

# ARTICLE [x]. ANNUAL EVALUATIONS OF FACULTY

## Section 1. Evaluation Criteria

The goal of faculty evaluation is to assess contributions over and above basic competency, professional integrity and collegial cooperation in a civil and respectful manner. Faculty evaluations serve as the basis for consideration for reappointment, salary increases, indefinite tenure, promotion and, or post tenure review.

According to the former Administrative Rules of the Board of Higher Education (OAR 580- 021- 0135) which have been adopted by the Board of Trustees, "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."

## Section 2. Criteria for Faculty Evaluation

### *Instruction*

Given that the primary focus at Oregon Institute of Technology is teaching, bargaining unit faculty members 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 or adequate tools to accomplish assigned job duties.
- Maintain student numerical evaluations at a departmentally established standard or any other appropriate external metrics developed by the department.

### *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).
- Research accomplishments and other scholarly achievements, or
- Where relevant, other creative and artistic achievements

38 *Institutional and Professionally Related Public Service*

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

- 42 ● Serve on institutional, departmental, and/or faculty senate committees.
- 43 ● Participate in student advising.
- 44 ● Participate in student activities.
- 45 ● Serve as department coordinator (assessment, advising, curriculum, scheduling, etc.).
- 46 ● Contribute to student recruitment and/or retention.
- 47 ● Serve as program director, department chair, or associate department chair.
- 48 ● Serve on Faculty Senate.
- 49 ● Develop and maintain equipment maintenance budgets, schedules, etc.
- 50 ● Participate in special projects (i.e., grants, on-campus presentations and conferences,  
51 documentation development, etc.)
- 52 ● Develop and/or provide distance delivery courses.
- 53 ● Teach summer session courses.
- 54 ● Write grants to support or participate in development of sponsored programs.
- 55 ● Serve as representatives of the Association, including but not limited to serving on the  
56 bargaining team, executive leadership, as grievance officers, and other activities in support of  
57 the Association

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

- 61 ● Provide consulting services in area of expertise.
- 62 ● Serve on boards and committees.
- 63 ● Hold office in professional organizations.
- 64 ● Serve in field of expertise or education (i.e., high school mentoring, public speaking, math  
65 contests, fund raising, etc.)
- 66 ● Participate in outreach programs.

67 *Professional integrity:* Faculty shall demonstrate professional integrity in the following ways:

- 68 ● Model high ethical standards as defined by the candidate's profession and OIT's statement  
69 of ethical principles.
- 70 ● Deal honestly, fairly and openly with colleagues and students.
- 71 ● Respect others.
- 72 ● Accept responsibility for actions and decisions and their consequences.
- 73 ● Follow through on commitments.

74 *Willingness to cooperate:* Faculty shall evidence a willingness to cooperate with colleagues in the  
75 following ways:

- 76 ● Take on responsibility for departmental projects that are compatible with and further its
- 77 mission and long-term goals.
- 78 ● Contribute to a stimulating intellectual environment in the candidate's department.
- 79 ● Abide by departmental decisions.
- 80 ● Follow policies and procedures of the institution.

81 **Procedure**

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

- 84 ● Faculty Objectives Plan
- 85 ● Student Evaluations of Instruction

86 *Faculty Objectives Plan*

87 The purpose of the Faculty Objectives Plan (FOP) is to ensure that individual and departmental  
88 objectives support and address institutional objectives. The FOP accounts for the academic year and  
89 inclusion of any previous spring accomplishments that occurred after the APE and summer  
90 accomplishments. The FOP (Appendix A) will be completed and a copy provided to the department  
91 chair by Friday of week 4 of Fall term. The department chair will meet with the faculty member by  
92 the end of week 6 of Fall term to discuss objectives and, as necessary, to provide direction to assure  
93 contribution in the three areas of required criteria. The faculty member's accomplishment of those  
94 objectives will be the basis of the Annual Performance Evaluation (APE). The FOP will be signed  
95 by the faculty member and the department chair.

