Chapter: Personnel   Modification No. _001_

Subject: **Performance Evaluation and Employee Development**

I.   All College personnel shall be evaluated in writing and participate in an evaluation conference with his or her supervisor at least once a year, or within a regular sequence approved by the President, to meet the following general objectives of performance evaluation and employee development:

   A.   To keep personnel informed of current job expectations and how such expectations should integrate with unit goals.

   B.   To identify performance objectives so as to increase the effectiveness and efficiency of the individual's job performance and to accomplish unit goals.

   C.   To promote effective communication between employees and supervisors.

   D.   To provide a record upon which promotions, pay increases, training, awards and other appropriate administrative actions can be based.

II.   All College personnel are encouraged to utilize, as qualified, the various elements of the College's Employee Development Program including orientation programs, individual employee development programs, and campus-based professional development activities.

III.   The President is authorized to establish procedures to implement this policy.

_____
Board Approval: September 21, 1987.

Chapter:	Personnel	Modification No. 020

Subject: **Performance Evaluation and Employee Development**

I.   Evaluation of Administrators

All administrators will be evaluated on an annual basis, with evaluations completed no later than June 30 of each year. Performance evaluations are an integral part of performance management. The Office of Human Resources, Development, and Engagement will provide instruction and training to all administrators concerning the performance evaluation process. Administrators will receive an overall rating of: "Far Exceeds Expectations," "Exceeds Expectations," "Meets Expectations," "Needs Some Improvement," or "Does Not Meet Expectations." Such overall rating, subject to additional criteria determined by the president, will be based on the ratings received in regard to: 1) overall performance of duties and responsibilities as described on the administrator's position description; 2) administrator competencies; and 3) achievement of the annual goals/objectives established by the administrator's supervisor.

II.   Evaluation of Associate and Support Staff

A.   The Office of Human Resources, Development, and Engagement will administer a performance evaluation system for associate and support staff (including temporary with benefits staff) as an integral part of the College's personnel management program.

All staff will be evaluated on an annual basis, with evaluations completed no later than August 21 of each year. The Office of Human Resources, Development, and Engagement will provide instruction and training to all administrators concerning the performance evaluation process. Staff will receive an overall rating of: "Far Exceeds Expectations," "Exceeds Expectations," "Meets Expectations," "Needs Some Improvement," or "Does Not Meet Expectations." Such overall rating, subject to additional criteria determined by the president, will be based on the ratings received in regard to: 1) overall performance of duties and responsibilities as described on the staff member's position description; 2) staff competencies; and 3) achievement of the annual goals/objectives established by the staff member's supervisor.

B.   Procedures

1.   Notification. The Vice President of Human Resources, Development and Engagement shall notify the employee's supervisor of the deadline for all required evaluations. The notification will indicate the purpose of the evaluation, i.e., employee development, the granting of regular status, annual performance, review prior to promotion, etc., and will provide the supervisor with the evaluation form to be used in documenting the process.

2.   Orientation Conference. At the beginning of the employee's service, the immediate supervisor shall hold a conference to orient the employee to his or her new work assignment and to explain when, how, and why the employee is to be evaluated. Standards of work shall be used as a basis

for discussion. The current position description, class specification and unit goals should serve as a basis throughout such a conference.

3.   Coaching Conversation. When there is evidence that an employee will need to improve before he or she is given regular status, before a salary increment will be recommended, or before other action will be taken, several coaching conversations should be held. The supervisor should make a written record of each conversation, and a copy should be given to the employee. At these times, the employee shall be given specific suggestions for continued improvement in his or her job performance.

4.   Evaluation Conference. Evaluation conferences should be scheduled so that the employee will be given advance notice of the appointed time. The employee and the immediate supervisor will participate in the evaluation conference. The evaluator should take this opportunity to discuss areas of strengths and areas needing improvements, and to identify changes that may need to be made in the employee's position description.

5.   Non-Concurrence. If the employee does not concur with the evaluation, he or she should sign the evaluation form for the purpose of indicating participation in the evaluation conference, noting his or her non-concurrence, and attach the comments to the evaluation form. Employee disagreements concerning his or her performance evaluation may be appealed to higher supervisory levels but cannot be the basis for a formal grievance.

