



## **Faculty Evaluation Process Helena College University of Montana**

### Purpose

The purpose of faculty evaluation at Helena College is to further the College's Strategic Plan through assessment of major areas of responsibility. This process clarifies expectations and provides a framework to support continuous improvement in teaching and learning, promoting professional development, and recognizing service.

### Process

A complete faculty evaluation is conducted annually for non-tenured track faculty, and once every three years for tenured faculty. Tenured faculty may elect to receive an evaluation, set goals, and/or complete the self-assessment more frequently.

Evaluations for full-time faculty are conducted by the appropriate Academic Director and reviewed by the Dean/CEO. The evaluation is focused upon the goals of the individual faculty member and structured based on the requirements of the tenure/promotion process. There are the areas of responsibility upon which the faculty evaluation is based (see Faculty Self-Assessment form for description of each):

- Instruction
- Curriculum and Assessment
- College Service
- Professional Development
- Additional Requirements

The evaluation includes the following components:

- Faculty Self-Assessment
- Administrative Evaluation (includes an instructional observation)
- Assessment of learning outcomes
- Course Evaluation
- Peer Observation (highly recommended, but not required)

Required support materials include the following:

- Syllabus for one course;
- Canvas shell for one course (all courses at Helena College include a Canvas presence and these shells will be evaluated as part of the instructional observation);
- Sample assignment showing course design and knowledge;
- Sample demonstrating appropriate delivery method or technology;
- Sample assessment.

## Required Elements of Online Materials:

Resources supporting high-quality online course design are available through the Department of eLearning & Faculty Development. During each evaluation cycle, Academic Directors will reference the digital course materials, along with the Course Quality Design And Accessibility Checklist, to evaluate course content and instructional design. This checklist applies to all course materials, regardless of whether they are housed within Canvas or delivered through external platforms.

An essential component of effective online instruction is compliance with accessibility standards under the Americans with Disabilities Act (ADA). To support institutional compliance with federal requirements, Helena College utilizes YuJa Panorama tools to assess the accessibility of all digital course materials, whether located inside or outside of Canvas.

During each evaluation cycle, the Department of eLearning & Faculty Development will conduct an accessibility review using these tools and share the results with the Academic Director. Information, resources, and training on ADA compliance—including the use of YuJa Panorama—are provided by the Department of eLearning & Faculty Development. Any identified accessibility or design concerns will be addressed through the evaluation follow-up process to support continuous course improvement.

## Questions

Questions about the evaluation process should be directed to the appropriate Academic Director.

## Procedures

1. The Human Resources Department will maintain record of all faculty evaluations and a schedule of required evaluations for each academic year.
2. At the beginning of the academic year, the Human Resources Department provides a list of faculty to be evaluated to the Academic Director.
3. The Academic Director issues a written notice with complete instruction and required document to the faculty being evaluated.
4. The faculty member selects a course to be observed. The faculty member and Academic Director schedule a class observation time. The observation can take place in one or more of the following settings: lecture, online course, lab, or clinical instruction.
5. The Academic Director summarizes the course evaluations and provides written comments, including commendations and recommendations, on the Instructional Observation form.
6. The faculty member completes the Self-Assessment form and submits to the Academic Director for review.
7. The faculty member and Academic Director schedule a summary meeting to review the Self-Assessment form along with supporting documents. A plan for faculty improvement, with a timeline, may be formulated if needed.
8. The faculty member and Academic Director sign and submit the Instructional Observation and the Self-Assessment form and return to Human Resources by the end of the faculty contract period.
9. If the faculty member disagrees with the evaluation, he or she has the right to submit a written rebuttal.

10. The Dean/CEO has an opportunity to review the evaluation, and the evaluation becomes part of the faculty member's personnel file housed with the Human Resources office.

Timeline

The Instructional Observation form and Self-Assessment form must be completed and submitted to the Human Resources office by the end of the faculty member's contract period.

Notes

Documents provided for a faculty member's evaluation should be retained by the faculty member and will be relevant for the faculty member's tenure and promotion portfolio.

Related Documents

Please refer to the included Appendixes that support the evaluation process.

