

**FLATHEAD VALLEY COMMUNITY COLLEGE
POST-TENURE FACULTY EVALUATION**

PHILOSOPHY AND RATIONALE

Philosophy

Flathead Valley Community College and its employees exist to educate--to support learning and learners. The quality of the faculty largely determines the excellence of the college because faculty directly influence student learning, motivation and success. The faculty, therefore, represents the most important investment of the college, and as such, must be assessed, developed and nurtured constantly and honestly.

Rationale

Employing qualified faculty does not by itself ensure institutional excellence; every member of the college--employee and student alike--must assume responsibility for academic quality. Faculty must share this responsibility by undergoing regular evaluation and by devoting time, effort and resources to growth and development, a growth which must begin with self- evaluation and reflection. The college, through the vice president and the division chairs, must share this responsibility by guiding and encouraging faculty growth and development, and by devoting resources to this process.

An integrated faculty evaluation and development process must be founded on trust: both faculty and administration must trust that the purpose of the process is academic excellence. The integrity and reasonableness of these two groups will determine the fairness and effectiveness of the process.

PORTFOLIO DEVELOPMENT PROCEDURE

This procedure is designed to give the faculty member the opportunity to document quality contributions to the institution. It is also regarded as a procedure that will allow the faculty member to select areas of continued professional growth for the benefit of the faculty member and, by extension, the college and community.

It should be noted that the completion of the evaluation portfolio is the continuing responsibility of the individual instructor, with the objective of affording each individual latitude and freedom in designing an evaluation plan most appropriate for that individual's particular field, technique, methodology and responsibilities.

The portfolio will include the following:

Faculty will create a **Self-Evaluation Document** including the topics of:

- 1. Instruction**
- 2. College Service**
- 3. Community Service**
- 4. Professional Activities**

(The faculty member may choose to use the self-evaluation suggestions attached.)

In addition to this document, the faculty member shall also:

1. During the evaluation period have a peer observation.
2. During the third year of the evaluation period have option A or B.
 - A) In one class have the VP conduct a SGID (faculty member will select class).
 - B) In one class have the VP conduct a classroom observation and have a FVCC student questionnaire form or another student evaluation instrument as mutually agreed upon by the instructor and the VP (faculty member will select class).
3. During both semesters of the final year of evaluation have FVCC student questionnaire forms in every class, or a SGID in one class, or another student evaluation instrument as mutually agreed upon by the instructor and the VP.

The Self-Evaluation document as well as the results of the observations and student evaluations shall be compiled in a binder/portfolio and presented to the VP by October 1 following the fifth year of the evaluation period.

FACULTY EVALUATION TIMELINE

1. Tenured instructors will submit a portfolio covering the evaluation period every five years. An Evaluation Period is five complete years following the last evaluation; i.e., if 2004-2005 was an evaluation year, the evaluation period will include academic years 05-06, 06-07, 07-08, 08-09, 09-10.
2. The faculty member will be notified in writing by September 1 of the third year of the evaluation period by the Personnel Committee. The faculty member will return the notification form to the personnel committee indicating which semester and what type of evaluation will occur. Results of the SGID, FVCC student questionnaire form, or other student evaluation instrument mutually agreed upon by the instructor and the VP, will be sent to the chair of the personnel committee no later than two weeks after the completion of the evaluation semester.
3. The faculty member will be notified by September 1 of the fifth year of the evaluation period by the Personnel Committee. The faculty member will return the notification form to the personnel committee indicating what type of evaluation will occur. Results of the SGID, FVCC student questionnaire forms, or other student evaluation instrument mutually agreed upon by the instructor and the VP, will be sent to the chair of the personnel committee no later than two weeks after the completion of the evaluation semester.
4. The portfolio shall be completed and presented to the Vice President by October 1 following the final evaluation year.
5. The VP shall have a follow-up conference with faculty members before the end of fall semester after receiving the portfolios. The VP will complete the post tenure faculty evaluation conference form as part of the evaluation conference. Based on the evaluation results and during the conference, the VP may indicate to the faculty member that remediation is required. If neither the current evaluation conference nor the last evaluation conference required remediation, the portfolio from the last evaluation will be returned to the faculty member at the conference.

STUDENT EVALUATIONS

During year three and year five of the evaluation period student evaluations are required. Student evaluation options include the SGID, FVCC student questionnaire form, or other student evaluation instrument mutually agreed upon by the instructor and the VP. Results of the student evaluations must be sent to the chair of the personnel committee, and the faculty member no later than two weeks after the completion of the evaluation semester. The personnel committee will review the evaluations and assist with improvement of instruction as necessary, as per the collective bargaining agreement. If the student evaluations indicate an average or above rating, the personnel committee will notify the faculty member, division chair, and VP in writing of an acceptable evaluation review. If any indicators of concern arise during review of the evaluations by the personnel committee, the committee will forward a copy of the evaluations to the division chair and VP. The division chair and personnel committee will discuss what, if any, action is desired to assist the faculty member with improvement of instruction. If, based on this review, action is not deemed necessary, the personnel committee will send a statement in writing to the faculty member, division chair, and VP. If action is deemed appropriate, the personnel committee will meet in conference with the faculty member according to the procedure in 11.000F of the collective bargaining agreement.

PORTFOLIO EVALUATION

The Self-Evaluation document, the results of the observations, and student evaluations shall be compiled in a binder/portfolio and presented to the VP by October 1 following the fifth year of the evaluation period. The VP shall have a follow-up conference with faculty members after October 1 and before the end of the fall semester following the fifth year of the evaluation period. The VP will complete the post tenure faculty evaluation conference form as part of the evaluation conference. Based on the evaluation results and during the conference, the VP may indicate to the faculty member that remediation is required. Remediation may include, but is not limited to, professional development activities, peer review of course materials, and mentoring. The VP may request that the Division Chair and/or the Personnel Committee meet with the faculty member regarding performance issues. Any VP request will be accompanied with a copy of the completed evaluation conference form. Follow-up times and additional class observations will be scheduled following the remediation period. The VP shall email the PC chair when all conferences are complete.

SELF EVALUATION DOCUMENT SUGGESTIONS

1. Instruction

A) Instructional Evaluations:

FVCC Student questionnaire form
Small Group Instructional Diagnosis
Classroom Observation
Assessment of instruction/instructor activities
Teaching Materials Appraisal
Other (ex. video or audio taping of classes, copies of graded papers/tests with instructor comments)

B) Philosophy of education.

C) Teaching effectiveness including components of teaching -- preparation, implementation, management and evaluation -- Barriers to successful teaching -- Resources needed to be successful -- giving concrete examples to illustrate conclusion.

2. College Service

Faculty mentoring
Advising
Service on Committees
Division Chair
FVCC faculty In-Service

3. Community Service

4. Professional Activities

Performing and Visual Arts
Publications
Research
Professional Workshops
Assessment Activities
College Course Work
FVCC Faculty In-Service
Professional Organization Participation
Course and Curriculum Development

FLATHEAD VALLEY COMMUNITY COLLEGE
FACULTY EVALUATION
CHARACTERISTICS OF EFFECTIVE TEACHERS

The question of what makes a teacher effective is a subjective one. People who debate this question come up with a variety of characteristics which they believe lead to quality instruction and effective teaching practices. While the characteristic of effective teachers is a debatable issue, researchers have identified the following characteristics as common to numerous reports dealing with this subject. The Flathead Valley Community College Personnel Committee encourages those who wish to debate/discuss the question of effective teaching characteristics to apply for funds from the Professional Development Committee to travel to a Great Teacher's Conference where this is the primary question discussed for three days.

The best measure of a teacher's success is the degree of students' advancements as learners. Researchers have identified characteristics that successful teachers have in common that lead to the greatest gains in student learning. Three areas of competence that Ryan and Cooper identify as essential for an effective teacher are:

1. Attitudes that encourage positive student-faculty relationships.
2. Knowledge in the content area to be taught.
3. Skills of teaching that facilitate student learning.

1. Attitudes that encourage positive student-faculty relationships.

In the classrooms of effective teachers, there is a pervasive sense of caring about the students as learners and as individuals. Effective teachers have frequent contact with students in and out of the classroom setting. They establish classroom climates that demonstrate genuine interest in students and in the subject being taught. When students feel that teachers are interested in them and their learning, they are motivated to do well academically and to be more involved with the college activities which are available. Effective teachers make themselves available to students outside of the classroom and do not limit advising and conferencing with students to their office hours. Effective teachers appreciate the diverse talents and abilities of the students they teach. The differences may be in learning styles, cultures, background experiences, sex or a number of other areas. Effective teachers respect the uniqueness of and differences in students.

2. Knowledge in the content areas to be taught.

Effective teachers must possess expertise in the content area in which they teach. They must possess credentials which indicate appropriate academic preparation as well as have practical experience in their field. Effective teachers maintain currency in their field and stay abreast of changes happening within their field of expertise. Effective teachers

enjoy learning, viewing learning as a process, not a product. They view themselves as life long learners and are able to convey their love of learning as well as a love of a subject to their students.

3. Skills of teaching that facilitate student learning.

There are numerous skills of teaching that effective teachers possess which provide quality learning environments for students. Effective teachers are able to communicate productively with students. They listen to students as well as verbalize their own thoughts. They communicate appropriately the high expectations they have for students. They organize and plan courses so that students know what is expected and what procedures to follow to be successful in each class. They present lessons in a variety of manners. They structure courses so there are a variety of ways to measure student success -- not only tests. They monitor students' progress, providing appropriate and timely feedback so students are aware of their standing in the class. Effective teachers involve students in their own learning by designing opportunities for them to be actively involved with learning in and out of the classroom setting. A variety of questioning techniques are used by effective teachers to encourage higher level thinking in students. Effective teachers are open to responses from students which may differ from traditional, expected responses, encouraging creative, original thought. Effective teachers make course work relevant by connecting theory and lecture materials to students' personal lives and experiences. Effective teachers maintain safe and orderly classroom atmospheres where learning can take place without intimidation or fear.

What makes an effective teacher? This is not an easy question to answer. Depending on a person's philosophy of education, he/she may answer the question quite differently. Yet, the characteristics listed above appear repeatedly on documents from various sources. The above list of characteristics of effective teachers is found to be a consistent list.

References:

Characteristics of Faculty Excellence, Garrett Community College

Chickering, Arthur and Gamson, Zelda. "Seven Principles for Good Practice in Undergraduate Education", in the Wingspread Journal, Volume 9, Number 2, June 1987.

Roueche, John and Baker, George. "Teaching for Success", in Access and Excellence: The Open Door Colleges, 1987, Washington, D.C., The Community College Press.

Ryan, Kevin and Cooper, James. Those Who Can, Teach, 1992, Houghton Mifflin Company.

Williams, Neil. "What is Good College Teaching?" in The Teaching Professor, January 1990, Volume 4, Number 1.

Post –Tenure Faculty Evaluation
Conference with Vice-President

Commendations:

Recommendations:

Remediation Required: Yes _____ No _____

If yes, describe remediation required.

Date for follow-up meeting regarding remediation _____

Vice-President

Date

Faculty Member

Date

Small Group Instructional Diagnosis (SGID)

Instructional Improvement & Course Evaluation Tool

OVERVIEW

Small Group Instructional Diagnosis (SGID) is a method that uses small group discussion among students to provide feedback to an instructor in order to improve teaching, provide suggestions for strengthening the course, and generally increase communication between the students and the instructor.

The SGID method is directed at helping instructors answer student questions and concerns regarding instructional effectiveness: Does the course organization provide for optimal student learning? Is the presentation enhancing or detracting from the content? What material is seen as relevant or irrelevant? Are there more effective ways to present the material? How is the pacing of the course, too fast or too slow? The method not only identifies problem areas, but also records suggested revisions for the instructor to consider. Secondary benefits can include increased student interest and acceptance of the course material and methods.

A SGID takes about 20 to 30 minutes of regularly scheduled class time. Class members are asked to form small groups and discuss the following two questions:

1. What is helping you learn and succeed in this class?
2. What suggestions do you have to improve the effectiveness of this course?

After about ten minutes of small group discussion, the facilitator brings the whole class together to discuss the groups' findings. The facilitator collects, summarizes and organizes the feedback and shares it with the instructor.

PROCESS

- Instructors who need a SGID facilitator can reach out to any tenured, fulltime faculty member with the request. Include the course title, section, meeting time, and location.
 - The facilitator may wish to schedule a pre-meeting to identify any specific concerns the instructor may want addressed.
- The instructor and facilitator identify a date and time for the SGID to take place.
- On the day of the SGID, the instructor introduces the facilitator and explains the SGID process.

***Sample Language:** One of the best ways to improve our courses is to collect feedback from the people taking them. FVCC uses a very useful method where a feedback session is facilitated by someone other than the instructor. I have invited a facilitator to collect your feedback on this course. This is . . .*
- The instructor leaves the room and the facilitator organizes students into groups and provides instructions.
- Once groups are finished discussing, the facilitator leads a whole-class discussion and records the feedback.
- Within 10 days of the SGID, the facilitator will prepare a formal write-up of the SGID (see suggested template) and meet with the instructor to review the results. The facilitator and instructor will both sign the SGID write-up and submit it to Academic Affairs for distribution to the appropriate entities, depending on the instructor's needs.
- After receiving the SGID results, the instructor will de-brief with the class, acknowledging their participation and addressing the feedback as necessary.

HOW TO PREPARE TO FACILITATE A SGID

Consider the following:

- How will you introduce yourself to the class?
***Sample Language:** I am here to collect feedback about this course. We will use a technique called Small Group Instructional Diagnosis. You will discuss two questions in small groups, and then we will come back together to have a whole class discussion. I will record your responses and share them with the instructor. I will keep the responses as anonymous as possible, so please feel free to share your thoughts openly.*
- How will you direct students to break up into groups based on class size? (e.g. students count off 1. 2. 3 and form groups by number)
- It is important that each group identify a note taker to record comments. They should NOT include group member names on the notes. Let students know that you will collect the notes at the end of the session in order make sure that your summary is complete. The notes will not be seen by the instructor, who only receives the typed summary.
- Provide students with your contact information and offer them the opportunity to contact you if they think of something they would like to add later, or didn't feel comfortable sharing something to the whole group.
- Consider writing the two discussion questions on the board for students to reference during small group discussions.
- If you've never facilitated a SGID before, consider accompanying someone else who is facilitating one OR consider bringing an experienced facilitator with you.

Course: M 152 Precalculus AlgebraInstructor: John SmithSGID Facilitator: Mary JonesDate Conducted: October 3, 2017Students enrolled in course: 17Students present: 12**I. Positive aspects of course** (*What is helping you learn and succeed in this class?)*Classroom Interaction

- Instructor is genuine, caring, approachable, encouraging, has good communication skills, is very experienced, and has a positive attitude / is enthusiastic
- Course has a good structure, the consistency is good, class time is utilized well, instructor keeps a good pace, and makes sure everyone on track
- Instructor encourages questions and makes sure everyone understands, allows sufficient time to discuss homework in class
- Instructor uses a variety of approaches to teaching and provides examples of what is ahead in subsequent courses (e.g., calculus problems)
- Instructor is easy to contact and is very prompt with replies, no teacher / student confusion

Assignments / Assessment

- Quizzes keep students on track, students have option to re-do a quiz
- Multiple chances on homework is very helpful, online homework is good, like the software
- Instructor goes in and watches student progress – awesome! – and goes over test with you to show you where you went wrong
- Tests and quizzes are smaller, and are not overwhelming

II. Suggestions for improvement (*What suggestions do you have to improve the effectiveness of this course?)*

Perception: The textbook was expensive and is not used.

Suggestion: If the textbook will not be used, perhaps suggest that students only purchase the code for the online access.

Perception: Sometimes problems go too fast and the course overall seems a bit fast.

Suggestion: Students realize that the amount of content probably can't be reduced. Perhaps the pace could be slowed a bit when going through problems or pause more frequently.

Perception: It is difficult to remember all of the formulas for tests.

Suggestion: Consider allowing a note card with formulas to be used on tests or a formula sheet that could be submitted with the completed test. One student commented that she reviews the formulas just before she is handed the test and writes it on the test page for reference. This is encouraged by the instructor.

Facilitator Signature: Mary Jones Date: 10/13/2017

Instructor Signature: John Smith Date: 10/13/2017

Please review the SGID write-up with the instructor and provide a signed copy within 10 days of the SGID. Submit the write-up to Academic Affairs for distribution.

Course: [Click here to enter text.](#)

Instructor: [Click here to enter text.](#)

SGID Facilitator: [Click here to enter text.](#)

Date Conducted: [Click here to enter text.](#)

Students enrolled in course: [Click here to enter text.](#) Students present: [Click here to enter text.](#)

I. **Positive aspects of the course** (What is helping you learn and succeed in this class?)

II. **Suggestions for improvement** (What suggestions do you have to improve the effectiveness of this course?)

Perception:

Suggestion:

Perception:

Suggestion:

Perception:

Suggestion:

SIGNATURES

Facilitator Signature: _____

Instructor Signature: _____

Please review the SGID results with the instructor and provide a signed copy to the instructor within 10 days of the SGID.

The post-tenure process is on a six-year rotation. Once you complete Year 6, you begin again at Year 1.

Year 1 <i>(4th Year of Employment)</i>	Year 2	Year 3*	Year 4*	Year 5*		Year 6
Pre-tenure Portfolio due September 15 (two copies)		VP SGID in one class OR VP Observation AND student evaluations in one class	Peer Observation	<u>Fall</u> Student evaluations in all classes OR SGID in one class	<u>Spring</u> Student evaluations in all classes OR SGID in one class	Portfolio due by October 1 VP Follow-up conference by the end of the semester.

* Submit SGID and observation write-ups to the Personnel Committee chair within two weeks after the completion of the evaluation semester.

Portfolio Contents:

- ✓ Self-Evaluation
 - Topics to include
 - Philosophy of Education
 - Teaching Effectiveness
 - Preparation
 - Implementation
 - Management
 - Evaluation
 - Barriers to Teaching Effectiveness
 - Resources Needed to be Successful
 - College service
 - Community service
 - Professional activities
- ✓ Year 3 VP SGID or VP observation
- ✓ Year 4 Peer Observation
- ✓ Year 5 Student Evaluations or SGID