

Chemeketa Community College
Adjunct Faculty
Instructional Development System



Evaluation Philosophy

Communicating clearly – with caring – to one another.
Gretchen Schuette, President

Evaluation of teaching is a powerful tool that allows faculty to critically reflect on their facilitation of learning. When based on values gleaned from best instructional practices, evaluation serves as a spur to professional learning and as an affirmation of educational expertise. Use of a variety of assessment tools provides a value-added process in determining the next steps in practice. This cycle of continuous improvement is initiated as an integral part of good teaching and fulfills the vital mission of the college: To inspire people to achieve intellectual growth, personal fulfillment, and career success through a life time of learning.

Principles of Faculty Evaluation

- Our faculty are competent, skilled, and are models of continuous professional growth.
- Faculty's primary duties are to provide effective instruction and to be a contributing part of the college/professional community.
- Benchmarks of effective instruction should be based on college teaching and learning values.
- Effective evaluation requires reflection on practice.
- Evaluation processes should be flexible and responsive to the varying job duties of faculty.
- An evaluation process should promote continuous faculty development where, if remediation is required, a separate plan will be developed.

Teaching and Learning Values

At Chemeketa, we are a college that:

- Creates a learning climate of mutual respect and fairness.
- Encourages creative and critical thinking.
- Actively engages students in the learning process.
- Facilitates learning that applies to and enriches a student's life.
- Clarifies expectations and encourages student responsibility for learning.
- Promotes learning as a lifelong process.