Faculty Evaluation Process
Helena College University of Montana

Purpose

The purpose of faculty evaluation at Helena College is to further the College's mission and core themes through assessment of major areas of responsibility. This process clarifies expectations and provides a framework to support continuous improvement in teaching and learning, promoting professional development, and recognizing service.

Process

A complete faculty evaluation is conducted annually for non-tenure track faculty and tenure-track non-tenured faculty, and once every three years for tenured faculty. Tenured faculty may elect to receive an evaluation, set goals, and or complete the self-assessment more frequently.

Evaluations for full-time faculty are conducted by the Division Director and reviewed by the Dean/CEO. The evaluation is focused upon the goals of the individual faculty member and the mission and core themes of Helena College. There are three areas of responsibility upon which the faculty evaluation is based:
- Instruction (Classroom)
- College Service
- Professional Development

The evaluation includes the following components:
- Faculty Goals
- Faculty Self-evaluation
- Administrative Evaluation (includes an instructional observation)
- Syllabus
- Assessment of How Learning Outcomes Met
- Course Evaluation
- Peer Observation (highly recommended, but not required)

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

Required elements of online materials:
Resources for quality online course design are available through the Director of eLearning. During each evaluation cycle the Division Director will reference these materials when evaluating the course.

Another key element in successful online instruction is compliance with the Americans with Disabilities Act accessibility standards. These standards must be met for Helena College to be in compliance with federal law. During each evaluation cycle, a review of these standards will also be completed by the Director of eLearning and provided to the Division Director. Information and training on ADA compliance is available through the Director of eLearning. Any compliance issues will be addressed during the evaluation follow up process.

As all courses at Helena College include a Moodle presence, these course shells will be reviewed for face-to-face courses as part of the overall instructional observation.

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

Procedures

1. The Human Resources Department will maintain record of all faculty evaluations and a schedule of required evaluations for each academic year.
2. At the beginning of the academic year, the Director of Human Resources provides a list of faculty to be evaluated to the Division Directors.
3. The Division Directors issue a written notice with complete instruction and required document to the faculty being evaluated.
4. Following the initial correspondence from the Division Director, the faculty member drafts individual goals in each of the three evaluation areas and schedules a planning meeting with their Division Director to discuss those goals.
5. Goals are finalized by the faculty member and the Division Director during the planning meeting. The faculty member and the evaluator may agree to hold interim status meetings.
6. An electronic portfolio shell will be created in Moodle for each faculty member to track progress. Non-tenured faculty can use this to begin the tenure application process. This is optional for tenured faculty.
7. Throughout the evaluation year, the faculty member maintains documentation relevant to goal achievement. It is recommended this be done through the creation of an electronic portfolio for submission and review. Creation of an electronic portfolio will allow for annual additions, which will simplify the tenure and/or promotion process moving forward.
8. The faculty member selects a course to be observed. The faculty member and Division Director schedule a class observation time. The observation can take place in one or more of the following settings: lecture, online course, lab, or clinical instruction.
9. The faculty member completes the self-evaluation portion of the Faculty Evaluation Form.
10. The faculty member completes the electronic portfolio for review.
11. The faculty member and Director/Division Chair schedule a summary meeting to review the portfolio.

12. The faculty member submits the portfolio for review. This is optional for both non-tenured and tenured faculty, however, may be helpful for non-tenured faculty.
13. 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.
14. The Director/Division Chair summarizes the course evaluations and provides written comments, including commendations and recommendations, on the Instructional Observation form.
15. The faculty member and Division Director sign the Instructional Observation and the Personal Self-Assessment form.
16. If the faculty member disagrees with the evaluation, he or she has the right to submit a written rebuttal.
17. The Dean/CEO has an opportunity to review the evaluation, and the evaluation becomes part of the faculty member's personnel file house with the Human Resources Department.

Goal Setting

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

At least one goal will be formulated for area of responsibility (see Faculty Goal Sheet attached below):

- Instruction (Classroom)
- College Service
- Professional Development

Goals should meet the following criteria:

- Be clearly connected to the relevant area of responsibility.
- Be specific, measureable, attainable, realistic, and time bound.
- Be directly related to and consistent with the Mission and Core Themes of Helena College.
- 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.
- Differentiate between short-term and long-term commitment.
- Be referred to frequently throughout the year.
- Be discussed at the final evaluation meeting.

Responsibility Areas

Goals should be set to meet one or more of the criteria within the three areas of responsibility outlined in the Collective Bargaining Agreement between the Montana Board of Regents of Higher Education and the Helena Teachers' Union. See Faculty Self-Assessment Form for more detail or refer to Article 7 of the Collective Bargaining Agreement.

