

TCU Faculty Performance Review
CAO Meeting, July 2018

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Overview

- Purpose/goal of faculty performance review
- Accreditation guidelines
- Indicators of effective teaching
- Aspects of performance/responsibilities for review
- Tools/Instruments for a performance review
- Actual review process at Iñisaġvik College
- Sample Forms - Bay Mills Community College
- Strategies/Best Practices

Purpose/Goal of Faculty Performance Review

- Comply with accreditation standards
- Reflect - assess - motivate
- Strengthen faculty performance
- Document faculty member's performance
- Improve quality of instruction
- Justify merit raise
- Provide tool that enables CAO to better support faculty
- Provide tool that enables faculty to make changes
- Set S.M.A.R.T. goals for the coming year/assess achievement from past year
- Consider faculty performance in context of various responsibilities

Reflect - Assess - Motivate

I give myself an F for teaching this year. I've done plenty of committee work and networking, but those activities have come to be my main focus, and I need to change that. I had great plans for my classes at the beginning of the school year, but they involved a lot of advance preparation, and I simply ran out of time. I came back better prepared for the Spring semester, but not sufficiently to accomplish my goals. I am taking the summer to work on writing and course preparation, so that I can focus on interacting more effectively with my students this coming year.

Reflect - Assess - Motivate

Participate in scholarly and creative activities which contribute to the learning/teaching process.

I attended all of Koreen's sessions and met with her 1:1 and realized that I need to do more to improve my teaching and assessment. Also, I made great strides in Moodle this year, but I need to learn more about teaching so students learn.

Reflect - Assess - Motivate (What worked?)

- Hands-on learning - spreadsheets in class - fewer lectures
- Business simulation software
- Reviews for chapter, test-prep (class, homework)
- Focused on reviewing the syllabus with students at the start of the course and incorporated a quiz. This strategy helped students to better understand the expectations for the course
- More student reflection through online discussion forum, personal journals that student did not have to share w/classmates; gave me insight into student's needs
- An Inupiaq Studies student myself, I am also a classmate to many of my students and able to connect with them.

Setting S.M.A.R.T. Goals

Recruiting: Coordinate with the College's recruiters to enroll more LA majors, with special focus on dual credits students

Grants: Work with Grants Division to explore grant opportunities for tutoring. Research costs of online writing tutoring, such as SmartThinking or NetTutor

Collaboration with Media Department: Work with our media department to create instructional videos and incorporate multimedia into the online version of *Aglaun*.

Accreditation (NWCCU)

2.B.6 All faculty are *evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-year period of service*. The process

- specifies the timeline and criteria by which faculty are evaluated; utilizes *multiple indices* of effectiveness, each of which is directly related to the faculty member's roles and responsibilities, including evidence of teaching effectiveness for faculty with teaching responsibilities;

Accreditation (NWCCU)

- contains a provision to address concerns that may emerge between regularly scheduled evaluations;
- provides for administrative access to all primary evaluation data. Where areas for improvement are identified, the institution works with the faculty member to develop and implement a plan to address identified areas of concern.

Indicators of Effective Teaching

- End-of-course student evaluations
- Completion rates
- Grades
- Achievement of learning outcomes
- Faculty/student relationship
- Enrollment
- Student performance in higher level courses

Aspects of Performance/Responsibilities for Review

- Teaching
 - *Quantitative Evidence:*
 - Enrollment numbers, number of classes taught, completion rates, grades, incompletes, student evaluations)
 - *Qualitative Evidence:*
 - Curriculum work, assessment, etc.
- Non-Teaching
 - Service Activities
 - Committee work
 - Community Engagement
 - Administrative duties
 - Professional development
 - Research
 - Student/Faculty engagement

- Incorporate industry recognized credentials
- Include mid-term and end-of-semester evaluations,
 - BMCC uses EvaluationKIT w/MOODLE for student evaluations,
 - SBC uses Jenzabar
- CMN = infusion of culture is part of the review
- UTTC = other items to include in review: completion rates, grades, course results, student evaluations, student interviews, student/teacher interaction, maintaining currency in field/professional development, adhering to final exam schedules, committee work, assessment of student learning progress
- IC = uses positive incentive of prize provided to faculty with highest return of student evaluations, faculty use different strategies to get students to participate
- NWIC = suggests teachings and works by Dr. Shawn Wilson, author “Research is Ceremony: Indigenous Research Methods” (YouTube video may be available)

Tools/Instruments for Performance Review

- NWCCU's "*Multiple Indices*"
 - Self-Evaluation
 - Classroom Observations
 - Student Evaluations
 - Mid-Semester
 - End of Semester
 - Peer Reviews
 - Course evaluation rubrics for online courses

- Monthly reports to stay current with what faculty are doing
- Review also includes organizational, team and communication competencies, such as
 - sustained excellent performance according to rank
 - decision making and problem solving
 - ability to adapt to changing
 - fiscal management skills,
 - positive professional relationships
 - mentoring
 - positive engagement in departmental and community citizenship

Process at Iļisaġvik College

Beginning of the year (New)

