INSTRUCTOR EVALUATION

Performance Review and Evaluation

Each full-time and continuing part-time divisional employee participates annually in a performance review and evaluation process. The current system includes an initial conference held by the supervisor with the employee to review the job description and to establish an annual plan and/or to develop professional renewal goals and objectives; a semi-annual conference to discuss progress being made toward fulfillment of such plans and/or objectives; and a year-end conference to assess the employee’s overall progress and performance. The evaluation is conducted using the Performance Review and Evaluation form, and the completed reviews are placed in the employee’s personnel file.

Instructor Evaluations

At Durham Technical Community College, “we envision ourselves as a ‘learning college.’ As such, we will continue to be a model for student success and excellence in teaching, empowering learners to enrich the local and global communities, and preparing students to contribute to the economic vitality of the region.

We are committed to a philosophy of continuous improvement by researching best practices and establishing benchmarks for performance, and we will provide opportunities for continuous improvement of faculty and staff through vigorous professional development” (Durham Technical Community College catalog, 2010).

Conducting instructor evaluations on a regular basis allows the college to:
- Share our vision of an appropriate learning environment with students;
- Give students an (anonymous) voice about their learning experiences;
- Provide meaningful feedback to faculty to help guide them in setting professional development goals;
- Identify possible “course level” areas of concern (e.g., instructor’s expectations of students’ technological competence in various courses);
- Measure presentation of course level learning outcomes; and
- Meet all required accreditation standards.

Conducting course evaluations on a regular basis allows the college to:
- Make appropriate decisions about course and program level modifications;
- Evaluate strengths and weaknesses of various instructional delivery modes, including the intersection of content and mode of delivery;
- Measure program level and general education learning outcomes;
- Evaluate and address concerns for preparatory course (e.g., the first course in a required sequence of courses); and
- Meet all required accreditation standards.
All full-time faculty members will be evaluated in a minimum of one course per academic year. All adjunct faculty members will be evaluated in a minimum of one course per semester.

Supervisors may choose to evaluate faculty members in multiple courses over multiple semesters to meet individual departmental needs.

Faculty who do not meet the defined instructional performance threshold in any semester will meet with his or her direct supervisor to discuss instructional strategies. Full-time faculty who do not meet the defined instructional performance threshold in any semester will be evaluated in the following semester.

A minimum of one classroom observation is conducted for all full- and part-time faculty members each year by the instructor’s supervisor or designee. For online courses, the supervisor “visits” the class electronically. Feedback from the class visit is then shared with the instructor in writing as part of the college’s Performance Review and Evaluation process (for full-time and part-time instructors) or during a conference with the program director (for part-time hourly instructors).

In addition, students in the class will evaluate each instructor’s work. Instructions for the process and completion of the evaluations will be sent to Department Heads from the Research, Evaluation, Assessment and Planning (REAP) Department. Copies of the compiled results are sent to the office of the Vice President and Chief Instructional and Student Services Officer, the Human Resources office, the Department Head, and the appropriate Program Director or Discipline Chair. The instructor will receive a copy of the evaluation results after final grades have been submitted. The instructor’s supervisor will discuss the results of this evaluation with the instructor as part of the college’s Performance Review and Evaluation process.

In certain instances, students in more than one class may complete Student Evaluation of Instructor forms. Examples include instructors teaching in program areas that require additional evaluation for accreditation, certification, or approbation of the program; instructors teaching online; or instructors employed under contracts with special conditions. Except when employment is under a contract with special conditions, the instructor may, in consultation with the Program Director or Chair, choose which class will be used for this evaluation. In addition, except when employment is under a contract with special conditions, instructors who have evaluations conducted in multiple classes may, in consultation with the Program Director or Chair, choose which of those evaluations will be included as part of his or her employment record. The instructor may not view the original evaluation instruments at any time and may not review the summary results of the evaluation before the end of the semester (unless in the supervisor’s judgment, the evaluation provides evidence of an instructional problem requiring immediate attention). If the instructor’s supervisor concludes that evaluations of the instructor are necessary, student evaluations of the instructor may be collected from more than one class at any time during a semester. In this case, all evaluations will be kept on file.

Student evaluations of part-time instructors will follow the procedure outlined above.