

GREAT FALLS COLLEGE MSU



Full-time and Part-time Faculty Evaluation Handbook

2025-2026



Faculty Evaluation

Great Falls College Montana State University
AY 2025-2026

Overview

Philosophy and Intent of Faculty Evaluation

The purpose of faculty evaluation at Great Falls College Montana State University (Great Falls College) is to further the college's mission. The evaluation process clarifies expectations and provides a mechanism for supporting continuous improvement in teaching and learning, promoting professional development, and recognizing service to the students, campus, and community. The evaluation process is also intended to prepare faculty for tenure and promotion for those in a tenure-track position.

The Evaluation Process

A complete faculty evaluation is conducted annually for tenure-track non-tenured faculty and once every three years for tenured faculty. Non-tenure track faculty and those at less than 1.0 FTE receive a complete evaluation every three years and an abbreviated evaluation in the years between full evaluations.

Evaluations for non-adjunct faculty are conducted by the Division Director and may be reviewed by the Executive Director of Instruction and/or the CEO/Dean. The evaluation is focused upon the goals of the individual faculty member and the vision, mission, and values of the college. There are three performance indicators of the faculty evaluation process:

- Teaching Effectiveness and Student Learning
- Professional Development and Achievement
- Service to the Students, Campus and Community

The full evaluation includes the following components:

- Faculty Goals
- Faculty Self-evaluation
- Administrative Evaluation (includes an instructional review/observation)
- Syllabus and Learning Outcomes Review
- Student Evaluation
- Peer Observation (optional)
- Student Evaluation of Advising (if applicable)
- Summary Meeting

Required support materials include the following, which should be uploaded to your ePortfolio:

- Syllabus for one course
- Sample assignment showing course design and knowledge
- Sample assessment (quiz, test, project rubric, grading rubric, etc.)
- Sample demonstrating appropriate delivery method or technology
- Example of use of data to improve student learning, if applicable as an attachment in the ePortfolio
 - For example, something like, “In the fall, after reviewing data from quiz 3, I added a review session and another assignment to help the students grasp the concepts they still needed help applying. In the spring, students scored 5 points higher on the quiz” could be included in the Faculty Evaluation Form as narrative and the quizzes themselves uploaded to the ePortfolio. Documents related to the example are not required in the ePortfolio, however.

The abbreviated evaluation for non-tenure track faculty and those at less than 1.0 FTE conducted between full evaluation years includes the following. No additional materials are required.

- Faculty Goals
- Simplified Faculty Self-Evaluation
- Summary Meeting

Questions

Questions about the evaluation process should be directed to your Division Director.

Procedures

1. At the beginning of the academic year, the Division Directors issue a written notice to the faculty being evaluated and provide information about the process.
2. After receiving the information, the faculty member drafts individual goals in each of the three evaluation areas and schedules a planning meeting with the Division Director to discuss those goals.
3. Finalized faculty goals are recorded on the Faculty Goal Setting Form and signed by the faculty member and the Division Director. The faculty member and the evaluator may agree to hold interim status meetings.
4. Throughout the evaluation year, the faculty member maintains documentation relevant to goal achievement to create an electronic portfolio for submission and review. New faculty should obtain a template from the Teaching and Learning Center.
5. The faculty member selects a course to be observed/reviewed. The faculty member and Division Director schedule a class observation time or period for an online course review. The same instructional evaluation form is used for all modalities.
6. The faculty member completes the self-evaluation portion of the Faculty Evaluation Form.
7. The faculty member completes the electronic portfolio for review.
8. The faculty member and Division Director schedule a summary meeting to review the portfolio.
9. The faculty member gives the Division Director access to the portfolio for review at least one week before the summary meeting.
10. The Division Director summarizes the student evaluations and provides written comments, including commendations and recommendations, on the Faculty Evaluation Form.
11. The faculty member and Division Director meet to review the portfolio and evaluation. A plan for faculty improvement, with a timeline, may be formulated if needed.
12. The faculty member and Division Director sign the evaluation form.
13. If the faculty member disagrees with the evaluation, the person has 10 days to submit a written rebuttal.
14. The Executive Director of Instruction and the CEO/Dean have an opportunity to review the evaluation, and the evaluation becomes part of the faculty member’s personnel file.