6.   Administrator Review. The appropriate administrator will review and sign evaluations for employees assigned to offices under his or her supervision. In all cases where the employee disagrees with the evaluation and where a negative recommendation results, the appropriate administrator will review the matter with the evaluating supervisor in sufficient detail to reach an informed decision, and will prepare a separate statement of concurrence or disagreement with the recommendation and forward the complete evaluation package to the Vice President of Human Resources, Development, and Engagement.

III.   Evaluation of Full-time Faculty

A.   Purposes

1.   To promote the highest quality instruction (teaching/learning).

2.   To encourage the highest quality performance by faculty.

3.   To encourage professional growth and development of faculty.

4.   To assess strengths and weaknesses in faculty performance.

B.   General

1.   Student evaluations of all full-time instructional faculty will be conducted each academic year. A minimum of two different sections (preferably

different courses) will be evaluated. The College will identify and provide an instrument for the student evaluation to all instructional faculty. The faculty member may also administer a student evaluation instrument of his/her choice in addition to the standardized instrument and include the results in his/her self-evaluation.

    2.   All evaluation materials will be handled in a confidential manner. The administrative summary prepared as part of a comprehensive evaluation will be placed in the faculty member's personnel file. Other materials compiled as part of the evaluation (student and peer evaluations, etc.) will be maintained in the office of the appropriate Dean or Provost.

C.   <u>Comprehensive Evaluation</u>

    1.   <u>General</u>

        a.   A comprehensive evaluation includes student evaluations, a self-evaluation, a peer review, classroom observations, a departmental chair review, and a Dean summary evaluation.

        b.   For new faculty members, the comprehensive evaluation during the first year of employment will focus on faculty performance during the first semester of employment. For other faculty members, a comprehensive evaluation will focus on faculty performance since the last evaluation.

        c.   Notwithstanding the schedule below, a faculty member will be required to undergo a comprehensive evaluation during any academic year if such evaluation is determined necessary by the appropriate Dean.

    2.   <u>Schedule</u>

Appointment Type	Frequency	Due Date (in OHR)
1 Year	Annually	February 15*
3 Year (2nd year)	Year 2	December 1 – Year 3
6 Year Rolling Term	3rd academic year	April 1
	5th academic year after most recent	
Rolling Term	evaluation	April 1
Tenured	Every 5 years	During Academic year

* Faculty appointed in January will begin employment on an 18 month contract and follow the same evaluation schedule as those on a one-year contract.

Additional evaluations may be conducted at the dean's discretion.

D.   <u>Standards of Performance</u>

    1.   <u>Evaluative Criteria</u>

    All evaluators will focus on and address each of the following evaluative criteria in all evaluations:

a.   Faculty members shall demonstrate at least satisfactory performance in the teaching/primary assignment, which includes currency in primary subject/assignment area.

b.   Faculty members shall demonstrate professional growth in teaching/assignment area and pedagogy/service techniques.

c.   Faculty members shall demonstrate substantial progress in meeting special objectives from preceding evaluation cycle(s).

d.   Faculty members shall demonstrate professional service to campus and/or College and/or community.

2.   <u>Elements</u>

Each of these is of critical importance. Applied as appropriate, they represent a definition of expectation for faculty members. Serious shortcomings in any of these categories must be addressed promptly with carefully developed steps cited to effect improvement. Failure to make improvement incurs the possibility of an unsatisfactory performance rating. Further, it should be noted that, although the comprehensive evaluation takes place in one semester, the process of evaluation continues from one evaluation to another, so that the obligation to perform faculty duties remains and is ongoing. Finally, while all elements are important in assessing faculty performance, and while the responsibilities of faculty members as noted elsewhere in the Policies/Procedure Manual must be considered, peers and administrators will give greatest weight to those elements associated with the faculty member's primary assignment; i.e., teaching or a specific counselor function.

Faculty members will be evaluated considering the following elements:

a.   <u>Instructional Faculty</u>

     (1)   Teaching materials, including syllabi (which must conform to the Montgomery College Syllabus Template as outlined in the Montgomery College Faculty Handbook)

     (2)   Teaching techniques

     (3)   Instructor knowledge of subject matter

     (4)   Availability to students

b.   <u>Counseling Faculty</u>

     (1)   Availability to students

     (2)   Knowledge of counseling theories and techniques (personal and career)

     (3)   Teaching techniques and materials.