Appendix I: Instructional Observation Form

**INSTRUCTIONAL OBSERVATION FORM**

Faculty Member Name: \_\_\_\_\_

Evaluator Name: \_\_\_\_\_

Course Number and Title: \_\_\_\_\_

Date/Time/Location of Evaluation: \_\_\_\_\_

<b>I. OBSERVER COMMENTS</b>					
Content mastery is evident	Exceeds Expectations <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Improvement Needed <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>	Not Observed <input type="checkbox"/>
	Comments/Suggestions:				
Uses positive reinforcement	Exceeds Expectations <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Improvement Needed <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>	Not Observed <input type="checkbox"/>
	Comments/Suggestions:				
Learning is assessed	Exceeds Expectations <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Improvement Needed <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>	Not Observed <input type="checkbox"/>
	Comments/Suggestions:				
Planning and/or intentionality is evident	Exceeds Expectations <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Improvement Needed <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>	Not Observed <input type="checkbox"/>
	Comments/Suggestions:				

Environment is conducive to learning	Exceeds Expectations <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Improvement Needed <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>	Not Observed <input type="checkbox"/>
	Comments/Suggestions:				
Positive comportment is demonstrated	<input type="checkbox"/> Exceeds Expectations	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Improvement Needed	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Not Observed
	Comments/Suggestions:				

Observer Comments:

**II. FACULTY COMMENTS/RESPONSE (OPTIONAL)**

Faculty Comments:

Faculty signature does not necessarily indicate agreement with this evaluation and is required only to indicate that you have had an opportunity to review it and discuss the contents with your division chair or academic dean.

The following signatures indicate that this evaluation has been reviewed:

FACULTY SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

DIVISION DIRECTOR SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

DEAN/CEO SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_



# Faculty Self-Assessment

This self-assessment template follows the format of the faculty tenure portfolio and is meant to help faculty reflect on each required category as well as set personal goals. Faculty and Academic Directors should use the [Helena College Strategic Plan](#) to guide their responses.

This template uses fillable text fields, most labeled "Click or tap here to enter text." These fields are meant to be fully editable: you can use multiple paragraphs, bulleted or numbered lists, or tables.

**Faculty Name:** Click or tap here to enter text.  
**Academic Year:** Click or tap here to enter text.

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## I. Instruction

### Faculty Reflection

#### Instructional Performance

Reflect upon and evaluate your instructional performance considering:

- Content mastery
- Engagement with students
- Assessment of learning
- Planning/intentionality
- Environment conducive to learning
- Positive comporment

#### **Narrative and goals:**

Click or tap here to enter text.

#### Instructional Practice

Describe your instructional practice including the methods or strategies used to deliver content and engage students.

#### **Narrative and goals:**

Click or tap here to enter text.

If applicable, describe your management of instructional equipment, lab, shop, or clinic.

#### **Narrative and goals:**

Click or tap here to enter text.

If relevant, describe the practice of long-range equipment planning, maintenance, and replacement.

**Narrative and goals:**

Click or tap here to enter text.

**Supervisor Comments**

Evaluation and feedback for any or all components of section I.

Click or tap here to enter text.

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## II. Curriculum and Assessment

Please refer to the [NWCCU curriculum and assessment standards](#) 1.C.5 and 1.C.7 for further information and context.

**Faculty Reflection**

Course level assessment

Describe how your assessment efforts have informed your curriculum and instruction as well as improved student learning.

**Narrative and goals:**

Click or tap here to enter text.

Program level assessment

Describe how your assessment efforts have informed your program learning outcomes, improved your academic program or pathway, and holistically benefitted student completion.

**Narrative and goals:**

Click or tap here to enter text.

**Supervisor Comments**

Evaluation and feedback for any or all components of section II.

Click or tap here to enter text.

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## III. College Service

**Faculty Reflection**

College related service

Describe your ongoing and active service to Helena College. For each example include the longevity (length of time), and quality (specific contributions). Explain how your service has incorporated leadership and

representation, student support and development, community and employer engagement, and/or advancement of career and academic pathways.

**Narrative and goals:**

Click or tap here to enter text.

**Supervisor Comments**

Evaluation and feedback for any or all components of section III.

Click or tap here to enter text.

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## IV. Professional Development

**Faculty Reflection**

Professional improvement activities – educational and occupational

Describe your professional improvement activities such as seminars, workshops, training, and/or coursework and how it has improved your performance.

**Narrative and goals:**

Click or tap here to enter text.

**Supervisor Comments**

Evaluation and feedback for any or all components of section IV.

Click or tap here to enter text.

