

GREAT FALLS COLLEGE MSU



Faculty Evaluation Handbook

2022-2023



Faculty Evaluation

Great Falls College Montana State University
AY 2022-2023

Overview

Philosophy and Intent of Faculty Evaluation

The purpose of faculty evaluation at Great Falls College Montana State University (Great Falls College) is to further the college's mission. The evaluation process clarifies expectations and provides a mechanism for supporting continuous improvement in teaching and learning, promoting professional development, and recognizing service to the students, campus, and community. The evaluation process is also intended to prepare faculty for tenure and promotion.

The Evaluation Process

A complete faculty evaluation is conducted annually for tenure-track non-tenured faculty and once every three years for tenured faculty. Non-tenure track faculty and those at less than 1.0 FTE receive a complete evaluation every three years and an abbreviated evaluation in the years between full evaluations.

Evaluations for non-adjunct faculty are conducted by the Division Director and may be reviewed by the Chief Academic Officer. The evaluation is focused upon the goals of the individual faculty member and the vision, mission, and values of the college. There are three performance indicators of the faculty evaluation process:

- Teaching Effectiveness and Student Learning
- Professional Development and Achievement
- Service to the Students, Campus and Community

The full evaluation includes the following components:

- Faculty Goals
- Faculty Self-evaluation
- Administrative Evaluation (includes an instructional review/observation)
- Syllabus and Learning Outcomes
- Student Evaluation
- Peer Observation (optional)
- Student Evaluation of Advising (if applicable)
- Summary Meeting

Required support materials include the following:

- Syllabus for one course
- Sample assignment showing course design and knowledge
- Sample demonstrating appropriate delivery method or technology
- Sample assessment

The abbreviated evaluation for non-tenure track faculty and those at less than 1.0 FTE conducted between full evaluation years includes the following. No additional materials are required.

- Faculty Goals
- Simplified Faculty Self-Evaluation
- Summary Meeting

Questions

Questions about the evaluation process should be directed to your Division Director.

Procedures

1. At the beginning of the academic year, the Division Directors issue a written notice to the faculty being evaluated and provide information about the process.
2. After receiving the information, the faculty member drafts individual goals in each of the three evaluation areas and schedules a planning meeting with his or her Division Director to discuss those goals.
3. Finalized faculty goals are recorded on the Faculty Evaluation Form and signed by the faculty member and the Division Director. The faculty member and the evaluator may agree to hold interim status meetings.
4. Throughout the evaluation year, the faculty member maintains documentation relevant to goal achievement to create an electronic portfolio for submission and review. A template should be obtained from the Teaching and Learning Center.
5. The faculty member selects a course to be observed/reviewed. The faculty member and Division Director schedule a class observation time or period for an online course review. The same instructional evaluation form is used for all modalities and is attached.
6. The faculty member completes the self-evaluation portion of the Faculty Evaluation Form.
7. The faculty member completes the electronic portfolio for review.
8. The faculty member and Division Director schedule a summary meeting to review the portfolio.
9. The faculty member gives the Division Director access to the portfolio for review at least one week before the summary meeting.
10. The Division Director summarizes the student evaluations and provides written comments, including commendations and recommendations, on the Faculty Evaluation Form.
11. The faculty member and Division Director meet to review the portfolio and evaluation. A plan for faculty improvement, with a timeline, may be formulated if needed.
12. The faculty member and Division Director sign the evaluation form.
13. If the faculty member disagrees with the evaluation, the person has 10 days to submit a written rebuttal.
14. The Chief Academic Officer has an opportunity to review the evaluation, and the evaluation becomes part of the faculty member's personnel file.

Schedule	
Activity	Due Date
Faculty goals set and approved by evaluator and faculty	Friday, September 30, 2022
Classroom observation <u>scheduled</u> (not necessarily completed)	Friday, Jan. 20, 2023
Summary meeting <u>scheduled</u> (not necessarily completed)	Friday, March 24, 2023
Electronic portfolio completed and ready for review	Friday, March 31, 2023
Summary meeting completed	Friday, April 28, 2023

Directions

Setting Goals

Goal setting, achievement, and evaluation are essential to the process of assessing performance and the continuous improvement cycle. Goals should be set in a collaborative effort between the faculty and Division Director.