              (4)   Academic (advising and transfer) and career counseling

              (5)   Resource role to teaching faculty

        c.   <u>All Faculty (as applicable)</u>

              (1)   Individual and unit responsibilities

              (2)   Advising (academic and/or activity) responsibilities

              (3)   Other responsibilities and activities, such as curriculum development, textbook review and selection, outreach activities, and program accreditation

              (4)   Interpersonal relations

              (5)   Professional growth and development

              (6)   Professional contributions and achievement

              (7)   Service to students and college and, as appropriate, community

              (8)   Progress on individual annual objectives

              (9)   Submission of non-instructional assessment data (College Area Review [CAR] and Outcomes Assessment [OA]) in accordance with established deadlines

              (10)   Timely submission of student grades and participation in assessment practices.

    E.   <u>Process</u>

        1.   Upon the request of any party, the Dean (or Associate Dean) or the department chair/coordinator, and faculty member being evaluated will discuss each component, the schedule, and the process.

        2.   The components of the faculty performance review include the following:

              a.   Student Evaluations
              b.   Self Evaluation (Form A submitted to the peer review committee)
              c.   Classroom Observation (Form B)
               d.   Peer Review (Form C)
               e.   Department Chair Review (Form D submitted directly to the Dean)
               f.   Dean Summary Evaluation (Form E)

        3.   Faculty member and department chair/coordinator shall select a peer review committee of 2-3 faculty members from within the same academic department or discipline. A department committee may be established but the faculty member being evaluated is under no obligation to use it and may select his/her own committee with the department

chair/coordinator. One committee member shall be designated as the Lead Peer Reviewer. The committee will compile the results of the peer review and the Lead Peer Reviewer will discuss the results with the faculty member and provide a copy of the completed Peer Review Form to the faculty member and the Dean per number 6 below.

4.   Classroom observations (minimum of three) are conducted in accordance with a predetermined schedule. Two members of the Peer Review Committee and the Dean (or Associate Dean) will serve as Classroom Observers. The two Peer Review Committee members and the Dean (or Associate Dean) will each complete the Classroom Observation Form and discuss his/her individual observations with the faculty member and provide copies to the faculty member and to the Dean per number 6 below.

5.   The department chair will complete the Chair's Review, discuss the results with the faculty member, and provide a copy to the faculty member and to the Dean. In the event of the evaluation of the department chair, one of the faculty members on the peer review committee will assume the responsibilities of the department chair in the evaluation process with respect to selecting the peer review committee (where no department committee has been established) and completing the Chair's Review.

6.   When the performance review packet is complete (self-evaluation, classroom observations and peer review), the department chair or Lead Peer Reviewer is responsible for delivering the packet to the Dean according to the established deadlines

7.   Dean will review all information including the student evaluations, the self evaluation, classroom observations, peer evaluation, and department chair's checklist, complete a Dean Summary Evaluation, and hold a conference with the faculty member to discuss the summary. The final "Summary Evaluation" will include a performance rating of "satisfactory" or "unsatisfactory" reflecting the Dean's overall assessment of the faculty member's professional performance; a plan of activities tied to the professional development of the faculty member and, if appropriate, a plan to address specific areas requiring improvement. The form is placed in the faculty member's personnel file, with a copy to the faculty member, chair, and Provost.

F.   Appeal of Performance Rating Process

A faculty member who receives a performance rating of "unsatisfactory" may appeal the process that led to the rating in accordance with the steps below.

1.   The faculty member must appeal the rating to the campus Provost, in writing, within five (5) working days of receipt of the rating. The Provost will acknowledge receipt of the request, in writing, within five (5) working days of receipt of the written appeal.

2.   The provost will take the following action with respect to the appeal: review the process which led to the rating and render a decision regarding it to the faculty member, in writing, within ten (10) working days

of acknowledging receipt of the appeal. As part of that review, the provost will establish a review committee consisting of one administrator appointed by the Provost and one faculty member appointed by the Faculty Council[1], within three (3) working days, to review the rating process which led to the unsatisfactory rating. The review committee will use the following guidelines to conduct their review.

a. They will review the materials related to the process used to assess each component of the appellant's performance, i.e. student evaluation, peer evaluation, self-evaluation and Dean's evaluation.

b. They may review materials that the appellant faculty member furnishes them via the Provost, which the faculty member believes are pertinent to the appeal of the evaluation process.

c. The reviewers may interview the appellant faculty member and the Dean.

d. The reviewers will each complete his/her review and each submit a written report to the Provost within five (5) working days. The reports will include specific findings with respect to the process or the manner in which the evaluation procedures were applied to the faculty member. The Provost will send a copy of the reports to the Dean, faculty member, and department chair.

e. Within five (5) working days of receipt of the reports of the reviewers, the Provost will notify the faculty member in writing of his or her final decision.