- Email reminder of S.M.A.R.T. goals w/faculty

During the year

- Periodic classroom observations w/feedback
- Student evaluations - forward the results to faculty after the semester is over
 - *Note:* Less is more ☺
 - *Hint:* Align with accreditation items
- CAO - ongoing log, noting committee participation, achievements, etc.
- End of spring semester: self-evaluation

Process at Iḷisaḡvik College

End of the year

- Registrar forwards quantitative data to CAO
- CAO drafts performance review (incorporating information from self-evaluation)
- CAO/faculty member meet to discuss the performance review
- Corrections & revisions are made
- CAO/faculty sign and keep electronic copies

Definitions:

- Registered students – all students minus drops
- Completers – students earning a grade "D" or higher
- Successful completers – students earning a "C" or higher

Instructor: [REDACTED]		GRADES											NATIVE Successful Completion		NON NATIVE Successful Completion									
FALL 2017	Credit	Reg	Comp	Success	%	P	A	B	C	D	F	I	W	IAU	EX	Y	N	Total	%	Y	N	Total	%	
BUS101.800	3	3	3	2	67%	0	0	2	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BUS105.800	3	7	6	6	86%	0	2	3	1	0	1	0	0	0	0	0	3	1	4	75%	3	0	3	100%
BUS114.800	3	4	3	3	75%	0	3	0	0	0	0	0	0	0	0	0	1	0	1	100%	2	1	3	67%
BUS151.800	3	14	12	9	64%	0	3	4	2	3	1	0	1	0	0	0	4	2	6	67%	5	3	8	63%
BUS233.800	3	9	7	7	78%	0	4	3	0	0	1	1	0	0	0	0	5	2	7	71%	2	0	2	100%
BUS239.800	3	9	4	4	44%	0	3	1	0	0	1	3	1	0	0	0	2	4	6	33%	2	1	3	67%
BUS245.800	3	1	1	1	100%	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BUS333.800	3	1	0	0	0%	0	0	0	0	0	0	0	0	0	0	0	1	1	0%	0	0	0	0	
TOTAL	24	48	38	32	67%	0	16	13	3	4	4	5	3	0	0	16	25	60%	17	8	25	74%		
Instructor: [REDACTED]		GRADES											NATIVE Successful Completion		NON NATIVE Successful Completion									
SPRING 2018	Credit	Reg	Comp	Success	%	P	A	B	C	D	F	I	W	IAU	EX	Y	N	Total	%	Y	N	Total	%	
BUS101.800	3	8	5	5	63%	0	4	0	1	0	0	2	1	0	0	0	3	3	6	50%	2	0	2	100%
BUS121.80E	3	11	10	9	82%	0	5	2	2	1	0	1	0	0	0	0	5	2	7	71%	4	0	4	100%
BUS151.80E	3	9	5	5	56%	0	4	0	1	0	2	0	2	0	0	0	2	4	6	33%	3	0	3	100%
BUS207.800	3	6	6	6	100%	0	2	3	1	0	0	0	0	0	0	0	3	0	3	100%	3	0	3	100%
BUS232.80E	3	5	4	4	80%	0	2	2	0	0	0	0	1	0	0	0	1	1	2	50%	3	0	3	100%
BUS341.800	3	1	1	1	100%	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	18	40	31	30	75%	0	16	7	5	1	2	3	4	0	0	14	10	24	60%	16	0	16	100%	
2017-18	42	88	67	62	70%	0	34	20	8	5	6	8	7	0	0	30	35	64	69%	33	8	41	85%	

Below is an overview of course statistics for full-time faculty members, with each item arranged from lowest to highest; yellow highlights indicate **top** course statistics. This overview is not intended as a measure of the faculty member's quality of instruction. Rather it shows the instructor how he/she compares to his/her peers, understanding that various factors contribute to student performance in the individual categories.

# Students Registered	Complete Native	Complete Non-Native	Grade Avg	Withdrawn	Incompletes
17	38%	0%	1.7	0	0
18	45%	71%	2.1	0	0
21	54%	82%	2.2	1	0
32	65%	83%	2.4	1	0
34	72%	83%	2.8	1	0
37	77%	83%	2.8	2	1
39	78%	84%	3.1	2	5
44	80%	89%	3.2	3	6
48	85%	90%	3.3	4	7
51	86%	94%	3.5	5	8
63	94%	95%	3.7	7	8
64	100%	N/A	N/A	9	8

Sample Forms: BMCC

[BMCC - Faculty Evaluation Form 2018](#)

[BMCC - Peer Observation Form 2018](#)

Strategies/Best Practices

- Collaborative process that includes reviewing the performance through students', faculty member's, and administrator's lens
- Strengths-based evaluation noting room for improvement, rather than emphasis on finding deficiencies
- End on a positive note 😊

- Update resumes regularly
- All faculty review may be viewed as a form of assessment, keep assessment tools simple
- Align with accreditation items, keep notes over the semester
- Faculty peer review process should be supportive and non-punitive
- “Quality Audit” types of review processes for online courses help faculty and online courses to maintain consistency of teaching and learning, need to have a rubric for review
- More than one administrator provides in classroom of review of instruction, each administrator with different specialties (i.s. dean plus culture expert, VP plus math expert)
- Data sets can be very extreme because of small size of some schools/programs, longitudinal studies may help with this issue