themes into course learning objectives and assessment
- Communication of criteria and grading rubrics used to evaluate student work
- Evaluation of student performance according to established criteria approved by ASM.
- Use of the approved course outline and adopted textbook for the course

- Update of course materials in consultation and with the approval of the Dean.
- Review of student work for academic integrity
- Timely & helpful feedback on student assignments and exams
- Maintenance of a record of all assignments, projects, exams and other course deliverables

## 2) Administrative Responsibility

The effectiveness of the faculty member is measured not only by the conformance to standards of quality performance but also in the practice of collegiality and school relations, student advising, timely submission and accuracy of grade rosters and other administrative reports, contributions to the governance of the school and the work of its committees, and the performance of faculty-related student services.

Some activities to be considered in this category are: ☐

- Sending and/or answering email and voice messages in a timely manner ☐
- Maintaining and processing student attendance records ☐
- Serving on school committees ☐
- Advising a student organization ☐
- Attending faculty meetings and/or functions ☐
- Assisting colleagues in using technology and in professional endeavors
- Covering classes for absent faculty ☐
- Sharing instructional materials ☐
- Networking with other faculty members at other colleges ☐
- Doing collaborative work with colleagues

## 3) Continuous Professional Development

The faculty member should demonstrate continued efforts toward professional development. This can take the form of contributions to one's academic field or interdisciplinary work through scholarship and scholarly or creative activity. At minimum it requires demonstrated effort at professional self-development through teaching improvement and keeping abreast of the developments and trends in one's field.

Some activities to be considered in this category are: ☐

- Maintaining memberships in professional organizations ☐
- Attending in-service training ☐
- Attending local, regional and/or national conferences and/or conventions ☐
- Developing and/or improving skills, knowledge, and/or technology ☐
- Reading professional journals ☐ Attending activities that directly impact the college's well-being ☐
- Attending professional meetings, lectures, museums, etc.
- Conducting research in field of study ☐
- Consulting ☐
- Gaining and/or maintaining certification, license, etc. in field ☐
- Serving as a professional presenter or facilitator
- Pursuing graduate classes and/or advanced degrees ☐
- Serving on a committee, holding an office, or in a leadership position in a professional organization ☐
- Publishing ☐
- Receiving or being nominated for a professional award ☐
- Researching new programs, concentrations, and certificates

## Process

Because no one source can provide adequate insight into all the evaluation components, effective teaching is best measured by gathering information from all sources involved in the teaching process. Therefore, evaluation of teaching effectiveness must include inputs from students and other faculty peers. In addition, self-reflection on the part of the faculty member is an essential part of teaching evaluation.

**Student Evaluation:** The End-of-course Evaluation is administered to each student at the end of each course and the summarized results together with the students' written comments are made available to the Dean for review and distribution to the faculty member concerned.

**Faculty Peer Evaluation:** Faculty evaluation is also conducted by appropriate academic and administrative colleagues. This may include classroom observation, the evaluation of instructional materials, preparation, syllabus design, and interaction with other faculty and staff. This may also include the invitation of one faculty member to sit in on another faculty member's class.

The Student Evaluation is done at the end of every course taught by the faculty while the Peer Evaluation and Administrative Reviews are done once a year or as the need arises.

## Written Report, Debriefing, and Recommendations

Performance Evaluation results will be communicated in writing to the faculty member for review and appropriate action.

In cases where the faculty member's performance is found satisfactory, no further action is required.

For faculty members found to be performing unsatisfactorily, the Dean may consider the following options:

- a) Review evaluation results to determine if performance indicates that the faculty would benefit from additional institutional support (e.g., teaching effectiveness assistance, counseling, or mentoring in research issues/service expectations).
- b) Review evaluation results to determine if a good cause exists for not renewing the term contract of the part-time/sessional faculty. All proceedings for termination of a full-time faculty on the basis of periodic performance evaluation shall only be for incompetency, neglect of duty, or other good cause shown and must be conducted in accordance with the due process procedures, including an opportunity for referral of the matter to alternative dispute resolution.

The faculty member has the ability to appeal the decisions made based on the results of their evaluations.

## Definition

These definitions apply to terms as they are used in this policy.

Word/Term	Definition
Faculty evaluation	Involves the systematic observation (measurement) of relevant faculty performance to determine the degree to which that performance is consonant with the values and needs of the educational institution.
Instructional Responsibility	Involves establishing and maintaining a civil, productive, inclusive, and stimulating learning environment through content expertise, instructional design and delivery skills and effective course management.
Administrative Responsibility	Involves contributions to the governance of the school and the work of its committees, the compliance with academic reporting and the performance of faculty-related student services.
Continuous Professional Development	Involves contributions to one's academic field or interdisciplinary work through scholarship and scholarly or creative activity.

## Related legislation

### Related policies

Policy Number	Policy Title
5300	Academic Freedom
5303	Faculty Recruitment and Orientation

5503	Research Ethics
5650	Attendance
5600	Academic Honesty

## Responsibility

The Dean is responsible for providing the faculty with a clear set of expectations around which they may focus their work and continue their professional development & achievement. These expectations will become the basis of the faculty performance evaluation.

The faculty is responsible for documents giving evidence of performance related to their instruction and administrative responsibilities and to their continuing professional development.

The students are expected, at the end of each course, to provide feedback, through an online survey, on the course delivery, the course content, the Program Learning Outcomes, and the class environment.

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During faculty orientations and meetings, the Dean discusses with the faculty the importance of faculty evaluation and makes the policy accessible through the ASM Learning Management System (Moodle) and provides each faculty a copy of the Faculty Handbook.

During the term, evidences of the faculty's content expertise, instructional design and delivery skills and effective course management, compliance with administrative responsibilities and professional development are monitored and documented. These evidences could be gathered through class observations conducted, reports submitted and peer faculty evaluations made.

Student evaluations are done at the end of each term. After the student responses are processed, and after the final grades of the students have been submitted, the faculty receives a computer printout summarizing the results together with the written comments provided by the students.

For the quarterly faculty evaluation, the Dean gathers the results based on the inputs from students and other faculty peers. The Dean will also require the faculty concerned to submit a self-reflection statement.

The Dean will discuss the results of the faculty evaluation with the instructor concerned. The written report includes the agreed-upon recommendations and this document is dated and is signed by both the Dean and the instructor concerned.

## APPENDICES

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