96 *Student Evaluations of Instruction*

97 Every other term (fall and spring of one year, winter of the next) tenured faculty are required to give  
98 all their on-campus students the opportunity to participate in numerical and written course  
99 evaluation. Full-time untenured faculty will provide this opportunity every term. Summer terms are  
100 excluded. Faculty members teaching lecture and lab sections of the same course may request of the  
101 chair to give one evaluation for both. Individual faculty members may request, or be required, to be  
102 evaluated more frequently. Student evaluations shall never be used as the only metric of a bargaining  
103 unit faculty member's teaching effectiveness.

104 Any new instrument or method for Student Evaluation of Instruction shall be approved by both  
105 Oregon Tech and the OT-AAUP.

106

107 *Annual Performance Evaluation*

108 The APE form (Appendix B) will be completed by the faculty member and a copy provided to the  
109 department chair by the Friday of the second week of Spring term. The APE accounts for spring  
110 and summer terms (when applicable) of the previous year and fall and winter terms of the current  
111 year. The department chair will meet with the faculty member to discuss

- 112 ● the progress made toward meeting the objectives established in the FOP

\*OT-AAUP reserves the right to add to, modify, or amend proposals during the course of negotiations.

- 113       ● the results of the student numerical evaluations relative to the departmental established  
114       standard

115 Based on the discussion with the faculty member, the department chair completes the APE form  
116 and submits it to the faculty member for concurrence or nonconcurrence, and comments, if any by  
117 Monday of the fifth week of Spring term. The faculty member signs the APE form and returns it to  
118 the department chair by Friday of the fifth week of Spring term. Completed APE forms are due to  
119 the Dean's Office by Friday of the sixth week of Spring term. The dean will review and comment on  
120 the APE form. The dean will consult with the department chair regarding the faculty member's  
121 performance as needed. The dean will return the original APE form to the faculty member and send  
122 a copy of the APE form to the Provost's Office on or before June 30.

123

### 124 **Section 3. Criteria for Library Faculty Evaluation**

#### 125 *Librarianship*

126 Library faculty will excel in librarianship in some or all of the following ways:

- 127       ● Foster learning environments that promote information competencies, inquiry and analysis,  
128       and critical thinking while encouraging lifelong learning
- 129       ● Contribute to the design, improvement, and assessment of courses, curricula, and research  
130       activities
- 131       ● Manage, develop, and/or create the libraries' collections, as well as facilitate intellectual and  
132       physical access to the libraries' collections that foster diverse perspectives

#### 133 *Professional Development*

134 Library faculty will advance knowledge in education and/or areas consistent with institutional,  
135 departmental, and personal goals and objectives. Library faculty will pursue ongoing professional  
136 development and scholarship. Professional development may be evidenced in a broad variety of  
137 activities. This may include, but is not limited to:

- 138       ● Continue coursework, or professional certification
- 139       ● Participate in consulting work
- 140       ● Author in peer-review publications, book reviews
- 141       ● Perform applied research
- 142       ● Contribute to regional, state, or national/international professional organizations
- 143       ● Participate in conferences and conventions in education, librarianship, and/or a related  
144       discipline

#### 145 *Institutional and Professionally Related Public Service*

146 Library faculty will contribute to the advancement of the institution consistent with institutional,  
147 departmental, and personal goals and objectives. Public service may be evidenced in a broad variety  
148 of activities. Library faculty perform professional service for the library, the institution, and outside  
149 agencies such as consortia or library associations. This may include, but is not limited to:

\*OT-AAUP reserves the right to add to, modify, or amend proposals during the course of negotiations.

- 150 ● Serve the department, campus, or university committees
- 151 ● Perform professionally-related public service
- 152 ● Participate in mentoring of less experienced faculty
- 153 ● Contribute to departmental objectives
- 154 ● Participate in campus activities outside the department
- 155 ● Serve as representatives of the Association, including but not limited to serving on the
- 156 bargaining team, executive leadership, as grievance officers, and other activities in support of
- 157 the Association

158 *Professional integrity:* Faculty shall demonstrate professional integrity in the following ways:

- 159 ● Model high ethical standards as defined by the candidate's profession and OIT's statement
- 160 of ethical principles.
- 161 ● Deal honestly, fairly and openly with colleagues and students.
- 162 ● Respect others.
- 163 ● Accept responsibility for actions and decisions and their consequences.
- 164 ● Follow through on commitments.

