PRE-TENURE FACULTY EVALUATION

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, as faculty members 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 consistently 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 of Academic and Student Affairs (VP) and the Division Chairs (DC), 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.

Purpose of Tenure

The tenure review process protects academic employees' appointment rights as well as provides faculty involvement in maintaining those rights. This process also assures that tenure is granted only to those academic employees who are of such high quality that the college can justifiably offer them employment for the remainder of their academic careers. More than any other policy or process, tenure review can maintain or improve the quality of the college's faculty and instructional program efforts.

Tenure review is largely a faculty matter. It is founded on the protection of faculty rights and on the centrality of the faculty member's role in determining standards and maintaining quality. As such, the tenure process should remain in the hands of the faculty to the greatest extent possible. The granting of tenure must not be solely a reward for services performed during the probationary years, but should be an expression of confidence that a faculty member is and will continue to be an excellent teacher, adheres to the highest professional standards, and is a valued colleague, an active member of the College, the community, and his/her profession.

ACRONYMS:			
DC	Division Chair	TRC	Tenure Review Committee
FTF	Full-Time Faculty Member	SGID	Small Group Instructional Diagnosis (See Appendix)
PTF	Pre-Tenure Faculty Member	VP	Vice President of Academic and Student Affairs

PORTFOLIO DEVELOPMENT PROCEDURE

This procedure is designed to give the pre-tenure faculty member (PTF) the opportunity to document quality contributions to the institution. It is also regarded as a procedure that will allow the PTF to select areas of continued professional growth for his or her own benefit and, by extension, the college and community.

The completion of the evaluation portfolio is the continuing responsibility of the individual instructor. The guidelines afford each individual latitude and freedom in designing an evaluation plan most appropriate for that individual's particular field, techniques, methodologies, and responsibilities.

The PTF includes in the portfolio each year 1) a copy of all required student evaluation forms, 2) SGID summaries, 3) teaching observation reports, 4) a personal Philosophy of Education statement, and 5) a self-evaluation. Additional reflections on the Philosophy of Education and self-evaluation are to be included in the portfolio for years two and three. It is up to the PTF how best to address professional development, committee work, and external service in the portfolio. It is expected this will include self-evaluation and reflection on professional development, committee work, and community service. Supplemental materials are included at the end of this document for those who seek some additional guidance. All student evaluations, SGID's, and classroom observations are to occur between the third and the twelfth weeks of the semester.

The portfolio is presented in years one and two to the Tenure Review Committee (TRC) and the VP by July 1 (March 1 for mid-year hires). The VP shall have a follow-up conference with each PTF before October 1 (June 1 for mid-year hires). The VP will complete the pre-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 PTF 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 DC and/or the TRC 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 TRC when all conferences are complete. The final tenure portfolio, including a tenure request letter, is presented by September 15 (Feb 1 for mid-year hires) of year four to the TRC and the VP.

Upon receiving tenure, the faculty member's Year 1 and Year 2 portfolio contents will be returned.

TENURE REVIEW COMMITTEE

Tenure review provides a unique opportunity for all involved to focus on the attributes of outstanding teaching and the ways in which those attributes can be attained or enhanced. It is the primary role of the TRC to evaluate the performance of PTF, to advise them of strengths or weaknesses, and to serve as an advisory body and resource for the improvement of teaching. The committee's assistance in helping PTF recognize and build on strengths and identify and improve weaknesses lies at the heart of the tenure process. The TRC must thus provide the PTF with the necessary guidance and support to improve performance to the greatest extent possible, not only in the final year, but throughout the tenure process.

It is important for the TRC and the PTF to consider opportunities and methods for improving lectures, class discussions, assignments, handouts, examinations, syllabi, etc. The committee must also evaluate the PTF's contributions to his or her department, division, and the college as a whole.

If the TRC or one of its members has serious concerns about a PTF's performance, they should review their concerns with the PTF immediately. No good purpose is served by withholding such concerns until the next tenure review meeting or the end of the tenure process. It is important, therefore, that the review process begin as soon as possible. The procedures described below are designed to achieve this end. In cases where the TRC determines that concerns over a PTF's performance warrant it, special priority will be given to a PTF's request for professional development funds.

