



## Overview

The elements of the instructional faculty performance review include a self-evaluation, student evaluations, peer reviews and observations, and an administrative evaluation.

The purposes of performance review are to

- promote the highest quality instruction (teaching/learning)
- encourage the highest quality performance by faculty
- encourage professional growth and development of faculty
- assess strengths and weaknesses in faculty performance
- assess service to the College community (beginning with the 2<sup>nd</sup> year evaluation)

### FOCUS AREAS OF THE REVIEW

Faculty members will be evaluated with consideration of the following elements:

Instructional Faculty:

- Teaching materials, including syllabi, and mastery of subject matter
- Teaching techniques
- Instructor's knowledge of subject matter
- Instructor's availability to students

All Faculty:

- Individual and unit responsibilities
- Academic and/or activity responsibilities
- Other responsibilities and activities, such as curriculum development, textbook review and selection, and program accreditation
- Interpersonal relations
- Professional growth and development
- Professional contributions and achievement
- Service to the College community
- Progress on individual annual objectives
- Submission of non-instructional assessment data (CAR and OA) in accordance with established deadlines
- Timely submission of student grades and participation in assessment practices

Over the first 3 years, the expectations increase for the faculty member, based on the following:

**Year 1** Performance Review is based on documentation that the faculty member has attended to the focus areas listed above with the exception of service, which is not a requirement in the 1<sup>st</sup> year

**Year 2** Performance Review is based on documentation that the faculty member has continued to attend to the focus areas listed above.

**Year 3** Performance Review is based on documentation that the faculty member has continued to attend to the focus areas listed above.

**After the first 3 years**, Performance Reviews are based on documentation that the faculty member has continued to attend to the focus areas listed above and on projects selected in consultation with the Dean

Occasionally, a faculty member is selected to work on an alternate assignment that replaces 50% or more of his/her regular duties. If a faculty member is to be evaluated during this time, s/he will be evaluated on the same criteria as Instructional/Counseling faculty, except that the focus will be on the current assignment, as opposed to classroom teaching. For this evaluation period, faculty should disregard any parts of the evaluation process that are not relevant. An evaluative memo from the faculty member's immediate supervisor in the alternate assignment should be included with the performance review packet.

### **Forms to be included in the performance review packet**

- [Form A: Self Evaluation](#)
- [Form B.1: Classroom Observation](#) or
- [Alternate B.1: Distance Learning Course Observation](#)
- [Form C: Peer Review](#)
- [Form D: Department Chair Review](#)
- [Form E: Dean Evaluation](#)

## Performance Review Process – Self-Evaluation Form A

In concise and specific paragraphs, indicate your own evaluation of your performance since your last review. Include the following in the self-evaluation:

### Teaching:

- Reflect on your teaching, noting how you have grown professionally and changed as a teacher.
- Identify what teaching skills or discipline knowledge you would like to develop further.
- Evaluate your success in performing activities and obligations related to teaching.
- Include a copy of your course syllabi.

### Professional Development:

- List the professional development and/or workshops in which you have participated since your last review (for year 1 faculty: in this year).
- Identify how the professional development activities supported your work as a faculty member.
- Identify leadership roles you have assumed.

### Service:

- Identify your service to the College community. Examples of service include, but are not limited to, the following: workshops conducted, committee membership, leadership roles, clubs sponsored, special assignments or projects, etc.  
(Year 1 faculty are not evaluated on contributions to the College Community).

### Previous Goals:

- Restate goals from last evaluation.
- Reflect on the outcome of these goals.

### Goals for next Performance Review Period:

- State your goals and objectives related to teaching during the next review period.
- Identify what contributions you will make to the College community during the next review period. Contributions may be formal or informal.
- Discuss your plans to develop yourself professionally during the next review period.

### Alternate Assignment (if applicable)

On a separate page:

- Briefly and concisely describe your assignment
- Reflect on your assignment. What projects have you undertaken? What is the status and expected outcomes of the project(s)? Which new skills have you developed while working in this alternate assignment?

