

**Manhattan Area Technical College  
Institutional Policy and Procedure Manual**

**Policy No. 4.1.2**

<b>Title: Instructor Evaluations</b>	
Originated by: Vice President of Instructional Services	
Originated Approver: President/Board of Directors	Originated Date: 08/10/2005
Revised by: Vice President Student Success <i>in compliance with Faculty Associated Agreement</i>	Revised Date: 4.27.21
Reviewed on: 08/2005; 6/2008; 8/2009; 7/2011; 4/2021	

**Policy Statement:** Evaluation of instructors is to encourage and commend the faculty, to bring about improvement in the quality of performance, to recognize the contributions of the individual member, and thus promote the excellence of the college. MATC's primary commitment to quality education requires ongoing planning and evaluation of instructional effectiveness. To this end, various means of evaluating instruction are used including administrative evaluations and semesterly student evaluations. The results of the evaluation will be used under Kansas continuing contract law to continue or terminate individual faculty member's contract.

**Rationale:** Consistent, known evaluation policies and procedures lead to professional growth and help the College maintain a highly qualified and skilled faculty which in turn enhances student learning.

**Procedure:**

- I. Fulltime tenured and non-tenured faculty's evaluation process follows the approved process as outlined in the current Faculty Association Agreement.
- II. Elements used in the evaluation of a faculty member
  - a. Course evaluations: The approved evaluation tool is a valid and reliable standardized evaluation of instructor teaching effectiveness.
    - i. The evaluation tool will be implemented through the VPSS (CAO) office.
    - ii. Each class regularly taught by an instructor will be surveyed at least once every three years with the evaluation schedule maintained by the VPSS (CAO).
    - iii. Each faculty member is to have at least one course evaluated each semester.
    - iv. Evaluations should be administered to students upon completion of at least 50% of the class but less than 75% of the class. The evaluations will be conducted either by a proctor or will be conducted in an on-line format. In either case, the instructor will not be present during the time of the evaluation to allow the students to respond freely to the instrument.

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- v. Results of the evaluations will be made available to the faculty member, their direct supervisor, and/or VPSS (CAO) at the conclusion of the semester and will be discussed at the time of evaluation if possible.
- b. Teaching Observations
- i. Fulltime Tenured and Non-Tenured Faculty
    1. Observations of teaching may take place at anytime during the Fall or Spring Semester.
    2. The observer and faculty member jointly establish the faculty member's evaluation calendar within the first 30 days of each semester with the faculty member submitting three possible observation dates/times. The observation dates may be changed due to unforeseen circumstances. (Faculty being evaluated are expected to submit three possible observation dates/times to their assigned observer. Prior to those three dates, lesson plans are also to be submitted to the observer).
    3. Observations will be conducted by the direct supervisor, VPSS (CAO), or President. At the time of the evaluation the faculty member will provide the supervising administrator evidence of preparation for the class session.
    4. The observer and/or VPSS (CAO) prepares a written report of the observation and provides a copy of the report to the instructor no later than ten (10) working days after the visit. If the instructor desires a meeting, a conference will be scheduled within ten (10) working days of receiving the report to discuss the observation report. The instructor can provide written comments that can be included as part of the completed signed observation report. The faculty member and observer sign the evaluation as acknowledgement of the evidence of completion of the evaluation process.
    5. Persons in the faculty member's direct chain of command have access to evaluation results and may be involved in the evaluation process.
    6. The faculty evaluation documents, including any faculty member's written response, bearing original signatures become part of the faculty member's personnel file maintained by the Human Resources Department.
    7. The faculty member's personnel file shall remain in the Human Resources Department.
  - ii. Adjunct/Concurrent/Dual Credit faculty are evaluated the first and second semester of employment, and at a minimum once a year the first 3 consecutive years of employment. After Year 3, faculty will be evaluated at least once per every three years following the same process of fulltime tenured and non-tenured faculty.

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- c. Rights and Limitations
  - i. Results of the evaluation shall be in writing with a copy given to the faculty member during the evaluation conference.
  - ii. The evaluation is to be signed and dated by the faculty member and reviewer.
  - iii. The faculty member will be given a signed and dated copy of the evaluation.
  - iv. A faculty member has the right to review his/her evaluation and personnel file upon request.
  - v. A faculty member may release a copy of his/her evaluation to persons of his/her choosing by written directive to the human resources administrator. The written directive may require notarization.
  - vi. Persons in the faculty member's direct chain of command will have access to evaluation results and may be involved in the evaluation process.
  - vii. The faculty evaluation documents, including any faculty member's written response, bearing original signatures will become part of the faculty member's personnel file maintained by the Human Resources Department.
  - viii. The faculty member's personnel file shall remain in the Human Resources Department.

III. Standards of Performance: Faculty members agree to maintain standards of teaching at the collegiate level and will be expected to perform in accordance with the following Standards:

**Standard 1: Content Competence**

A faculty member maintains a high level of subject matter knowledge and ensures that course content is current, accurate, representative, and appropriate to the position of the course within the student's program of studies.

**Standard 2: Pedagogical Competence**

A pedagogically competent faculty member communicates the objectives of the course to students, is aware of alternative instructional methods of strategies, and selects methods of instruction that, according to research evidence (including personal or self-reflective research), are effective in helping students to achieve the course objectives.

**Standard 3: Dealing with Sensitive Topics**

Topics that students are likely to find sensitive or discomforting are dealt with in an open, honest, and positive way.

**Standard 4: Student Development**

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The overriding responsibility of the faculty member is to contribute to the intellectual development of the student, at least in the context of the faculty member's own area of expertise, and to avoid actions such as exploitation and discrimination that detract from student development.

**Standard 5: Dual Relationships with Students**

To avoid conflict of interest, a faculty member does not enter into dual-role relationships with students that are likely to detract from student development or lead to actual or perceived favoritism on the part of the faculty member.

**Standard 6: Confidentiality**

Student grades, attendance records, and private communications are treated as confidential materials and are released only with student consent, or for legitimate academic purposes, or if there are reasonable grounds for believing that releasing such information will be beneficial to the student or will prevent harm to others.

**Standard 7: Respect for Colleagues**

A faculty member respects the dignity of her or his colleagues and works cooperatively with colleagues in the interest of fostering student development.

**Standard 8: Valid Assessment of Students**

Given the importance of assessment of student performance in college teaching and in students' lives and careers, instructors are responsible for taking adequate steps to ensure that assessment of students is valid, open, fair, and congruent with course objectives.

**Standard 9: Respect for Institution**

In the interests of student development, a faculty member is aware of and respects the educational goals, policies, and standards of the institution in which he or she teaches.

**Standard 10: Institutional Contribution**

Reflecting the critical importance of the faculty in the College's operation, the faculty member is a contributor to that operation through committee and task force membership and other responsibilities that are beyond the direct delivery of instruction to students.

**Standard 11: Academic Freedom**

College faculty members are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As persons of learning and as educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence, they should at

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all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not institutional spokespeople.