IV.   <u>Employee Development</u>

A program of employee development is available to all of the College's employees. The program includes: an orientation for those who are newly employed; self-development by the individual employee through such benefits as Tuition Waiver and the Educational Assistance Program; group programs using College personnel; enrichment opportunities; and joint or cooperative presentations involving the use of consultants or personnel of other groups, institutions or agencies.

A.   <u>Orientation of New Employees</u>

New employees will be given a general orientation by the Office of Human Resources, Development, and Engagement, or designee, when the new employee reports for work. Orientation subjects will include personnel policies, salary arrangements, benefits, and general conditions of employment. Those topics should then be followed by a discussion of such subjects as history of the College, its organization, and the functional relationships of the key offices of the College by the new employee's supervisor. In addition, the supervisor for all new administrators will assure that the new employee visits all campuses of the College and is introduced to other key officials.

---

[1] As defined by the new governance structure effective May 2012.

B.   Individual Employee Development Programs

Individuals are encouraged to utilize the various elements of the collegewide employee development program as established in procedure and implemented by the Office of Human Resources, Development, and Engagement.

C.   Guidelines for Developing Campus-Based Professional Development Activities

1.   Funds shall be allocated to each individual campus for utilization by the provost to aid in the implementation of campus professional development plans.

2.   Funds for staff professional development shall be designated separately from the funds for faculty professional development at the campus level.

3.   Each Provost shall develop plans for approval by the appropriate Senior Vice President for professional development which include but are not necessarily limited to:

a.   Goals, objectives, and rationale for professional development activities for administrators and for faculty.

b.   Priorities for the types of professional development included within the plan.

c.   Implementing activities.

d.   Approximate yearly cost.

e.   Procedures for the selection of activity participants (must be consistent with the College policies and procedures.)

f.   Procedures for evaluation of all activities.

g.   Responsibility assignments.

The plan as developed should be based upon the needs of the campus and be consistent with the mission of the College.

4.   Each professional development activity shall, at the conclusion of the activity, be summarized and evaluated in a manner which most appropriately shares results with personnel of the campus and the College.

5.   Each Provost shall evaluate annually the results of the program of professional development in terms of the program's objectives and, in the process, shall establish objectives for the next year. This report shall be submitted at a time and in a manner designated by the appropriate Senior Vice President.

6.   Funds designated for professional development shall be used primarily to bring to the campus and the College resources which contribute to the achievement of professional development goals. If appropriate and

justified, these funds may also be used to support travel to activities distant from the campus.

7. Campuses may cooperate in certain professional development activities as appropriate to the campuses concerned. In the case of cooperative activities, the cooperating campuses shall determine in advance the proportion of funding to come from each campus and shall provide for joint evaluation of the activities.

D. Scholarly Activities Program

1. General

a. There is a close and important relationship between scholarship and teaching. In fact, scholarship is essential to quality instruction at a comprehensive community college. Scholarly work is expected as part of the normal effort of Montgomery College faculty, and for that reason it is important for Montgomery College to encourage and support scholarship among the faculty within the context of its overall efforts to encourage faculty professional development and within available resources.

b. For purposes of this procedure, "scholarship" is defined as the "...organization, criticism and interpretation of facts and thoughts about facts..."* Accordingly, scholarship is much broader than basic research alone, although the two activities are closely related. In a community college setting, scholarship also extends to a range of discipline-related activities which support and supplement effective teaching. (*W.H. Cowley, "Toward Harmonizing the Conflicting Points of View About the Ph.D. Curriculum for Preparing College Teachers," in Toward Better College Teaching, by Fred J. Kelley, U.S. Office of Education, Bulletin l950, No. l3, pp. l7-22.)

c. Examples of discipline-related, scholarly activities are provided below. This is not an all-inclusive list. Other reasonable requests will be considered.

(1) To conduct or complete the basic research and writing for a scholarly paper or publication.

(2) To prepare or complete a work of scholarly synthesis or opinion.

(3) To participate in a performing arts activity, such as directing a professional community play or conducting an orchestra.

(4) To create or complete an artistic work, such as a painting or a musical composition.

(5) To perform discipline-related work in a public or private

setting as a non-paid consultant or intern.

(6) To hold a major office in a discipline-related local, state, or national professional organization.

