



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.
NOTE: During the transition to this process from the prior evaluation process the number of years in the evaluation period may be different than five for some faculty (see rotation schedule).
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



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**

Faculty: _____

Commendations: _____

Recommendations: _____

Remediation Required: Yes_____ No_____

If yes, describe remediation required: _____

Date for follow-up meeting regarding remediation: _____

Vice-President: _____ Date: _____

Faculty Member: _____ Date: _____