Goals should be set in the performance indicators (more about the performance indicators is included below):

- Teaching Effectiveness and Student Learning
- Professional Development and Achievement
- Service to the Students, Campus, and Community

Goals should meet the following criteria:

- Be clearly connected to the relevant performance indicator.
- Be significant and represent a needed change or a challenge.
- Be specific, observable, and measurable.
- Be realistic and attainable.
- Be directly related to and consistent with the vision, mission, and values of Great Falls College MSU.
- Be clearly stated in writing and terms that everyone can understand.
- Include a plan of action and steps for implementation.
- Include standards of acceptable performance and evaluation.
- Be discussed by the parties concerned and modified if necessary.
- Be referred to frequently throughout the year.
- Be discussed at the final evaluation meeting.

Expectations of Performance Criteria

Below is more information regarding the performance indicators. Goals should be set to meet one or more of these criteria for each indicator. Faculty will provide information and support materials, when needed, on how they have met these criteria in their self-evaluations. Division Directors will provide comments and specific examples in the administrative evaluation.

Teaching Effectiveness and Student Learning

Course Design and Knowledge

- Demonstrate knowledge of discipline and competence with course content that is relevant and thorough
- Develop clear syllabus with course outcomes identified and tied to College Learning Outcomes
- Design and update assignments and materials to enable students to master concepts and maximize learning

Course Delivery

- Establish clear expectations for the students as stated in the syllabus and in class, and communicate any changes to students in a timely manner
- Use appropriate delivery methods, materials and technology to promote mastery of course outcomes and enhance student learning (lecture, discussion, up-to-date audio/visuals, group activities, D2L component, etc.)
- Create an atmosphere to promote a respectful and open learning environment that stimulates learning and achievement, and motivates students to do their best work

Assessment & Record Management

- Align assessment with course outcomes and College Learning Outcomes and use data to improve teaching and learning
- Provide relevant, timely feedback, including suggestions for improvement
- Maintain high academic expectations along with providing uniform and objective grading standards and/or rubrics
- Maintain and submit appropriate student records and reports required according to posted deadlines; archive according to policies and procedures

Availability/Access

- Post and meet assigned teaching schedule and office hours; communicate any changes appropriately
- Respond to requests and student needs in a timely manner.

Professional Development and Achievement

Current Knowledge in Discipline

- Stay current in discipline by attending professional conferences, giving presentations at professional conferences, publishing/displaying works, taking courses, earning credentials or certificates, or participating in other discipline-related activities to expand knowledge base
- Maintain membership in professional organizations or certifications, as required
- Participate in mandatory campus and division trainings, such as D2L, OPI certification, etc.

Collegiality

- Relate to students, faculty, staff, and administrators in a professional manner
- Provide mentorship for new faculty
- Collaborate with others on campus when needed

Service

To the Campus

- Actively serve on at least one campus committee (excused during the first year because completing COLS 104 Foundations of Effective Teaching in a Community College and peer observations)

To Students

- Contribute to the academic development of students outside the classroom by attending events honoring or recognizing students – including graduation, serving as club advisor, or by other involvement with students
- Participate in student recruitment and retention activities (e.g., College-in-a-Day, the Academic Success Center, campus tours and visits, extra review sessions, etc.)

To the Community

- Participate, plan, host and/or interact with the community as related to the discipline or college (e.g., judge competitions, participate in fundraisers, volunteer at community events, provide health-related services, etc.)



FACULTY EVALUATION FORM

Name _____ Division _____ Year _____

Tenure Track _____ Tenured _____ Non-Tenure Track _____ Discipline _____

Part 1: Areas of Focus/Goal-Setting

Instructions for Faculty:

Use this form to identify areas of focus/set goals at the beginning of your evaluation year and then to document and reflect on the completion of those goals at the end of the evaluation year. The Expectations for Faculty are divided into the following three evaluation categories for faculty at Great Falls College MSU. Please see attached list of expectations for more detail.

1. *Teaching Effectiveness and Student Learning*
2. *Professional Development and Achievement*
3. *Service*

Using the above areas as guides, select 2-3 areas of focus for this academic year:

Area of Focus (goal)	Measurable Outcome	Category from Above (1, 2 or 3)

The above areas of focus and outcomes are approved for the academic year.