Year One Pre-Tenure Instructional Portfolio

Tasks:

- ❖ Write a personal Philosophy of Education (see pg. 12)
- ❖ Write a Self-Evaluation (see pg. 12)
- ❖ Conduct Classroom Evaluations as follows:

   First Semester:
   - Administer Student Evaluations (through CAMS) in all classes except one. In one class of your choice, have a trained FTF member conduct a SGID. (Note: The SGID <u>should not</u> be conducted by your mentor or a member of the TRC.)

   - Arrange for your mentor to conduct a classroom observation.

   Second Semester:
   - Administer Student Evaluations (through CAMS) in all classes except one. In one class of your choice, have a trained facilitator conduct a SGID. (Note: The SGID <u>should not</u> be conducted by your mentor or a member of the TRC.)

   - Arrange for a member of the TRC to conduct a classroom observation.

- ❖ Prepare two copies of your Year 1 Instructional Portfolio and submit one copy to the TRC and one copy to the VP by **July 1st** (March 1st for mid-year hires).

Year One Instructional Portfolio Contents:

- ✓ A detailed Table of Contents (All pages should be numbered)
- ✓ A list of classes you taught during the evaluation period
- ✓ Philosophy of Education
- ✓ Self- Evaluation
- ✓ Copies of student evaluation results and TRC memos from first and second semesters
- ✓ Copies of SGID results from first and second semesters
- ✓ A copy of mentor observation from first semester
- ✓ A copy of TRC observation from second semester

Year Two Pre-Tenure Instructional Portfolio

Tasks:

- ❖ Serve on at least one broad-based college committee (General Education Team, Safety Committee, Budget Committee, eLearning Committee, Professional Development Committee, Program Review Committee, Teaching Excellence Committee, Scholarship Review Committee, Campus Art Committee, etc.)

- ❖ Select and engage in a professional development activity. Professional Development funds are available. See Educational Services for an application.

- ❖ Write a reflection on your Philosophy of Education

- ❖ Write a Self-Evaluation that includes information on your college service and professional activities.

- ❖ Conduct Classroom Evaluations as follows:

    First Semester:
    - Administer Student Evaluations (through CAMS) in all classes except one. In one class of your choice, have a trained FTF member conduct a SGID. (Note: The SGID <u>should not</u> be conducted by your mentor or a member of the TRC.)

    - Arrange for a member of the TRC to conduct a classroom observation.

    Second Semester:
    - Administer Student Evaluations (through CAMS) in all classes except one. In one class of your choice, have a trained facilitator conduct a SGID. (Note: The SGID <u>should not</u> be conducted by your mentor or a member of the TRC.)

    - Arrange for the VP to conduct a classroom observation.

- ❖ Prepare two copies of your Year 2 Instructional Portfolio and submit one copy to the TRC and one copy to the VP by **July 1st** (March 1st for mid-year hires).

Year Two Instructional Portfolio Contents:
- ✓ A detailed Table of Contents (All pages should be numbered)
- ✓ A list of classes you taught during the evaluation period
- ✓ Your Philosophy of Education and Reflection
- ✓ Your Self Evaluation and Reflection
- ✓ Copy of Year 1 letter from the TRC
- ✓ Copies of student evaluation results and TRC memos to date
- ✓ Copies of SGID results to date
- ✓ Copy of TRC observations to date
- ✓ Copy of VP observation from second semester
- ✓ Copy of the VP evaluation conference form from Year 1

Year Three Pre-Tenure Instructional Portfolio

Tasks:

❖ Select and engage in a community service activity

❖ Serve on at least one broad-based college committee (General Education Team, Safety Committee, Budget Committee, eLearning Committee, Professional Development Committee, Program Review Committee, Teaching Excellence Committee, Scholarship Review Committee, Campus Art Committee, etc.)

❖ Request a letter evaluating your committee participation from the committee chair or the VP of Instruction.

