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

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
Process at Iļīsaqvik 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 Iñisaqvik 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
- **Recommended Completers**: students earning a ‘C’ or higher

### Table: Grades and Instructor Performance

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Grade</th>
<th>Reg</th>
<th>Credit</th>
<th>Success</th>
<th>P</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
<th>GRADES</th>
<th>ACTIVE</th>
<th>SUCCESSFUL</th>
<th>TOTAL</th>
<th>Recommended Completers</th>
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<td>Winter 2028</td>
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**Definitions for Fall 2027:**
- Instructors: [List of instructors]
- Grades: [List of grades]
- REG: Registration
- CREDIT: Credit
- SUCCESS: Success Rate
- P, A, B, C, D, F: Grade Distribution

**Definitions for Winter 2028:**
- Instructors: [List of instructors]
- Grades: [List of grades]
- REG: Registration
- CREDIT: Credit
- SUCCESS: Success Rate
- P, A, B, C, D, F: Grade Distribution

**Total:**
- REG: Total Registration
- CREDIT: Total Credit
- SUCCESS: Total Success Rate
- P, A, B, C, D, F: Total Grade Distribution
Below is an overview of course statistics for full-time faculty members, with each item arranged from lowest to highest; yellow highlights indicate 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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Complete Native</th>
<th>Complete Non-Native</th>
<th>Grade Ave</th>
<th>Withdrawn</th>
<th>Incomplete</th>
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<td>N/A</td>
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<td>8</td>
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Sample Forms: BMCC

BMCC - Faculty Evaluation Form 2018
BMCC - Peer Observation Form 2018
• 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.e. 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