



FACULTY DEVELOPMENT

Evaluating the performance of our faculty is important not only to provide feedback, but also as a professional development tool to help them continue to grow in their respective fields as scholars and educators. Department chairs evaluate regularly and undertake formal annual reviews of both regular full-time (FT) and adjunct faculty members' work. All faculty are required to meet and/or exceed the established Classroom Standards published in the *Faculty Handbook*.

The use of varied assessments — including performance in the classroom, student performance, and student feedback over the year — helps chairs in their holistic evaluation of faculty and to maintain Kaplan University's academic standards. For example, department chairs are responsible for assessing faculty grading consistency with course rubrics and grading standards. To aid in assessing both the courses and their delivery, a "Master Report" provides historical detail regarding instructor performance, including the student end-of-term teaching and course evaluation scores, average GPA, and drop, withdrawal, and "U" (unsuccessful) rates. The Master Report helps the department chair focus on those faculty members who may require more extensive coaching or who may have best practices to share with the team.

There are minor differences in the manner and timeline in which FT and part-time (PT) faculty are evaluated.

Regular FT Faculty

Kaplan University has established a performance appraisal approach that consists of several components that the faculty member and department chair complete as a collaborative, ongoing process each year. Along with the criteria listed above, regular FT faculty are expected to set annual goals that cover four main areas: service (e.g., leading or serving on committees), professional development (e.g., the advancement of skills related to their position), scholarship (e.g., researching, publishing, and presenting), and teaching. Faculty are also encouraged to set a development goal that, although not part of the evaluation process, provides them with an opportunity to develop in a new area. Department chairs meet with faculty throughout the year to help make sure goals are aligned with the Kaplan University mission and objectives as well as to provide ongoing guidance and support for their accomplishments.

Periodic reviews are documented within a form that becomes part of the faculty member's annual performance appraisal. Throughout the year, regular course monitoring and feedback are provided. Additional input that may provide insights and allow for data-informed decisions and/or documentation of progress is also considered and shared. The overarching goal is to provide a transparent and supportive environment for faculty evaluation and development.

Adjunct Faculty

Adjunct faculty (both PT and FT) are provided performance feedback throughout the year. Department chairs and assistant chairs review all faculty classrooms against the following criteria to ensure that Kaplan University students are being supported and that our academic integrity is maintained:

- *Substantive expertise*: knowledge of subject matter, breadth of topical expertise
- *Preparation*: relevancy and efficacy of examples/discussions, responsiveness to student inquiry
- *Presentation*: energy, attitude, and enthusiasm; engagement of students
- *Classroom management*: participation and contribution; completion of the assigned curriculum
- *Cultural/environmental contribution*: support for the University's mission, including participation in retention efforts and activities related to the achievement of student outcomes; collegial relations

All faculty are also provided performance feedback in a formal annual review. An unsatisfactory performance rating will result in a performance improvement plan, with a defined time to improve. Failure to improve will result in further disciplinary action, up to and including termination of employment.