❖ Select and engage in a professional development activity. Professional Development funds are available. See Educational Services for an application

❖ Arrange for a Division FTF member conduct a Course Materials Evaluation on a selected course using the instructions on page 15.

❖ Write a reflection on your Philosophy of Education

❖ Write a Self-Evaluation that includes information on your college service, community service and professional activities.

❖ Conduct Classroom Evaluations as follows:

> **First Semester:**
> • Administer Student Evaluations (through CAMS) in all classes except one. In one class of your choice, have a trained facilitator conduct a SGID. (Note: The SGID <u>should not</u> be conducted by your mentor or a member of the TRC.)

> **Second Semester:**
> • Arrange for a TRC member to conduct a classroom observation

❖ Prepare two copies of your Year 3 Instructional Portfolio and submit one copy to the TRC and one copy to the VP of by **September 15th** of Year 4 (February 1st for mid-year hires).

Year Three Instructional Portfolio Contents:

✓ Request for Tenure Letter to the VP
✓ A detailed Table of Contents (All pages should be numbered)
✓ A list of classes taught during the evaluation period
✓ Philosophy of Education and Reflection
✓ Self-Evaluation and Reflection
✓ Committee Service Evaluation letter
✓ Course Materials Evaluation and a sampling of materials provided for evaluation
✓ Copy of Year 2 letter from the TRC
✓ Copy of student evaluation results and TRC memos to date
✓ Copy of SGID results to date
✓ Copy of TRC classroom observations to date
✓ Copy of the VP evaluation conference form from Year 2

Pre-Tenure Responsibilities and Timeline

Year	Vice President	Division Chair	Tenure Review Committee	Mentor	Pre-Tenure Faculty
One	January advising days - conduct informal VP/new PTF/TRC meeting Work with DC to select Mentor as soon as PTF is hired.	Work with VP to select Mentor as soon as PTF hired. Notify TRC. Confer with TRC and Mentor to develop recommendations for identified issues, as needed.	Contract days prior to start of classes fall semester – attend VP/new PTF/TRC meeting Jan. advising days - conduct informal VP/PTF/TRC meeting Second semester – observe PTF class Confer with DC and Mentor to develop recommendations for identified issues, as needed.	Contract days prior to start of classes fall semester – attend informal VP/new PTF/TRC meeting First semester – observe PTF class; assist in arranging SGID if needed Second semester – assist in arranging SGID and TRC observation if needed April – if needed, assist in choice of college committee participation Confer with DC and TRC to develop recommendations for identified issues, as needed Provide guidance and serve as resource as needed	Contract days prior to start of classes fall semester – attend VP/new PTF/TRC meeting By mid-December (by 5/1 for mid-year hires) administer student evaluations and SGID First semester arrange Mentor observation January advising days – attend informal VP/PTF/TRC meeting By **5/1** (mid-December for mid-year hires) administer student evaluations and arrange SGID Second semester arrange TRC observation Meet with Mentor to discuss committees Write personal Philosophy of Education and self-evaluation Submit Year 1 instructional portfolio by July 1 (March 1 for mid-year hires): one copy to TRC, one copy to VP

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Year	Vice President	Division Chair	Tenure Review Committee	Mentor	Pre-Tenure Faculty
Two	Review PTF Year 1 portfolio by **9/1** (March 1 for mid-year hires). Meet with PTF; fill out conference form by **10/1** (March 30 for mid-year hires).

Send a copy of the completed conference form to the DC and the TRC

January advising days - conduct informal VP/PTF/TRC meeting

Second semester observe PTF class | First semester review PTF Year 1 portfolio and recommendation of TRC and VP. Return portfolio to PTF.