**Classroom Observation  
(Form B or Alternate Form B for Distance Education)**

Classroom observations (minimum of three) are conducted in accordance with a predetermined schedule. Two discipline/department faculty members of the Peer Review Team and the Dean (or Associate Dean) will serve as Classroom Observers. The 2 discipline/department faculty Peer Review Team members will each complete the Classroom Observation Form (Form B.1) and discuss his/her individual observations with the faculty member and provide copies to the faculty member and to the Dean. The Dean (or Associate Dean) will also complete a Classroom Observation Form (Form B.1) and discuss his/her observations with the faculty member during the evaluation meeting. If there is a concern about the observation, the faculty member has the right to confer with his or her Dean.

Student evaluations are also included in the performance review and are disseminated according to the campus/dean's guidelines.

For Alternate Form B.1 (Distance Education Course Observation) refers to procedures at end of this document.

**Peer Review (Form C)**

All members of the Peer Review Team, including those completing Classroom Observations, must complete Peer Review Forms.

**Department Chair Review (Form D)**

The department chair will complete the chair's review (Form D), discuss the results with the faculty member, and provide a copy to the faculty member and to the Dean. When the department chair is being evaluated, the Dean, in consultation with the department chair, shall designate someone else to complete Form D (Chair's Review).

**Dean Evaluation (Form E)**

After the Dean receives the performance review packet, the Dean considers all of the documentation, and his/her own observations, documentations, etc., and gives a written evaluation, judging the faculty member's work to be satisfactory or unsatisfactory, and recommends reappointment or non-reappointment. After the Dean has had a conference with the faculty member to discuss the review, s/he sends a memo to the Vice President/Provost recommending reappointment or non-reappointment.

**Submission Process**

The faculty member being reviewed is responsible for ensuring that all components of the performance review packet are completed and submitted to the appropriate individual per their Dean's instructions.

**INSTRUCTIONAL FACULTY PERFORMANCE REVIEW, Cont**

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**Activities and Timeline**

	<b>Activity</b>	<b>Description</b>	<i>Suggested Timeline</i> (Exact due dates will depend on type of contract)	<b>Faculty Member Check-list</b>  Date completed
<b>PRE-CONF</b>	Pre-review conference with Dean	Performance review process reviewed, dates, determine composition of peer review team.	September/October	
<b>FEEDBACK COLLECTION</b>	Student evaluations are administered	Student evaluations are administered, preferably in two different courses or sections, using standard College form.	October/November	
	Classroom observations	Two peer reviewers and the Dean (or Associate Dean) complete either Form B.1 or Alternate Form B.1 and discuss the results with the faculty member.	October - December	
	Peer Review feedback	Completes Form C.	November/December	
	Department Chair review	Completes Form D	December	
<b>REFLECTION</b>	Self-evaluation	Completes Form A	October – March	
<b>EVALUATION CONFERENCE</b>	Dean’s summary and conference with faculty	Dean completes Form E Discuss performance review, including the Dean’s recommendation and formalize plans for the next evaluation cycle with the Dean.	December - March	
	Determination of reappointment or non-reappointment	Dean submits review documentation to Vice President/Provost and notice of reappointment or non-reappointment status to Human Resources.	Date as noted in AAUP Contract	

**FORM A: Self-Evaluation**

The self-evaluation process is designed to provide an opportunity for self-reflection. In concise and specific paragraphs, indicate your own evaluation of your performance since your last review (for year 1 faculty, during the past semester), using the following guidelines and headings, and be sure to include your name:

**Teaching**

- Reflect on your teaching. Discuss how have you grown professionally and changed as a teacher.
- Identify what teaching skills or discipline knowledge you would like to develop further.
- Evaluate your success in performing activities and obligations related to teaching.
- Include a copy of your current course syllabi.

**Professional Development**

- List the professional development activities and/or workshops in which you have participated since your last review (for year 1 faculty: in this year).
- Identify how these professional development activities supported your work as a faculty member.
- Identify leadership roles you have assumed.