<u>Timeline</u>

Activity	Due Date
Goals set and approved by Division Director	October 1
Instructional observation scheduled and/or completed	February 1
Summary meeting scheduled and/or completed	April 15

Faculty Goals

Instructions: *Please specify your goals for the evaluation period. For each area of responsibility, articulate the goal you would like to attain, the methods you will use to reach the goal, and how you plan to assess your effectiveness. You may have more than one if you like; however, the goals should be focused and few in number. Goals are discussed with Director/Division Chair at planning meeting.*

Performance Indicator 1: INSTRUCTION (Classroom)

Instruction (Classroom)	*Narrative*
1. Action Item(s)	
2. Indicators	
3. Resources Needed	
4. Areas and/or People Involved	
6. Timeframe for Completion ☐ Short-term goal ☐ Long-term goal	
7. Results	
8. Future Actions	

Performance Indicator 2: COLLEGE SERVICE

College Service	*Narrative*
1. Action Item(s)	
2. Indicators	
3. Resources Needed	

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4. Areas and/or People Involved	
6. Timeframe for Completion ☐ Short-term goal ☐ Long-term goal	
7. Results	
8. Future Actions	

Performance Indicator 3: PROFESSIONAL DEVELOPMENT

Professional Development	*Narrative*
1. Action Item(s)	
2. Indicators	
3. Resources Needed	
4. Areas and/or People Involved	
6. Timeframe for Completion ☐ Short-term goal ☐ Long-term goal	
7. Results	
8. Future Actions	

Faculty Name:

Supervisor:

<p align="center">**PERFORMANCE/SELF-ASSESSMENT AY ___**</p>

RESPONSIBILITY AREA (REQUIRED): INSTRUCTION (CLASSROOM)

Classroom Performance	Narrative
1. Content mastery is evident	
2. Engagement with students is apparent	
3. Learning is assessed	
4. Planning and/or intentionality is evident	
5. Environment is conducive to learning	
6. Positive comportment is demonstrated	

Instructional Practices	Narrative
1. Incorporates innovative practice(s) as appropriate.	

Course and Program Level Assessment	Narrative
1. Actively participates in assessment at all levels.	
2. Assesses effectiveness of own courses within the context of larger program assessment.	
3. Incorporates results of assessments into curricular and other revisions.	

Management of classroom, instructional equipment, lab, shop, or clinic	Narrative
1. Classroom, lab, shop, or clinic (physical or virtual) policies and/or procedures are clearly communicated in writing to students.	
2. Classroom, lab, shop, or clinic (physical or virtual) area is well-maintained by faculty member.	
3. Classroom, lab, shop, or clinic (physical or virtual) area is maintained in accordance with accepted safety standards and/or ADA compliance guidelines.	
4. Orders supplies for classroom, lab, shop, or clinical area (physical or virtual) within budget, following current College policies.	

RESPONSIBILITY AREA (REQUIRED): COLLEGE SERVICE

College Service and Community Service (beyond the normal scope of responsibility)	Narrative
1. Serves as chair or member of 1 or more college-level committees.	
2. Serves on ad-hoc, hiring, or other campus committees or groups (including serving as student club advisor).	
3. Actively participates in college-sponsored training and professional activities.	

Development and Revision of Curriculum and Courses	Narrative
1. Regularly reviews curriculum, curricular materials, and assessments.	
2. Follows appropriate process(es) for curricular changes. *Reports from the assessment database can be attached as evidence of curricular development/revision.*	

RESPONSIBILITY AREA (REQUIRED): PROFESSIONAL DEVELOPMENT

Professional Improvement Activities – Educational and Occupational	Narrative
1. Attends professional improvement such as seminars, workshops, training, and/or coursework.	

RESPONSIBILITY AREA (AUXILLARY): SCHOLARLY ACTIVITIES

Scholarly Activities	Narrative
1. Participates in activities such as presentations, publication, development of projects, and/or research that relates to the discipline.	

RESPONSIBILITY AREA (AUXILLARY): PROFESSIONAL/OCCUPATIONAL RECOGNITION

Professional/Occupational Recognition	Narrative
1. Receives professional/occupational recognition such as awards, certifications, or honors.	

RESPONSIBILITY AREA (AUXILLARY): PARTICIPATION IN PROFESSIONAL ORGANIZATIONS

Participation in Professional Organizations	Narrative
1. Maintains membership in organizations directly related to the discipline.	
2. Serves as an officer, participates in meetings, or other direct service to the professional organization.	

RESPONSIBILITY AREA (AUXILLARY): SERVING ON ADVISORY BOARDS, CONSULTING, AND RELATED ACTIVITES

Serving on Advisory Boards, Consulting, and Related Activities	Narrative
1. Serves as consultant to industry, education, discipline, or other organizations relating to the instructional field.	

RESPONSBILITY AREA (AUXILLARY): CREATE AND ORGANIZE CAMPUS OR COMMUNITY EVENTS

Create and/or Organize Campus or Community Events	Narrative
1. Works with necessary areas/employees to help organize or create campus or community events.	