Schedule	
Activity	Due Date
Faculty goals set and approved by evaluator and faculty	Monday, October 6, 2025
Classroom observation <u>scheduled</u> (not necessarily completed)	Friday, January 30, 2026
Summary meeting <u>scheduled</u> (not necessarily completed)	Friday, March 20, 2026
Electronic portfolio completed and ready for review	Friday, March 27, 2026
Summary meeting completed	Friday, May 1, 2026

Directions

Setting Goals

Goal setting, achievement, and evaluation are essential to the process of assessing performance and the continuous improvement cycle. Goals should be set in a collaborative effort between the faculty and Division Director.

Goals should be set in the performance indicators (more about the performance indicators is included below):

- Teaching Effectiveness and Student Learning
- Professional Development and Achievement
- Service to the Students, Campus, and Community

Goals should meet the following criteria:

- Be clearly connected to the relevant performance indicator.
- Be significant and represent a needed change or a challenge.
- Be specific, observable, and measurable.
- Be realistic and attainable.
- Be directly related to and consistent with the vision, mission, and values of Great Falls College MSU.
- Be clearly stated in writing and terms that everyone can understand.
- Include a plan of action and steps for implementation.
- Include standards of acceptable performance and evaluation.
- Be discussed by the parties concerned and modified if necessary.
- Be referred to frequently throughout the year.
- Be discussed at the final evaluation meeting.

Expectations of Performance Criteria

Below is more information regarding the performance indicators. Goals should be set to meet one or more of these criteria for each indicator. Faculty will provide information and support materials, when needed, on how they have met these criteria in their self-evaluations. Division Directors will provide comments and specific examples in the administrative evaluation.

Teaching Effectiveness and Student Learning

Course Design and Knowledge

- Demonstrate knowledge of discipline and competence with course content that is relevant and thorough
- Develop clear syllabus with course outcomes identified and tied to program and college learning outcomes when applicable
- Design and update assignments and materials to enable students to master concepts and maximize learning

Course Delivery

- Establish clear expectations for the students as stated in the syllabus and in class, and communicate any changes to students in a timely manner
- Use appropriate delivery methods, materials and technology to promote mastery of course outcomes and enhance student learning (lecture, discussion, current audio/visuals, group activities, learning management system tools, etc.)
- Create an atmosphere to promote a respectful and open learning environment that stimulates learning and achievement, and motivates students to do their best work, including using universal design concepts so material is accessible to all students

Assessment & Record Management

- Align assessment with course and program outcomes and use data to improve teaching and learning
- Participate in Data Day and the college learning outcomes assessment process
- Provide relevant, timely feedback, including suggestions for improvement
- Maintain high academic expectations along with providing uniform and objective grading standards and/or rubrics that assess student work based on their performance and demonstration of knowledge and skills
- Maintain and submit appropriate student records and reports required according to posted deadlines; archive according to and procedures

Availability/Access

- Post and meet assigned teaching schedule and office hours; communicate any changes appropriately
- Respond to requests and student needs in a timely manner.

Professional Development and Achievement

Current Knowledge in Discipline

- Stay current in discipline by attending professional conferences, giving presentations at professional conferences, publishing/displaying works, taking courses, earning credentials or certificates, or participating in other discipline-related activities to expand knowledge base
- Maintain membership in professional organizations or certifications, as required
- Participate in mandatory campus and division trainings, such as Canvas workshops, OPI certification, non-instructional days, etc.

Collegiality

- Relate to students, faculty, staff, and administrators in a professional manner
- Provide mentorship for new faculty
- Collaborate with others on campus as needed

Service

To the Campus

- Actively serve on at least one campus committee (excused during the first year because completing the “Teaching at Great Falls College” course and conducting peer observations)
- Participate in advisory boards if applicable

To Students

- Contribute to the academic development of students outside the classroom by attending student events – including presentations, graduation, recognition ceremonies -- serving as club advisor, or by other involvement with students
- Participate in student recruitment and retention activities (e.g., Opening Day, College-in-a-Day, the Academic Success Center, campus tours and visits, extra review sessions, etc.)

To the Community

- Participate, plan, host and/or interact with the community as related to the discipline or college (e.g., judge competitions, participate in fundraisers, volunteer at community events, provide health-related services, volunteer with non-profit organizations, etc.)

FORMS ARE AVAILABLE ON THE PERSONNEL WEBPAGE.