Executive Summary – Luoma Project #2 – Faculty Evaluation Process in Two-Year Colleges
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The goal of this project is to provide recommendations to update the current faculty evaluation process at two-year college campuses in the MnSCU system. Currently, each college has its own process, policy, and procedure, but recognizes the need for further development, collaboration, and consistency. For purposes herein all written procedures and documents were influenced by existing policies.

The college(s) would like to enhance the current process to include all components of evaluation and develop the infrastructure necessary to connect all evaluation activities. The project includes the research and development of an updated evaluation policy, process, and procedure for unlimited, probationary, part time, and adjunct instructors and should address face to face, online, and hybrid delivery. In addition, the process should align faculty evaluation, professional development planning (per MSCF contract), and classroom evaluation in all delivery methods. By aligning related activities the college(s) will:

-Encourage and recognize the importance of professional development;
-Support quality improvement efforts;
-Create a learning community within the college that promotes strong, collegial relationships;
-Recognize faculty knowledge, expertise, and skillful teaching;
-Align course design principles, assessment techniques, outcomes, and evaluation;
-Meet accreditation requirements

Team Charge: To develop a systematic, comprehensive, formative, and summative faculty evaluation process that addresses face to face and online instructional delivery methods. A recommendation to the college(s) should be applicable to all two-y ear colleges in the MnSCU system.

Special Note: This Action Project has been presented for comment to over 100 constituents within the MnSCU System. Included among the audience was Staff from the Office of the Chancellor, Presidents, Vice Presidents, Faculty, Deans, and Chief Human Resource Directors. These individuals were given the opportunity to peruse, dissect and react to all aspects of the project. Their feedback is reflected in this product.

Key Findings:

There is high interest for streamlining this process. The process needs to be less cumbersome and more user friendly.
No two institutions we examined carry out the process the same way.
Our processes are more alike than they are different.
A variety of institutions have different interpretations regarding supervisor rights and responsibilities, especially surrounding the issue of unscheduled observations.
Student evaluations vary greatly between institutions. Peer reviews are underutilized.

Summary of Recommendations:

Implement the above prescribed pre and post documentation in all faculty evaluations.
Encourage the use of *e-folio* when turning in and updating teaching portfolios.
Develop a future Luoma Action Project investigating a system-wide approach to student evaluations.
Encourage faculty to be active participants in their own evaluation.
Utilize the above prescribed process as part of a supervisor's own evaluation by upper administration.
Create a faculty/supervisor assessment tool eliciting feedback to be used for continuous improvement of the process