



FLATHEAD VALLEY COMMUNITY COLLEGE PRE-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 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 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.

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.



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.

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 pre-tenure member includes in the portfolio each year 1) a copy of all required student evaluation forms, 2) SGID summaries, 3) teaching observation reports, 4) a 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 faculty member 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 and the Vice President (VP) by July 1 (March 1 for mid-year hires). The VP shall have a follow-up conference with each pre-tenure faculty member 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 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 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 Tenure Review Committee and the Vice President.



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 Tenure Review Committee to evaluate the performance of probationary faculty, to advise him or her of strengths or weaknesses, and to serve as an advisory body and resource for the improvement of teaching. The committee's assistance in helping pre-tenure faculty members recognize and build on strengths and identify and improve weaknesses lies at the heart of the tenure process. The Tenure Review Committee must thus provide the pre-tenure faculty 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 committee and the pre-tenure faculty member to consider opportunities and methods for improving lectures, class discussions, assignments, handouts, examinations, syllabi, etc. The committee must also evaluate the probationer's contributions to his or her department, division, and the college as a whole.

If the committee or a member has serious concerns about a pre-tenure faculty member's performance, they should review their concerns with the faculty member 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 Tenure Review Committee determines that concerns over a pre-tenure faculty member's performance warrant it, special priority will be given to a pre-tenure faculty member's request for professional development funds.

ACRONYMS:

SGID	Small Group Instructional Diagnosis (See Appendix)
VP	Vice President of Instruction
TRC	Tenure Review Committee
PTF	Pre-Tenure Faculty Member
FTF	Full-Time Faculty Member



Year One Pre-Tenure Instructional Portfolio

Tasks:

- ❖ Write a Philosophy of Education
- ❖ Write a Self-Evaluation
- ❖ Conduct Classroom Evaluations as follows:
 - First Semester:**
 - Administer Student Evaluations (bubble sheets) in all classes except one. In one class of your choice, have a trained FTF member conduct a SGID. (Note: The SGID should not be conducted by your mentor or a member of the Tenure Review Committee.)
 - Arrange for your mentor to conduct a classroom observation.
 - Second Semester:**
 - Administer Student Evaluations (bubble sheets) in all classes except one. In one class of your choice, have a trained FTF member conduct a SGID. (Note: The SGID should not be conducted by your mentor or a member of the Tenure Review Committee.)
 - Arrange for a member of the Tenure Review Committee 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 from Fall and Spring Semesters
- ✓ A copy of mentor observation from Fall Semester
- ✓ A copy of TRC observation from Spring Semester



Year Two Pre-Tenure Instructional Portfolio

Tasks:

- ❖ Serve on at least one broad-based college committee (General Education Team, Safety Committee, Budget Committee, Distance Learning Committee, Professional Development Committee, Program Review Committee, Scholarship Review Committee)
- ❖ 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 (bubble sheets) in all classes except one. In one class of your choice, have a trained FTF member conduct a SGID. (Note: The SGID should not be conducted by your mentor or a member of the Tenure Review Committee.)
 - Arrange for a member of the TRC to conduct a classroom observation.
 - Second Semester:**
 - Administer Student Evaluations (bubble sheets) in all classes except one. In one class of your choice, have a trained FTF member conduct a SGID. (Note: The SGID should not be conducted by your mentor or a member of the Tenure Review Committee.)
 - Arrange for a member of the Vice President of Instruction 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 of Instruction 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
- ✓ Copies of Year 1 letters from the TRC, the Personnel Committee, and the VP
- ✓ Copies of student evaluation results from Fall and Spring Semesters
- ✓ A copy of TRC observation from Fall Semester and TRC memo
- ✓ A copy of VP observation from Spring 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, Continual Improvement Group, Budget Committee, College Council, Distance Learning Committee, Personnel Committee, Program Review Committee)
- ❖ 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 16.
- ❖ 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 (bubble sheets) in all classes except one. In one class of your choice, have a trained FTF member conduct a SGID. (Note: The SGID should not be conducted by your mentor or a member of the Tenure Review Committee.)
 - Second Semester:**
 - Administer Student Evaluations (bubble sheets) in all classes except one. In one class of your choice, have a trained FTF member conduct a SGID. (Note: The SGID should not be conducted by your mentor or a member of the Tenure Review Committee.)
 - 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:

- ✓ A detailed Table of Contents (All pages should be numbered.)
- ✓ A list of classes you taught during the evaluation period
- ✓ Philosophy of Education and Reflection
- ✓ Self-Evaluation and Reflection
- ✓ Committee Service Evaluation letter
- ✓ Copies of Year 2 letters from the TRC, the Personnel Committee, and the VP
- ✓ Copies of student evaluation results from Fall Semester
- ✓ A copy of TRC observation from Fall Semester and TRC memo
- ✓ A copy of SGID results from Fall Semester
- ✓ A copy of TRC classroom observation from Spring Semester
- ✓ 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	<p>January advising days - conduct informal meeting with TRC/PTF</p> <p>Work with DC to select Mentor as soon as PTF is hired.</p>	<p>Work with VP to select Mentor as soon as PTF hired. Notify TRC.</p> <p>Confer with TRC and mentor to develop recommendations for identified issues, as needed.</p>	<p>Contract days prior to start of classes fall semester – informal meeting with PTF/mentors</p> <p>January advising days – informal meeting with VP, PTF</p> <p>Spring (Fall for mid-year hires) semester – observe PTF class</p> <p>Confer with DC and Mentor to develop recommendations for identified issues as needed.</p>	<p>Contract days prior to start of classes fall semester – informal meeting with PTF/TRC /mentors</p> <p>Fall (Spring for mid-year hires) semester – observe PTF class; assist in arranging SGID if needed</p> <p>Spring (Fall for mid-year hires) semester – assist in arranging SGID, TRC observation if needed</p> <p>April – assist in choice of committee participation if needed</p> <p>Confer with DC and TRC to develop recommendations for identified issues as needed.</p> <p>Provide guidance and serve as resource as needed</p>	<p>Contract days prior to start of classes fall semester – informal meeting with TRC/mentors/new PTF</p> <p>By mid-December (by May 1 for mid-year hires) run student evaluations/SGID</p> <p>Fall (Spring for mid-year hires) semester arrange mentor observation if needed</p> <p>January advising days – informal meeting with VP, TRC</p> <p>By May 1 (mid-December for mid-year hires) run student evaluations/SGID</p> <p>Spring (Fall for mid-year hires) semester arrange TRC observation</p> <p>Meet with mentor to discuss committees</p> <p>Write Philosophy of Education and self-evaluation</p> <p>Submit year 1 instructional portfolio by June 1 (Feb 1 for mid-year hires): one copy to TRC, one copy to VP</p>



Year	Vice President	Division Chair	Tenure Review Committee	Mentor	Pre-Tenure Faculty
Two	<p>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).</p> <p>Send a copy of the completed conference form to the Division Chair and the TRC</p> <p>January advising days - conduct informal meeting with TRC/PTF</p> <p>Spring (Fall for mid-year hires) semester observe PTF class</p>	<p>Fall (Spring for mid-year hires) semester review PTF year 1 portfolio and recommendations of TRC and VP. Return portfolio to PTF.</p> <p>Confer with TRC and mentor to develop recommendations for identified issues, as needed.</p>	<p>By 10/1 (March 1 for mid-year hires) review year 1 portfolio and provide feedback to PTF; TRC chair meet with VP</p> <p>Fall (Spring for mid-year hires) semester – observe PTF class</p> <p>Jan. advising days - conduct informal meeting with VP/PTF</p> <p>Confer with DC and Mentor to develop recommendations for identified issues, as needed.</p>	<p>Maintain relationship with PTF</p> <p>Provide guidance and serve as resource as needed</p> <p>Attend VP/PTF/TRC meeting during January advising days</p> <p>Confer with DC and TRC to develop recommendations for identified issues as needed.</p>	<p>By 10/1 (March 1 for mid-year hires) have conference with VP on year 1 portfolio</p> <p>By 10/1 (March 1 for mid-year hires) have informal meeting with TRC for feedback on yr 1 portfolio</p> <p>Professional development activity</p> <p>Participate as active member on broad based college committee</p> <p>By mid-December run student evaluations/SGID</p> <p>Fall (Spring for mid-year hires) semester arrange TRC observation</p> <p>January advising days – informal meeting with VP, TRC</p> <p>By May 1 run student evaluations/SGID</p> <p>Spring (Fall for mid-year hires) semester arrange VP observation</p> <p>Write reflection on Philosophy of Education and reflective self-evaluation</p> <p>Submit year 2 instructional portfolio by June 1 (Feb 1 for mid-year hires): one copy to TRC, one copy to VP</p>