Faculty Member's Signature

Date

Division Director's Signature

Date

Part 2: Reflection – to be completed at the conclusion of the evaluation year

Instructions for Faculty:

1. *Reflect on the accomplishment of your areas of focus/goals:*

2. *For each category below, reflect on the 1.) positive areas of your job performance, and 2.) challenging areas for you. You do not need to address each of the bullets in the attached “Expectations for Faculty” but can use them as a guide.*

Teaching Effectiveness & Student Learning

1. *Positive*

2. *Challenges*

Supervisor Feedback:

Professional Development & Achievement

1. *Positive*

2. *Challenges*

Supervisor Feedback:

Service

1. *Positive*

2. *Challenges*

Supervisor Feedback:

In addition to this form, upload the following items to your e-portfolio as part of the evaluation process for all faculty. Notify your supervisor when your e-portfolio is complete and you have granted access to your supervisor.

- Syllabus* *Sample Assignment* *Sample Assessment*
- Sample Instructional Material/Use of Technology*

Part III: Student Feedback – to be summarized by supervisor

Part IV: Summary

Met Partly Met Not Met

Supervisor Comments:

I have reviewed this evaluation, have had an opportunity to discuss any questions with the evaluator, and understand that I may submit a written rebuttal within 10 days, which will be attached to this evaluation form.

Faculty Member's Signature

Date

Division Director's Signature

Date



PEER OBSERVATION FORM *(OPTIONAL)*

The purpose of peer observation is to give faculty the opportunity to observe unique and innovative delivery methods. This process might work well as a goal during an evaluation year, or it might be considered as a Professional Development activity.

The intent is not to lock a faculty member into trends or textbook-style rhetoric and observations. Conversely, the intent is to allow for the observation of techniques, which could be applied, adapted, or used as a springboard for additional methods of interacting with students and presenting course content.

The peer observation process:

- Observe one or more faculty in or outside your discipline.
- Write a brief synopsis of your experience and new ideas connected to your observation.



GREAT FALLS COLLEGE MSU STUDENT ASSESSMENT OF COURSE

Student course assessments are conducted online. Students are sent emails with links to the online evaluations, and an evaluation widget will appear in D2L as well. Faculty will receive a profile that compiles the results, including student comments. Below are the questions the students will be asked.

1. How would you rate yourself as a student?	(A) Positive	(B) Neutral	(C) Negative		
2. When registering, what were your expectations of this course?	(A) Positive	(B) Neutral	(C) Negative		
3. This course was:	(A) Required in my Program	(B) Required as Prerequisite	(C) Elective		
4. Your expected grade in this course.	(A) A	(B) B	(C) C	(D) D	(E) F
PLEASE RESPOND ACCORDING TO THIS SCALE					
5. The syllabus stated objectives clearly.	Highly Satisfactory		Highly Unsatisfactory		
6. The instructor was knowledgeable of the subject.	A	B	C	D	E
7. The instructor was available during office hours or by an appointment.	A	B	C	D	E
8. The assigned texts in this course were appropriate.	A	B	C	D	E
9. Grading was handled uniformly as described in the syllabus.	A	B	C	D	E
10. The instructor responded to student needs.	A	B	C	D	E
11. The course was challenging.	A	B	C	D	E
12. The course atmosphere promoted learning.	A	B	C	D	E
13. I was motivated to do my best work.	A	B	C	D	E
14. I would recommend this course to other students.	A	B	C	D	E
15. Rate the course in general.	A	B	C	D	E

Great Falls College MSU Instructional Evaluation Form

Instructor Name:
 Evaluator Name:

Date:
 Course Observed:

1 – Needs Improvement 2 – Satisfactory N/A – Not Applicable

Category	Rating	Comments
I. Class Structure		
Creates and maintains effective instructional setting		
Summarizes previous content covered		
Provides overview of day's/unit/current content and activities		
Clearly communicates and models expectations		
Uses instructional time efficiently		
Demonstrates clear organization		
Directs student preparation for next class or learning experience		
II. Teaching Methods		
Employs effective techniques and activities to engage students and promote learning		
Integrates instructional technology, aides, and tools when appropriate		
Invites discussion/solicits student input		
Delivers well-planned learning experiences		

Provides well-designed materials, including resources and assessments, to enhance student learning		
Relates learning experiences to prior or related content		
Activities and assessments align with course student learning outcomes		
III. Teacher/Student Interaction		
Provides frequent and constructive feedback		
Involves a variety of students		
Demonstrates awareness of individual student learning needs		
IV. Content		
Demonstrates knowledge of material and subject matter		
Content aligns with course student learning outcomes		
Explains concepts clearly		
Ensures learning experiences are appropriate to students' level of learning		

Additional Comments: