2024-2025

FACULTY EVALUATION FORM

### **Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Division \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

### **Tenure Track \_\_\_\_\_\_ Tenured \_\_\_\_\_\_ Non-Tenure Track \_\_\_\_\_\_ Discipline \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Part 1: Goal-Setting**

*Instructions for Faculty:*

*Use this form to identify 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 goals for this academic year:*

|  |  |  |
| --- | --- | --- |
| *Goal*  | *Measurable Outcome* | *Category from Above (1, 2 or 3)* |
|  |  |  |
|  |  |  |
|  |  |  |

The above goals 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 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*
3. *If not discussed above, give an example of a way in which you use data to improve student learning. How have you or will you assess the effectiveness of any changes? Upload supporting documents to your ePortfolio, if applicable.*

***Supervisor Feedback:***

***Professional Development & Achievement***

1. *Positive*
2. *Challenges*

***Supervisor Feedback:***

***Service***

1. *Positive*
2. *Challenges*

***Supervisor Feedback:***

**Part III: Attachments**

*In addition to this form, upload the following items to your e-portfolio as part of the evaluation process for all faculty. The items may come from the same course or different courses.*

[ ]  *Syllabus* [ ]  *Sample Assignment* [ ]  *Sample Assessment (quiz, test, grading rubric)*

[ ]  *Sample Instructional Material/Use of Technology*

[ ]  *Documents related to the Use of Data to Improve Learning (if applicable, include a sample of the modifications made). See question 3 under” Teaching & Learning Effectiveness” above. For example, the narrative to the question could be something like, “In the fall, after reviewing data from quiz 3, I added a review session and another assignment to help the students grasp the concepts they still needed help applying. In spring, students scored 5 points higher on the quiz.” Copies of the quizzes could be included in the ePortfolio.*

***\*Notify your supervisor when your e-portfolio is complete and you have granted access to your supervisor.***

**Part IV: Student Feedback – to be summarized by supervisor**

**Part V: Summary**

[ ]  Met Expectations [ ]  Partly Met Expectations [ ]  Did Not Meet Expectations

**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

Expectations for Faculty

For Reference

You do not need to address each of these bullets in your reflection.

### **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 in lieu of 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.)