2025-2026

FACULTY EVALUATION FORM:

Reflection & Summary

**To be completed at the conclusion of the evaluation year**

***For Faculty:***

1. *Refer to the goals set in the fall and reflect on the accomplishment of each goal:*
2. *For each category below, reflect on the 1.) positive areas of your job performance, and 2.) challenging areas for you. You do not need to address each of the bullets in the attached “Expectations for Faculty” but can use them as a guide for discussion.*

***Teaching Effectiveness & Student Learning***

*Positive:*

*Challenges:*

***Professional Development & Achievement***

*Positive:*

*Challenges:*

***Service***

*Positive:*

*Challenges:*

1. *If not discussed above, give an example of a way in which you use data to improve student learning. How have you or will you assess the effectiveness of any changes? Upload supporting documents to your ePortfolio, if applicable.*

**Attachments**

*In addition to this form, upload the following items to your e-portfolio as part of the evaluation process for all faculty. The items may come from the same course or different courses.*

Faculty Goal-Setting Form from fall  *Syllabus*  *Sample Assignment*

*Sample Assessment (quiz, test, grading rubric)*  *Sample Instructional Material/Use of Technology*

*Documents related to the Use of Data to Improve Learning (if applicable, include a sample of the modifications made). See question 3 under” Teaching & Learning Effectiveness” above. For example, the narrative to the question could be 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 spring, students scored 5 points higher on the quiz.” Copies of the quizzes could be included in the ePortfolio.*

***\*Notify your supervisor when your e-portfolio is complete and you have granted access to your supervisor.***

***For Supervisors:***

**Student Feedback – to be summarized by supervisor**

**Summary**

Met Expectations  Partly Met Expectations  Did Not Meet Expectations

**Supervisor Comments:**

*I have reviewed this evaluation, have had an opportunity to discuss any questions with the evaluator, and understand that I may submit a written rebuttal within 10 days, which will be attached to this evaluation form.*

Faculty Member’s Signature Date

Division Director’s Signature Date

Expectations for Faculty

For Reference

You do not need to address each of these bullets in your reflection.

**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.)