165 *Willingness to cooperate:* Faculty shall evidence a willingness to cooperate with colleagues in the

166 following ways:

- 167 ● Take on responsibility for departmental projects that are compatible with and further its
- 168 mission and long-term goals.
- 169 ● Contribute to a stimulating intellectual environment in the candidate's department.
- 170 ● Abide by departmental decisions.
- 171 ● Follow policies and procedures of the institution.

## 172 **Procedure**

173 All library faculty with an FTE of 0.5 or more shall be reviewed annually. The Annual Performance

174 Evaluation - Library will be based upon the following:

- 175 ● Library Faculty Objectives Plan.
- 176 ● Student and colleague evaluations, when available
- 177 ● Library unit or organization assessments, when available.

178

### 179 *Faculty Objectives Plan*

180 The purpose of the Faculty Objectives Plan - Library (FOP-L) is to ensure that individual and

181 departmental objectives support and address institutional objectives. The FOP accounts for the

182 fiscal year from July to June.

183 The FOP-L (Appendix C) will be completed and a copy provided to the librarian's supervisor prior

184 to the beginning of fall term, unless otherwise arranged. The librarian's supervisor will meet with the

185 library faculty member by end of week 6 of fall term to discuss objectives and, as necessary, to

186 provide direction to assure contribution in the three areas of required criteria. The library faculty

187 member's accomplishment of those objectives will be the basis of the Annual Performance  
188 Evaluation – Library (APE-L). The FOP-L will be signed by the faculty member and the University  
189 Librarian.

190 *Library Annual Performance Evaluation*

191 The APE-L form (Appendix D) will be completed by the library faculty member and a copy  
192 provided to the University Librarian by the Friday of the second week of Spring term. The APE-L  
193 accounts for the fiscal year of July through June.

194 The University Librarian will meet with the faculty member to discuss

- 195 ● The progress made toward meeting the objectives established in the FOP-L
- 196 ● Student and colleague evaluations or unit or organization assessments

197 Based on the discussion with the library faculty member, the librarian's supervisor completes the  
198 APE-L form and submits it to the faculty member for concurrence or nonconcurrence, and  
199 comments, if any by Monday of the fifth week of Spring term.. The library faculty member signs the  
200 APE-L form and returns it to the librarian's supervisor by Friday of the fifth week of Spring term.  
201 All forms are due to the University Librarian's office by Friday of the sixth week of Spring term. The  
202 University Librarian will consult with the librarian's supervisor regarding the librarian faculty  
203 member's performance as needed. The University Librarian will sign and return the original APE-L  
204 form to the library faculty member and send a copy of the APE-L form to the librarian's supervisor  
205 and the Provost's Office on or before June 30.

206

207 **Section 4. Revisions to Policies related to Faculty Evaluation**

208 Oregon Tech reserves its rights to alter, amend, modify, and make additions or deletions to the OIT  
209 policies and guidelines on annual performance reviews after (a) consultation with the Association on  
210 changes in criteria and (b) agreement with the Association on changes in procedure.

**LIBRARY FACULTY OBJECTIVES PLAN  
ACADEMIC YEAR 2020-21**

FACULTY MEMBER: \_\_\_\_\_

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LIBRARIANSHIP PLANS

PROFESSIONAL DEVELOPMENT PLANS

INSTITUTIONAL SERVICE PLANS/PROFESSIONALLY-RELATED PUBLIC SERVICE  
PLANS

\_\_\_\_\_  
Faculty signature

\_\_\_\_\_  
University Librarian signature

\_\_\_\_\_  
Date

**FACULTY OBJECTIVES PLAN  
ACADEMIC YEAR 2018-19**

FACULTY MEMBER: \_\_\_\_\_

DEPARTMENT: \_\_\_\_\_

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TEACHING PLANS

PROFESSIONAL DEVELOPMENT PLANS

INSTITUTIONAL SERVICE PLANS/PROFESSIONALLY-RELATED PUBLIC SERVICE PLANS

\_\_\_\_\_  
Faculty Signature

\_\_\_\_\_  
Department Chair Signature

\_\_\_\_\_  
Date



**FACULTY OBJECTIVES PLAN  
ACADEMIC YEAR 2018-19**

FACULTY MEMBER: (SAMPLE)

DEPARTMENT: \_\_\_\_\_

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TEACHING PLANS

Appropriate activities might include:

Development of innovative teaching techniques	Development of new assessment tools
Development of new laboratory exercises	Updating course to include new technology
Inclusion of new presentation/teaching technologies	Creation of a new course
Incorporation of communications skills	Development of tutorials and other student aids
Number of courses to be taught	Number of new courses or new preps to be taught
Development of field trips	Inclusion of outside speakers

PROFESSIONAL DEVELOPMENT PLANS

Appropriate activities might include:

Workshops, conferences, and seminars	Participation in professional societies
Work experience appropriate to discipline	Professional presentations
Publication of scholarly activity	Research conducted
Grant and research contract development	Academic courses relevant to teaching or advising
Academic courses leading to a higher degree	

INSTITUTIONAL SERVICE PLANS/ PROFESSIONALLY-RELATED PUBLIC SERVICE PLANS

Appropriate activities might include:

Institutional Service Plans:

Curriculum development	Community college articulation development
High school articulation	Recruiting
Student society advising	Facilities planning
Departmental search committees	Equipment management
Management of student assistants	Scheduling coordinator
Curriculum coordination with other departments	Department, school, and college committees
Structured student retention activities	Industrial relations
Faculty Senate	

Professionally-Related Public Service Plans:

State boards, committees, task force, etc.	Unpaid teaching and speaking
City and county advisory committees	Unpaid consultation
Accrediting organization participation	

ANNUAL PERFORMANCE EVALUATION 20xx-xx  
for Teaching Faculty  
Copy in Evaluative File; Original to Faculty

Name \_\_\_\_\_ Department \_\_\_\_\_

Rank:  Instr.  Asst. Prof.  Assoc. Prof.  Prof. Time in rank: \_\_\_\_\_ years Year hired: \_\_\_\_\_

Highest academic degree attained: \_\_\_\_\_ Year: \_\_\_\_\_ Professional Registration: \_\_\_\_\_

Credit hours earned beyond degree: \_\_\_\_\_ Tenure status:  Fixed  Annual  Indefinite

**INSTRUCTION**

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.

Spring	sum	all	disc	students	Fall	sum	all	disc	students	Winter	sum	all	disc	students

*All scores are summary averages.*

*For all course evaluation scores: report higher of raw or adjusted score*

*“Spring”, “Fall”, “Winter” list the course number and section number in the appropriate term*

*“sum” summary average on 5 point scale*

*“all” Converted scores: summary average compared to IDEA database of all courses; mean score is 50*

*“disc” Converted scores: summary average compared to IDEA database of courses in the same discipline; mean score is 50*

*“students” Number of Evaluations / Number of Students Enrolled*

***Please delete these italicized instructions from your completed APE form; keep the condensed legend below for later readers***

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.

**PROFESSIONAL DEVELOPMENT**

Faculty will advance knowledge in education and/or area of discipline in one or more of the following ways:

Professionally relevant employment, publications, grants, presentations, earning higher degree, earning CEUs, conference attendance, book reviews, research or works of art, membership in professional organizations, participation in workshops/classes.

ANNUAL PERFORMANCE EVALUATION 20xx-xx  
for Teaching Faculty  
Copy in Evaluative File; Original to Faculty

**INSTITUTIONAL AND PROFESSIONALLY-RELATED PUBLIC SERVICE**

Faculty will contribute to the advancement of the institution in one or more of the following ways:

Scheduling, student advising, equipment maintenance, budget development, governance, participation in committees/commissions, curriculum revisions, participation in special projects, recruitment, participation in distance delivery or summer sessions, serve as department chair, department coordinator, program director, serve as representatives of OT-AAUP.

Faculty will make connections in the public sector for no fee in one or more of the following ways:

Consulting, public speaking, holding office in professional organizations, membership on boards or committees, community service, participation in outreach programs.