**Service**

- Identify your service to the College Community. Examples of service include but are not limited to the following: workshops conducted, committee membership, leadership roles, clubs sponsored, special assignments or projects.  
(Year 1 faculty are not evaluated on contributions to the College Community).

**Previous Goals**

- Restate goals from last evaluation.
- Reflect on outcome of these goals.

**Goals for next Performance Review Period**

- State your goals and objectives related to teaching during the next review period.
- Identify what contributions you will make to the College community during the next review period. Contributions may be formal or informal.
- Discuss your plans to develop yourself professionally during the next review period.

**FORM B.1: Classroom Observation**

Name of Faculty Member:

Name of Observer:

Course/CRN:

Number of Students in Attendance:

Number enrolled:

Length of Time of Observation:

Date:

Materials Provided for Observer (as appropriate)

a. Syllabus

b. Handouts

c. Other  \_\_\_\_\_

Observer Lists Instructor Activities

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Observer Lists Student Activities

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**Instructional Delivery**

A. Evidence of Planning (For example, is there evidence that the instructor has planned objectives with learner outcomes; planned instruction to achieve objectives; is prepared with appropriate materials?)

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Observations

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B. Implementation (For example, does the instructor implement the planned procedure in logical sequence; foster higher level thinking skills; vary teaching strategies and materials to address learner needs; motivate and involve students; evaluate learner progress and provide feedback; provide closure and preparation for next session?)

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Observations

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**FORM B.1: Classroom Observation (Continued)**

<p>C. <u>Classroom Management and Climate</u> (For example, does the instructor organize instructional learning time and use appropriate pacing; organize and utilize space, equipment and materials effectively; manage student behavior to enhance learning; create a positive learning climate, communicate enthusiasm and respect; use effective communication skills to enhance learning?)</p>	<p>Observations</p>
<p>D. <u>Mastery of Subject Matter/Discipline</u> (For example, does the instructor present accurate and current information on concepts and skills; provide meaningful definitions, examples and applications related to the content; answer questions correctly or direct learner to appropriate sources?)</p>	<p>Observations</p>
<p>Additional comments (if any):</p>	

Meeting to discuss the observation was held on

\_\_\_\_\_

\_\_\_\_\_  
Signature of Dean/Faculty Colleagues

\_\_\_\_\_  
Signature of Faculty Member\*

\*Signifies only that the faculty member has read the report and does not necessarily imply concurrence with judgments made.

**ALTERNATE FORM B.1: Distance Education Course Observation**

Please refer to Online Course Evaluation Procedure (Addendum A) before completing this form.

Name of Faculty Member:

Name of Observer:

Course/CRN:

Number of Students Enrolled:

Length of Time of Observation:

Date:

Materials Provided for Observer (as appropriate)

a. Syllabus

b. Handouts

c. Other  \_\_\_\_\_

<p>Observer Lists Instructor Activities (these may include activities that are not completed in real time. See Online Course Evaluation procedures document for examples) Complete with faculty member.</p>	<p>Observer Lists Student Activities Complete with faculty member.</p>
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**Instructional Delivery**

<p>A. <u>Evidence of Planning</u> (For example, is there evidence that the instructor has planned objectives with learner outcomes; planned instruction to achieve objectives; is prepared with appropriate materials; designed the site to facilitate student navigation; has provided information about appropriate student support services?)</p>	<p>Observations .</p>
<p>B. <u>Implementation</u> (For example, does the instructor implement the planned procedure in timely and logical sequence; foster higher level thinking skills; vary teaching strategies and materials to address learner needs; motivate and involve students; evaluate learner progress and provide feedback; provide closure and preparation for next unit/module?)</p>	<p>Observations</p>