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



Year	Vice President	Division Chair	Tenure Review Committee	Mentor	Pre-Tenure Faculty
Four	Review Tenure Submission portfolio, TRC recommendations and forward tenure recommendation by 11/1(3/15 for mid-year hires)	Sits on TRC committee 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.



APPENDIX

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Portfolio Components Suggestions/Examples

SELF-EVALUATION SUGGESTIONS

1. 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.
2. Discuss evidence of effective participation as a member of department and instructional division, including a description of effectiveness of student advising.
3. Describe performance in carrying out other special assignments as appropriate, i.e., coordination duties.
4. Discuss participation on College committees and in other College activities, professional and/or community activities that are related to being a faculty member.
5. Comment on the activities you have undertaken in the last few years to maintain professional growth.
6. Outline professional growth and goals for the ensuing year.

PHILOSOPHY OF EDUCATION SUGGESTIONS

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

COLLEGE SERVICE EXAMPLES

- Advising
- Service on Committees (Safety, Budget, Professional Development, Program Review, e-learning, union officers, etc.)

PROFESSIONAL ACTIVITIES EXAMPLES

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



FLATHEAD VALLEY COMMUNITY COLLEGE
SMALL GROUP INSTRUCTIONAL DIAGNOSIS
Instructional Improvement & Course Evaluation

What is Small Group Instructional Diagnosis?

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

Following the small group processing is a discussion of findings with a supportive and knowledgeable colleague who can reassure the teacher that the problems are not unusual or insurmountable.

How the Method Works

Instructors are demonstrating greater sensitivity to student's needs and perspectives, and as such, are looking for ways to gain objective input to a variety of pertinent questions. 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 SGID method of course evaluation is directed at helping instructors answer these questions. The method not only identifies problem areas, but also generates some alternatives for the suggested revisions. Secondary benefits can include increased student interest and the acceptance of the course material and methods.

Implementing the SGID method involves about 20 to 30 minutes at mid-semester. Class members are asked to form small groups of six, preferably with persons they do not know well. The groups are asked to choose a spokesperson and reach consensus on the following questions:

1. What do you like about the course?
2. What do you think needs improvement?
3. Recommend ways for suggested improvements to be accomplished.

The groups are asked to report to the entire class following ten minutes of discussion. The suggestions are collected and summarized by the facilitator following clarification with students.

The facilitator then organizes the data into a presentation for the instructor. Together, the two colleagues develop a teaching improvement process to fit the needs of the instructor and the skills and resources of the facilitator.

Benefits To Students And Instructors

Student and instructor response to the method has been outstanding. Students have expressed greater satisfaction with the SGID method than with the more depersonalized and highly structured methods using questionnaires. They appreciate the mid-term timing, which provides opportunity for changes to affect them, and the heightened teacher awareness of student concerns. Instructors prefer the personal interaction and supportive interpretation by a colleague, as well as the content of the data in a form, which facilitates its use by the instructor in making changes. Student suggestions also provide diversity of perspective and may save time for the instructor in generating problem-solving alternatives.



Evaluation Distribution Procedures

For the following types of evaluations, the evaluator is responsible for distributing copies of the summary/results as detailed below:

SGID

1. Faculty member observed
2. Faculty member's Division Chair
3. TRC
4. Vice President of Instruction

Tenure Review Committee Observations

1. Faculty member observed

Mentor Observations

1. Faculty member observed
2. TRC

VP Observations

1. Faculty member observed
2. TRC

Student Evaluations (bubble sheets) Summary

1. Faculty member evaluated
2. TRC
3. Faculty member's Division Chair
4. VP

VP Annual Conference Form

1. TRC
2. Division Chair



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 Instruction),

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



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