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## V. Additional Requirements

Please complete all categories that apply. At least two are required for tenure and promotion.

**Faculty Reflection**

Scholarly activities

Describe your participation in activities such as presentations, publication, development of projects, and/or research that relates to your discipline.

**Narrative and goals:**

Click or tap here to enter text.

Professional/occupational recognition

Describe your professional/occupational recognitions, such as awards, certifications, or honors.

**Narrative and goals:**

Click or tap here to enter text.

### Participation in professional organizations

Describe your membership in organizations directly related to your discipline. Reflect on your participation such as meetings, serving as an officer, etc.

#### **Narrative and goals:**

Click or tap here to enter text.

### Serving on advisory boards, consulting and related activities

Describe how you act as a consultant to industry, education, discipline, or other organizations relating to your instructional field.

#### **Narrative and goals:**

Click or tap here to enter text.

### Create and/or organize campus or community events

Describe your collaboration with internal and/or external constituents in the creation/organization of campus community events.

#### **Narrative and goals:**

Click or tap here to enter text.

### Supervisor Comments

Evaluation and feedback for any or all components of section V.

Click or tap here to enter text.

## Comments/Response (Optional)

### Academic Director Comments/Response

Click or tap here to enter text.

### Faculty Comments/Response

Click or tap here to enter text.

## Signatures

Faculty signature does not necessarily indicate agreement with this evaluation and is required only to indicate that you have had an opportunity to review it and discuss the contents with your academic director.

The following electronic DocuSign signature indicates that this evaluation has been reviewed:

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Faculty Signature

Date

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Academic Director Signature

Date

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Dean/CEO Signature

Date

## COURSE EVALUATION

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
The course learning outcomes are clear and understandable					
The grading system is clear and understandable					
The textbook, worksheets, or other course materials were useful in helping me achieve the course learning outcomes					
The subject matter was well-explained					
Lectures and/or online videos and slides are clear and understandable					
Assignments and hands-on applications are relevant to the course learning outcomes in the syllabus					
Class discussion and/or online forums are beneficial to my learning					
Group work is relevant to course content					
Visual aids are effective and clear					
The course atmosphere promoted learning					
Class consistently starts and ends on time					
Individual assistance is available to students					
Additional comments or feedback:					

## **OPTIONAL PEER OBSERVATION**

There are two options for peer observations:

1. Observe one or more faculty in or outside your discipline.
2. Request an observation by a peer.

This process might work well as a goal during an evaluation year, or it might be considered as a Professional Development activity.

The purpose of the option 1 is to give faculty the opportunity to observe unique and innovative delivery methods. The intent is not to lock a faculty member into trends or textbook-style rhetoric and observations. Conversely, the intent is to allow for the observation of techniques, which could be applied, adapted, or used as a springboard for additional methods of interacting with students and presenting course content.

This process can be documented by completing the Instructional Observation Form, or by writing a brief synopsis of the experience and new ideas connected to the observation.

Option 2 is intended to provide faculty with an outside perspective on classroom performance as a means of using feedback for continuous improvement.

## Online/Hybrid Course Evaluation

**Instructor Name** Click or tap here to enter text. **Semester** Click or tap here to enter text.

**Division Director** Click or tap here to enter text. **Course** Click or tap here to enter text.

Although successfully teaching of an online course requires different techniques and strategies, the elements of quality instruction do not change based on mode of delivery. These elements, as detailed on the Instructional Observation Form, are:

- Content Mastery is evident
  - *Examples: Instructor is present in course and supplemental materials and/or text added; instructor feedback is evident; student questions are answered, etc.*
- Uses positive reinforcement
  - *Examples: Positive interaction with students in forums, emails, feedback, assignment explanation, etc.*
- Learning is assessed
  - *Examples: All forms of assessment will work here, forums, quizzes, exams, papers, assignments, etc.*
- Planning and/or intentionality is evident
  - *Examples: Opportunity for student to student connectivity and student to instructor connectivity; course shell is organized; topics/content is connected throughout the course; connection to course learning outcomes is evident; variety of activities present throughout course; etc.*
- Environment is conducive to learning
  - *Examples: Course shell is organized and information is readily available; variety of learning activities are used throughout course; expectations for course and all assignments/assessments are clear; etc.*
- Positive comportment is demonstrated
  - *Examples: Communication used in all student interactions; including email, forums, feedback, assignments, assessments; is appropriate to the situation.*