ANNUAL PERFORMANCE EVALUATION 20xx-xx  
for Teaching Faculty  
Copy in Evaluative File; Original to Faculty

**Instruction**

- Exceeds expectations                       Meets expectations                       Does not meet expectations

Supporting Narrative (required): \_\_\_\_\_  
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**Professional Development**

- Exceeds expectations                       Meets expectations                       Does not meet expectations

Supporting Narrative (required): \_\_\_\_\_  
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**Institutional and Professionally-Related Public Service**

- Exceeds expectations                       Meets expectations                       Does not meet expectations

Supporting Narrative (required): \_\_\_\_\_  
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**Professional Integrity and Willingness to Cooperate**

- Exceeds expectations                       Meets expectations                       Does not meet expectations

Supporting Narrative (required): \_\_\_\_\_  
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\_\_\_\_\_  
\_\_\_\_\_



**ANNUAL PERFORMANCE EVALUATION 20xx-xx  
for Library Faculty  
Original in Evaluative File; Copy to Faculty**

Name: \_\_\_\_\_

Department: Library

Rank: Instr. ( ) Asst. Prof. ( ) Assoc. Prof. ( ) Prof. ( ) Time in Rank: yr. Year hired:

Highest academic degree attained: Year: Professional Registration: \_

Credit hours earned beyond degree:

**FACULTY MEMBER COMPLETES FIRST TWO PAGES AS SELF-ASSESSMENT**

**LIBRARIANSHIP**

Library faculty will excel in librarianship in many of the following ways:

Foster learning environments that promote information competencies, inquiry and analysis, and critical thinking while encouraging lifelong learning; contribute to the design, improvement, and assessment of courses, curricula, and research activities; manage, develop, and/or create the libraries' collections, as well as facilitate intellectual and physical access to the libraries' collections that foster diverse perspectives

(Continue narrative on separate page if needed)

**PROFESSIONAL DEVELOPMENT**

Library faculty will advance knowledge in education and/or areas consistent with institutional, departmental, and personal goals and objectives in one or more of the following or other ways:

Continue coursework, or professional certification; participate in consulting work; author in peer-review publications or book reviews; perform applied research; contribute to state, regional, or national/international professional organizations; participate in conferences, conventions, or workshops in education, librarianship, and/or a related discipline.

(Continue narrative on separate page if needed)

**ANNUAL PERFORMANCE EVALUATION 20xx-xx**  
**for Library Faculty**  
**Original in Evaluative File; Copy to Faculty**

**INSTITUTIONAL AND PROFESSIONALLY-RELATED PUBLIC SERVICE**

Library faculty will contribute to the advancement of the institution in one or more of the following, or other ways: Serve the department, campus, or university committees; perform professionally-related public service; participate in mentoring of less experienced faculty; contribute to departmental objectives; participate in campus activities outside the department

Public service may be evidenced in a broad variety of activities. Library faculty perform professional service for the library, the institution, and outside agencies such as consortia or library associations. This may include, but is not limited to: Consulting, public speaking, holding office in professional organizations outside discipline, membership on boards or committees, community service, participation in outreach programs.

(Continue narrative on separate page if needed)

ANNUAL PERFORMANCE EVALUATION 20xx-xx  
for Library Faculty  
Original in Evaluative File; Copy to Faculty

**LIBRARY DIRECTOR COMPLETES THIS PAGE.**

**LIBRARIANSHIP**

- Exceeds expectations       Meets expectations       Does not meet expectations

Supporting Narrative (required):

**PROFESSIONAL DEVELOPMENT**

- Exceeds expectations       Meets expectations       Does not meet expectations

Supporting Narrative (required):

**INSTITUTIONAL AND PROFESSIONALLY-RELATED PUBLIC SERVICE**

- Exceeds expectations       Meets expectations       Does not meet expectations

Supporting Narrative (required):

**PROFESSIONAL INTEGRITY AND WILLINGNESS TO COOPERATE**

- Exceeds expectations       Meets expectations       Does not meet expectations

Supporting Narrative (required):



**ANNUAL PERFORMANCE EVALUATION 20xx-xx  
for Library Faculty  
Original in Evaluative File; Copy to Faculty**

University Librarian \_\_\_\_\_ Date \_\_\_\_\_

**UNIVERSITY LIBRARIAN, FACULTY MEMBER AND PROVOST COMPLETE THIS PAGE**

University Librarian Additional Comments:

University Librarian \_\_\_\_\_ Date \_\_\_\_\_

I concur ( )    I do not concur ( )    No comment ( )

Faculty Member Comments:

Faculty Member \_\_\_\_\_ Date \_\_\_\_\_

Provost Comments:

Provost \_\_\_\_\_ Date \_\_\_\_\_