(7) To develop knowledge of state of the art developments in the technologies areas by performing non-paid work in a public or private setting.

(8) To update teaching and/or professional competence through the reading of an extensive bibliography of works at the cutting edge of the discipline, as part of a pre-planned program.

d. In this procedure, references to instructional deans shall be interpreted to encompass campus Deans of Student Development and campus Directors of Educational Support Services. References to provosts shall encompass the Director of Educational Support Services.

2. <u>Responsibilities</u>

The scholarly activities program is administered on the campus level by the Instructional Deans.

3. <u>Eligibility</u>

Full-time faculty members are eligible to apply for participation in the program after they have been employed full-time at the College for at least three full academic years. When all other considerations are the same, more senior faculty will be given first priority.

4. <u>Procedure</u>

a. Eligible instructional faculty may apply for up to 3 ESH alternate time in a semester, once every four academic years, <u>or</u> 4 ESH every five years, <u>or</u> 5 ESH every six years, to participate in a program of scholarly activity. Non-instructional faculty may request up to 8 hours per week alternate time in a semester, once every four academic years; <u>or</u> 11 hours per week every five years, <u>or</u> 13 hours per week every six years. Alternately, non-instructional faculty may request up to 15 consecutive days in a semester, once every four academic years, or 17 days every five years, or 20 days every six years.

b. Faculty shall apply to participate in the program directly to the appropriate Instructional Dean. The request, in the form of a memorandum, shall include a description of the activity to be undertaken and an indication of how the activity fits into the faculty member's overall program of professional development. The memorandum will also include the semester (fall or spring) that the faculty member would like to participate and the amount of alternate time requested (up to 3 ESH).

c.   Faculty will be asked to make requests well in advance in order to assure that classes can be scheduled properly and conflicts avoided.

d.   In reviewing proposals, Instructional Deans will take into account the need to schedule and staff course offerings, full-time/part-time faculty ratios, and similar considerations. If requests are denied because of such considerations, the Dean will endeavor to give the faculty member priority in a subsequent semester. Alternate time will not be approved for any activity for which the faculty member receives a salary or similar payment.

5.   Faculty Responsibilities

a.   At the conclusion of the semester in which a faculty member participates in the program, a report of the activities undertaken will be forwarded to the Instructional Dean. The report may be a written one, but it is more desirable if it takes the form of a formal or informal presentation to other Montgomery College faculty, a performance or show of artistic work, or some other activity which serves to share and disseminate the knowledge gained from the program among faculty, staff, and students at the College.

b.   Written reports will be submitted to the Dean within 60 days of the completion of the semester in which the activities took place. Formal or informal presentations will take place during the semester following the semester in which the activities were undertaken.

E.   ITI Enhancement Program

1.   Overview

The Information Technology Institute (ITI) Enhancement Program provides full-time faculty members in information technology academic areas or disciplines (e.g. CA/CS/ITI) an opportunity to pursue professional development in new technologies during the fall or spring semester. Selected faculty members will be awarded up to 15 ESH assigned time during the semester in which they participate. All full-time faculty members in information technology disciplines are eligible to apply for this professional development program.

2.   Application Process

a.   Each spring, eligible faculty members will be offered an opportunity to participate in the program during the following fall and spring semesters. The detailed announcement will include the number of awards available and information regarding the areas of priority need in which applications will be accepted. The announcement is normally distributed by February 15.

b.   Applicants must complete an application form describing the

training and other activities they would undertake if selected for the ITI Enhancement Program, expected outcomes, and other information, and must submit the form by the designated deadline date. The normal deadline date is no later than April 15.

3.   Responsibilities

a.   The Director of the Information Technology Institute is responsible for administering the ITI Enhancement Program. The Director is assisted by an ITI Leadership Group in selecting priority areas of College need, reviewing applications, and interviewing candidates. The final decision regarding faculty selections is made by the Director of the Information Technology Institute, who will consult with the appropriate Dean before making the final decision.

b.   The Director will notify the Vice President of Human Resources, Development and Engagement, as well as the appropriate Dean and chair, of the faculty members selected for the program, and will identify the specific faculty positions previously established for any necessary faculty replacements.