**ALTERNATE FORM B.1: Distance Education Course Observation (continued)**

<p>C. <u>Classroom Management and Climate</u> (For example, does the instructor organize instructional learning time and use appropriate pacing; organize and utilize technological tools [for example email, discussion boards, Web pages, slide presentations, graphics, etc] and materials effectively; manage student behavior to enhance learning; create a positive learning climate, communicate enthusiasm and respect; use effective communication skills to enhance learning and respond to students in a timely fashion?)</p>	<p>Observations</p>
<p>D. <u>Mastery of Subject Matter/Discipline</u> (For example, does the instructor present accurate and current information on concepts and skills; provide meaningful definitions, examples and applications related to the content; answer questions correctly or direct learner to appropriate sources; demonstrate the ability to use the platform and tools?)</p>	<p>Observations</p>
<p>Additional comments (if any):</p>	

Meeting to discuss the observation was held on

\_\_\_\_\_  
Signature of Dean/Faculty Colleagues

\_\_\_\_\_  
Signature of Faculty Member\*

\*Signifies only that the faculty member has read the report and does not necessarily imply concurrence with judgments made.

**FORM C: Peer Review**

Name of Faculty Member:

Peer Reviewer(s):

Date:

Focus Area	Feedback
Professional Responsibilities <ul style="list-style-type: none"> <li>• Teaching</li> <li>• Service to the College community</li> <li>• Other</li> </ul>	
Professional Development	
General Comments	

Meeting to discuss the observation was held on

\_\_\_\_\_  
Signature of Peer

\_\_\_\_\_  
Signature of Faculty Member\*

\*Signifies only that the faculty member has read the report and does not necessarily imply concurrence with judgments made

**FORM D: Department Chair Review**

Name of Faculty Member:

Date:

This form addresses instructional faculty responsibilities and is to be completed by the Department Chair. The Dean will review this form as part of the evaluation process during the conference with the faculty member. Use the following prompts to generate feedback for the instructional faculty being evaluated. Additional comments may be included.

Focus Area	Feedback
<p><b>Teaching Performance</b></p> <ul style="list-style-type: none"> <li>• Distributes complete and updated syllabi that conform to the College template to each class section being taught. (See Guidelines for Syllabi)</li> <li>• Conducts assigned classes in accordance with catalog description and academic and other regulations of the College (drop policy, attendance, etc.)</li> <li>• Holds scheduled classes and fulfills the scheduled number of minutes for each course as assigned.</li> <li>• Submits mid-term and final grade reports in accordance with established procedures and deadlines.</li> <li>• Submits, as required, to the Instructional Dean the following items:                             <ul style="list-style-type: none"> <li>- A copy of the course syllabi, grading policies, assignment schedule, and other materials, such as reading lists or assignment sheets</li> <li>- A copy of the final examination or record of culminating activity if no final is given</li> </ul> </li> <li>• Conducts official student evaluations</li> </ul>	
<p><b>Professional Responsibilities</b></p> <ul style="list-style-type: none"> <li>• Posts and maintains a minimum of five office hours per week for student consultation</li> <li>• Available for student advising</li> <li>• Attends department, discipline, and other professional meetings</li> <li>• Responds in a timely manner to emails, voice mail, phone calls, etc.</li> <li>• Contributes to College Area Review, Outcomes Assessment and other assessment processes</li> </ul>	

**INSTRUCTIONAL FACULTY PERFORMANCE REVIEW, Cont**

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<ul style="list-style-type: none"><li>• Treats colleagues with respect and fosters positive relationships with peers and the College community</li><li>• Provides service to the College community</li></ul>	
<b>Professional Development</b> <ul style="list-style-type: none"><li>• Attends professional development activities, such as Banner training, CTL, and other instructional workshops; keeps a record of activities attended.</li></ul>	
<b>Summary and Overall Performance</b>	

Meeting to discuss the review was held on

\_\_\_\_\_  
Signature of Department Chair

\_\_\_\_\_  
Signature of Faculty Member\*

\*Signifies only that the faculty member has read the report and does not necessarily imply concurrence with judgments made.