Confer with TRC and Mentor to develop recommendation for identified issues, as needed. | By **9/15** (March 1 for mid-year hires) review Year 1 portfolio and provide feedback to PTF; TRC chair meet with VP

First semester – observe PTF class

Jan. advising days - conduct informal VP/PTF/TRC meeting

Confer with DC and Mentor to develop recommendations for identified issues, as needed. | Maintain relationship with PTF

Provide guidance and serve as resource as needed

Attend informal VP/PTF/TRC meeting during January advising days

Confer with DC and TRC to develop recommendations for identified issues, as needed | By **10/1** (March 1 for mid-year hires) have conference with VP on Year 1 portfolio

By **10/1** (March 1 for mid-year hires) have informal meeting with TRC for feedback on Year 1 portfolio

Participate in a professional development activity

Participate as active member on broad-based college committee

By mid-December administer student evaluations and arrange SGID

First semester arrange TRC observation

January advising days attend informal VP/PTF/TRC meeting

By **5/1** administer student evaluations and arrange SGID

Second semester arrange VP observation

Write reflection on Philosophy of Education and reflective self-evaluation

Submit Year 2 instructional portfolio by **7/1**(Feb 1 for mid-year hires): one copy to TRC, one copy to VP |

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Year	Vice President	Division Chair	Tenure Review Committee	Mentor	Pre-Tenure Faculty
Three	Review PTF Year 2 portfolio by **9/1**(March 1 for mid-year hires). Meet with PTF by **9/15**; fill out conference form by **10/1** (March 30 for mid-year hires). Send a copy of the completed conference form to the DC and the TRC January advising days- conduct informal VP/PTF/TRC meeting Send letter to PTF who will be eligible to apply for tenure of eligibility by **1/15** (May 15 for mid-year hires)	First semester review PTF Year 2 portfolio and recommendation of TRC and VP. Return portfolio to PTF. Confer with TRC and Mentor to develop recommendation for identified issues, as needed.	By **9/15** (March 1 for mid-year hires) review Year 2 portfolio and provide feedback to PTF; TRC chair meet with VP January advising days - conduct informal VP/PTF/TRC meeting Second semester – observe PTF class Confer with DC and Mentor to develop recommendations for identified issues, as needed.	Maintain relationship with PTF Provide guidance and serve as resource as needed January advising days – attend informal VP/PTF/TRC meeting Confer with DC and TRC to develop recommendations for identified issues, as needed.	By **10/1** (March 1 for mid-year hires) have conference with VP on Year 2 portfolio By **10/1** (March 1 for mid-year hires) have informal meeting with TRC for feedback on Year 2 portfolio Participate in a professional development activity Participate as active member on broad-based college committee Request committee service evaluation letter from committee chair or VP Select and engage in community service Have a Division FTF member conduct a Course Materials Evaluation on a selected course using the guide on pg. 15 By mid-December (mid-April for mid-year hires) administer student evaluations and arrange SGID January advising days - attend informal VP/PTF/TRC meeting Second semester arrange TRC observation Write reflection on Philosophy of Education and reflective self-evaluation Assemble Tenure Submission Portfolio

Year	Vice President	Division Chair	Tenure Review Committee	Mentor	Pre-Tenure Faculty
Four	Review Tenure Submission portfolio, TRC recommendations and forward tenure recommendation to the President by **11/1**(3/15 for mid-year hires)	Sit in on TRC meeting for review of Tenure Submission Portfolio	Review Tenure Submission Portfolio and forward recommendations to VP by **10/15** (3/1 for mid-year hires)	Provide guidance and serve as resource as needed	Submit Tenure Submission Portfolio, including a letter requesting consideration for tenure, by **9/15** (Feb 1 for mid-year hires): one copy to TRC, one copy to VP. Maintain personal copy.

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APPENDIX

Portfolio Components

SELF-EVALUATION:

- Discuss teaching effectiveness. Address all components of teaching (preparation, implementation, management and evaluation, barriers to successful teaching, resources needed to be successful). Provide concrete examples to illustrate your conclusion.
- Discuss evidence of effective participation as a member of department and instructional division, including a description of effectiveness of student advising.
- Describe performance in carrying out other special assignments as appropriate, i.e., coordination duties.
- Discuss participation on College committees and in other College activities, professional and/or community activities that are related to being a faculty member.
- Comment on the activities you have undertaken in the last few years to maintain professional growth.
- Outline professional growth and goals for the ensuing year.
- Reflect on feedback from students, evaluations, observations, and mentor/TRC/VP SGIDs.