DIRECTOR COMMENTS/RESPONSE (Optional)

FACULTY COMMENTS/RESPONSE (Optional)

Faculty signature does not necessarily indicate agreement with this evaluation and is required only to indicate that you have had an opportunity to review it and discuss the contents with your division director.

The following signatures indicate that this evaluation has been reviewed:

FACULTY SIGNATURE: _____ DATE: _____

DIRECTOR SIGNATURE: _____ DATE: _____

DEAN/CEO SIGNATURE: _____ DATE: _____

OPTIONAL PEER OBSERVATION

There are two options for peer observations:

1. Observe one or more faculty in or outside your discipline.
2. Request an observation by a peer.

This process might work well as a goal during an evaluation year, or it might be considered as a Professional Development activity.

The purpose of the option 1 is to give faculty the opportunity to observe unique and innovative delivery methods. 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.

This process can be documented by completing the Instructional Observation Form, or by writing a brief synopsis of the experience and new ideas connected to the observation.

Option 2 is intended to provide faculty with an outside perspective on classroom performance as a means of using feedback for continuous improvement.

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COURSE EVALUATION

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
The course learning outcomes are clear and understandable					
The grading system is clear and understandable					
The textbook, worksheets, or other course materials were useful in helping me achieve the course learning outcomes					
The subject matter was well-explained					
Lectures and/or online videos and slides are clear and understandable					
Assignments and hands-on applications are relevant to the course learning outcomes in the syllabus					
Class discussion and/or online forums are beneficial to my learning					
Group work is relevant to course content					
Visual aids are effective and clear					
The course atmosphere promoted learning					
Class consistently starts and ends on time					
Individual assistance is available to students					
Additional comments or feedback:					

INSTRUCTIONAL OBSERVATION FORM

Faculty Member Name: _____

Evaluator Name: _____

Course Number and Title: _____

Date/Time/Location of
Evaluation:

I. OBSERVER COMMENTS					
Content mastery is evident	Exceeds Expectations ☐	Meets Expectations ☐	Improvement Needed ☐	Unsatisfactory ☐	Not Observed ☐
	Comments/Suggestions:				
Uses positive reinforcement	Exceeds Expectations ☐	Meets Expectations ☐	Improvement Needed ☐	Unsatisfactory ☐	Not Observed ☐
	Comments/Suggestions:				
Learning is assessed	Exceeds Expectations ☐	Meets Expectations ☐	Improvement Needed ☐	Unsatisfactory ☐	Not Observed ☐
	Comments/Suggestions:				
Planning and/or intentionality is evident	Exceeds Expectations ☐	Meets Expectations ☐	Improvement Needed ☐	Unsatisfactory ☐	Not Observed ☐

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	Comments/Suggestions:				

	Exceeds Expectations ☐	Meets Expectations ☐	Improvement Needed ☐	Unsatisfact ory ☐	Not Observ ed ☐
Environment is conducive to learning	Comments/Suggestions:				

	☐ Exceeds Expectations	☐ Meets Expectations	☐ Improvement Needed	☐ Unsatisfactory	☐ Not Observed
Positive comportment is demonstrated	Comments/Suggestions:				

Observer Comments:

II. FACULTY COMMENTS/RESPONSE (OPTIONAL)

Faculty Comments:

Faculty signature does not necessarily indicate agreement with this evaluation and is required only to indicate that you have had an opportunity to review it and discuss the contents with your division chair or academic dean.

The following signatures indicate that this evaluation has been reviewed:

FACULTY SIGNATURE: _____**DATE:** _____

_____

DIVISION DIRECTOR SIGNATURE: _____**DATE:** _____

_____

DEAN/CEO SIGNATURE: _____**DATE:** _____

_____

Online/Hybrid Course Evaluation

Instructor Name Click or tap here to enter text. **Semester** Click or tap here to enter text.

Division Director Click or tap here to enter text. **Course** Click or tap here to enter text.

Although successfully teaching of an online course requires different techniques and strategies, the elements of quality instruction do not change based on mode of delivery. These elements, as detailed on the Instructional Observation Form, are:

- Content Mastery is evident
  - *Examples: Instructor is present in course and supplemental materials and/or text added; instructor feedback is evident; student questions are answered, etc.*
- Uses positive reinforcement
  - *Examples: Positive interaction with students in forums, emails, feedback, assignment explanation, etc.*
- Learning is assessed
  - *Examples: All forms of assessment will work here, forums, quizzes, exams, papers, assignments, etc.*
- Planning and/or intentionality is evident
  - *Examples: Opportunity for student to student connectivity and student to instructor connectivity; course shell is organized; topics/content is connected throughout the course; connection to course learning outcomes is evident; variety of activities present throughout course; etc.*
- Environment is conducive to learning
  - *Examples: Course shell is organized and information is readily available; variety of learning activities are used throughout course; expectations for course and all assignments/assessments are clear; etc.*
- Positive comportment is demonstrated
  - *Examples: Communication used in all student interactions; including email, forums, feedback, assignments, assessments; is appropriate to the situation.*