**FORM E: Dean Evaluation**

Name of Faculty Member:

Campus:

Date:

Contract Type		Contract Year					
<input type="checkbox"/>	1 Year Term	<input type="checkbox"/>	Year 1	<input type="checkbox"/>	Year 2	<input type="checkbox"/>	Year 3
<input type="checkbox"/>	3 Year Term	<input type="checkbox"/>	Year 1 (optional)	<input type="checkbox"/>	Year 2		
<input type="checkbox"/>	6 Year Term *	<input type="checkbox"/>	Year 3				
<input type="checkbox"/>	Rolling Term**	<input type="checkbox"/>	Every 5 years				
<input type="checkbox"/>	Tenured Term	<input type="checkbox"/>	Every 5 years				

**Dean’s Comments:**

Place checkmark where appropriate:

<input type="checkbox"/>	Meets expectations (Satisfactory)
<input type="checkbox"/>	Does not meet expectations* (Unsatisfactory)

\* “Does not meet expectations:”

- The reasons why the expectations have not been met must be clearly indicated either on this form or in an attachment.
- A plan worked out with the faculty member showing a timeline and process for expectations to be met is to be attached or submitted within a specific time period.

**Faculty Member’s Comments (optional):**

**Recommendation:**

For Term Faculty:

Reappoint

Do Not Reappoint

\_\_\_\_\_  
Signature of Dean

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Faculty Member \*

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name of Dean (type or print)

\_\_\_\_\_  
Name of Faculty Member (type or print)

\*Signifies only that the faculty member has read the report and does not necessarily imply concurrence with judgments mad

## Addendum A

### ONLINE COURSE EVALUATION PROCEDURE

The procedure is designed to follow the current on-campus observation procedures as closely as possible in the online environment so that deans, chairs, and peers can observe courses. Faculty who are interested in observation of their courses by online teaching experts specifically for improving the online aspects of their courses may contact the Office of Distance Education for more information about Quality Matters.

1. Selection of observers for the online course should follow normal departmental procedures for the selection of classroom observations.
2. Online course observations are done in two parts:
  - a. First, the observer should initially enter the class on his/her own to observe the course and materials.
  - b. Then the observer and instructor should review the course together.
3. When the instructor uses WebCT as the course management system, if the observer is unfamiliar with WebCT, he/she should complete the WebCT tutorial provided at [http://www.montgomerycollege.edu/distance/lessons/students/student\\_tutorials.html](http://www.montgomerycollege.edu/distance/lessons/students/student_tutorials.html)  
If the instructor uses a different delivery method, he/she should provide the observer with appropriate orientation materials.
4. The observer should review the Standards for Online Courses at Montgomery College. (<http://www.montgomerycollge.edu/distance/handbook/DL%20standards%20only.pdf>)
5. The observer and the instructor mutually agree on a specific learning unit to observe and window of time for the observation. Observation forms can be found at the ODE website (<http://www.montgomerycollege.edu/distance/handbook/>)
6. As with any observation, ahead of time, the instructor provides the observer with any essential materials (see checklist) or a list of areas on which he/she would specifically like feedback.
7. The instructor e-mails Ms. Jeana Beaulieu from the Office of Distance Education, copying the observer, requesting that the observer be given guest student access to the course for the purpose of observation.
8. The instructor notifies students that an observer will be in the course site during the selected observation period.
9. The observer observes the selected learning unit and materials provided by the instructor during the agreed upon time period.
10. There is a follow-up meeting between instructor and observer to discuss details about the about the instructor's pedagogical techniques that might not be observable (instructions sent through private e-mail, etc)
11. Once the agreed upon window for the observation has passed, the instructor e-mails the ODE, copying the observers, requesting that the guest access be deleted from the course.

### CHECKLIST OF MATERIAL INSTRUCTORS MAY WANT TO PROVIDE OBSERVERS

(Items on this list are not required, but may be distributed at the discretion of the instructor)

- Copy of course syllabus, orientation and/or navigation instructions
- Sample e-mails between instructor and student (with students' names blanked out)
- Rubrics used to evaluate discussion boards or other assignments
- Sample feedback on student work (comments on an essay assignment or discussion board topic with students' names blanked out)
- Outside resources provided to students (list of websites, private tutorials, distributed CDs)