4.   Obligations

a.   Faculty recipients agree to devote assigned time to the purpose of the program during the period of participation; to complete a report describing accomplishments during the period of participation within 30 days of completion of program participation; and to remain in the employment of the College for up to two years following the completion of the program.

b.   If the faculty recipient fails to meet the full employment obligation for the period required, the faculty member shall reimburse the College for monies paid to the faculty member, or on the faculty member's behalf, while the faculty member was a participant in the ITI Enhancement Program. The reimbursable amount due is pro-rated to reflect the amount of ESH awarded to the faculty member and the length of time that the faculty member remained employed at the College after the program was completed.

V.   Evaluation of Part-Time Faculty

A.   Purposes

Regular evaluation is important for both the part-time faculty member and for the discipline/department for the following reasons:

1.   to promote the highest quality instruction, counseling, and/or advising and encourage the highest quality performance by the part-time faculty member;

2.   to provide feedback to the part-time faculty member on his/her teaching, counseling, and/or advising regarding strengths and possible areas

needing attention or improvement;

3.   to confirm that discipline and course outcomes are met and ensure that quality instruction is offered to students; and

4.   to provide the part-time faculty member with information regarding mentoring and/or professional development.

B.   General

This collegewide plan establishes the minimum for evaluation of part-time faculty. However, the department may observe and evaluate a faculty member more frequently.

C.   Frequency

Part-time faculty will be evaluated at the following times.

1.   During the first semester of teaching, counseling or advising and during the first assignment to an additional course, the part-time faculty will be observed by a full-time faculty member in the department. Observation should be done early in the semester (preferably before midterm to allow for mentoring/intervention, if needed). In some instances, a second observation may be scheduled. The observer will share his/her observation promptly with the part-time faculty member following the observation.

2.   Part-time faculty will be observed at least once every three years. With the exception of the first semester of employment, class observations will be completed by the time 80% of the course has been completed (e.g., in 15-week courses, this would be the twelfth week of the semester).

3.   More frequent observations may be required by the department chair or the Dean.

4.   Part-time faculty may request to be observed more frequently than required by this section.

D.   Process

1.   Upon the request of any party, the Dean (or Associate Dean) or the department chair/coordinator, and faculty member being evaluated will discuss each component, the schedule, and the process.

2.   The part-time evaluation and observation forms will be made available to the part-time faculty member early in the semester of the evaluation. A faculty observer, who is full-time, will be assigned by the department chair or course group/discipline coordinator early in the semester. The part-time faculty member may request an additional observer from among the full-time faculty, subject to approval by the Dean. The signed observation form is to be submitted to the department chair and then to the Dean, who places it in the part-time faculty member's personnel file.

3.   The components of the part-time faculty performance review include the following:

        a. Classroom or Advising/Counseling Observation of Part-time Professor Form
        b. Student evaluations
        c. Summary Form for Part-Time Faculty Comprehensive Evaluation (used only during comprehensive evaluation; see below)

4.   Following a classroom observation, the observer will confer with the part-time faculty member to discuss the review. The signed classroom observation form is to be submitted to the department chair and then to the Dean, who places it in the part-time faculty member's personnel file.

5.   Student evaluations will be conducted regularly.

6.   The classroom observation, including plans for improvement, and student evaluation information are to be kept in the part-time faculty member's personnel file.

E.   <u>Comprehensive Evaluation</u>

1.   The part-time faculty member will undergo a comprehensive evaluation every three years or prior to a request for advancement in rank (or more often, at the discretion of the department chair or Dean). The comprehensive evaluation consists of a review of the following:

        a.   current and previous classroom observations, completed since the most recent comprehensive evaluation;

        b.   current and previous student evaluation information, completed since the most recent comprehensive evaluation;

        c.   instructional materials on file (e.g., syllabi, handouts, tests, assignments);

        d.   any non-instructional activities assigned since the most recent comprehensive evaluation; and

        e.   any other materials the part-time faculty member chooses to submit.

2.   A summary evaluation statement will be written by the departmental representative who is conducting the evaluation using the Summary Evaluation Form for Part-Time Faculty Comprehensive Evaluation.

3.   The summary will be shared with the part-time faculty member being evaluated. The signed summary evaluation statement form is to be submitted to the department chair and then to the Dean, who places it in the part-time faculty member's personnel file.

July 30, 1993; October 16, 1993; May 28, 1993; November 18, 1996; November 20, 1996.; May 28, 1999; June 7, 2000; May 6, 2002, September 10, 2007; May 6, 2008; August 14, 2009; October 12, 2009 (Administrative correction); August 31, 2010; November 8, 2011; July 11, 2012; December 20, 2012.