PHILOSOPHY OF EDUCATION:

- Ideas about who can and who should benefit from a college education.
- Ideas about the function of higher-education in our society; is it to train or educate?
- Ideas about how people learn.
- Ideas about the best way to teach and if you can or even want to adjust your teaching style to accommodate diverse learning styles.
- Ideas about your discipline and its importance in your students' future.

COLLEGE SERVICE:

- Advising
- Service on Committees ((General Education Team, Safety Committee, Budget Committee, eLearning Committee, Professional Development Committee, Program Review Committee, Teaching Excellence Committee, Scholarship Review Committee)

PROFESSIONAL ACTIVITIES: Please address all that apply.

- Performing and Visual Arts
- Publications
- Research
- Professional Workshops
- Assessment Activities
- Additional College Course Work
- Professional Organization Participation
- Course and Curriculum Development

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 (VP, TRC, DC).
- After receiving the SGID results, the instructor will de-brief with the class, acknowledging their participation and addressing the feedback as necessary.

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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.
- Make sure to ask small groups if their spokesperson accurately represented their comments or if they have any clarifications to make.
- Read your notes back to them to ensure you've recorded them accurately ("What I'm hearing you say is....").

Course: M 152 Precalculus Algebra   Instructor: John Smith

SGID Facilitator: Mary Jones   Date Conducted: October 3, 2017

Students enrolled in course: 17   Students 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.

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<u>Perception:</u> It is difficult to remember all of the formulas for tests.

> <u>Suggestion:</u> 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 <u>within 10 days </u>of the SGID. Submit the write-up to Academic Affairs for distribution.

Distribution (fulltime):
1. Faculty member *(within 10 days of SGID)*
2. Academic Affairs for distribution to
   - Pre-Tenured Faculty
     - o Faculty member's Division Chair
     - o Vice President of Academic and Student Affairs
     - o Tenure Review Committee Chair
   - Post-Tenured Faculty
     - o Personnel Committee Chair

Distribution (adjunct):

1. Faculty member *(within 10 days of SGID)*
2. Director of Academic Affairs

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.

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COURSE MATERIALS EVALUATION

Choose one course to submit for a course materials evaluation by a FTF member in your division. He or she should evaluate your course materials based on the criteria below in a narrative or bulleted list format.

Please include the following documents in your course materials evaluation packet:

- ✓ Syllabus
- ✓ Assignments
- ✓ Exams
- ✓ List of topics / chapters (if not provided on syllabus)
- ✓ Examples of student work with instructor feedback

Course Materials Evaluation Criteria:

1) Syllabus
- Syllabus follows guidelines identified in the FVCC Faculty Handbook
- Syllabus clearly explains instructor's expectations (grading, assignments, exams, etc.)
- Syllabus communicates in simple, clear, positive language and is free of grammatical errors.

2.) Instructional Activities
- Learning activities are appropriate for the student population.
- Learning activities are clearly related to the learning outcomes for the course.
- Support materials are written in simple, clear, positive language and are free of grammatical errors.

3.) Assessment of Learning Outcomes
- Assignments, exams, etc. are designed to promote student learning of the course learning outcomes.
- Assessments are appropriately timed throughout the semester to promote student learning.

4.) Feedback / Grading
- Written feedback to students offers appropriate suggestions for improvement.
- Grading techniques are fair and appropriate.

SAMPLE REQUEST FOR TENURE LETTER

Date

Address Block

Dear (VP of Academic and Student Affairs),

This letter accompanies my Year 3 Instructional Portfolio as a request to be considered for tenure.

After three years of teaching here, I look forward to continuing to serve the students and community at Flathead Valley Community College. Thank you for considering this request, as I believe it accurately represents three years of my commitment to this college and the effort I have made toward excellence in teaching.

Sincerely,

Faculty Name
Division

Flathead Valley Community College

Pre –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