BUILDING FACULTIES OF DISTINCTION

A Guide to Faculty Development

2018-2019

July 2019

MONROE COLLEGE

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BUILDING FACULTIES OF DISTINCTION

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2019-2020

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INTRODUCTION

"Great college teaching is an art and a science. It requires technique and heart. It asks the teacher to wear multiple hats and perform countless duties to facilitate effective, successful learning. The professional life of a teacher is never-ending. It requires life-long learning and a deep passion for helping students and colleagues succeed." (Robert M. Sherfield, PhD)

In its recent *Academic Plan*, Monroe College set goals of continuous improvement in academic and career outcomes, and in the building of Schools and Faculties of Distinction. This guide was designed to support the development of our Faculties of Distinction. It holds relevant documents, delineates instructional goals and core values, discusses orientation and faculty development, presents various components of the annual evaluation process, and provides instructions and descriptions where needed. All are built upon the College's mission, core values, and strategic goals:

Mission:

> Monroe College, founded in 1933, is a national leader in higher education access, affordability, and attainment. We believe in the power of education to facilitate social mobility and transform communities, and embrace our responsibility to advocate national policies that serve students' best interests. We are proud of our outcomes and unique caring environment, especially for first-generation college students, newly arriving immigrants, and international students. Our innovative curriculum, taught by experienced industry professionals, integrates local, national, and global perspectives. Our academic programs align with industries that drive the New York and international economies that we serve. Our graduates are prepared for continued scholarship, professional growth, and career advancement.

Core Values:

Outcomes drive us.
We are committed to remaining a national leader in delivering strong outcomes for students and always strive for continuous improvement

Integrity guides us.
Honesty, transparency, accountability, and fairness are the bedrock of our work.

Relationships define us.
We build strong personal connections among students, faculty, and staff, as well as with external educational, corporate, and community partners.

Strategic Goals:

GOAL 1: To ensure graduates possess the competencies for successful careers, advanced education, and lifelong learning

GOAL 2: To shape institutional enrollment by attracting, enrolling, and retaining students with the potential to succeed academically, graduate, and advance professionally

GOAL 3: To formally cultivate and institutionalize a responsive culture and structure to more effectively serve students, faculty, and staff.

GOAL 4: To validate program quality and learning outcomes through rigorous self-assessment and enhanced external institutional and programmatic recognition

GOAL 5: To allocate resources effectively and efficiently in support of the Strategic Plan and institutional priorities

STRATEGIC PLANNING LINKED TO ASSESSMENT, EVALUATION, AND DEVELOPMENT

Our overarching goal in Academic Affairs is to ensure that we continually optimize our students' experience and learning outcomes (Goals 1 and 4 above). The College's *Strategic Plan* and *Academic Plan* reflect this with great specificity, and this guide discusses in detail the assessment process leading to faculty evaluation and support.

The College also recognizes its responsibility to facilitate the advancement of its faculty in their teaching, and support development of their professional standing in their various disciplines. *Studies show that faculty development efforts have an impact on student*

outcomes (Flaherty, "Professors Can Learn to Be More Effective Instructors," *Inside Higher Ed*, Feb 2016).

The College encourages you to spend time developing your teaching skills while exploring new findings in your discipline in order to increase student outcomes, as well as enhance your experience. The office of Academic Affairs aims to:

- Sustain and continue to promote the "W. Jeff Wallis Faculty of Distinction Award," an annual recognition of excellence for highly effective teaching and campus engagement
- Expand adjunct faculty support systems in the form of semesterly training of all new hires and create a fund for effective faculty development opportunities
- Continually evaluate professional development offerings based on faculty requests and satisfaction ratings
- Build formal coaching programs to continually support all of the College's faculty
- Learn about, promote, and regularly showcase faculty who have obtained or are pursuing advanced degrees; received certifications; published books/articles; made conference presentations; participated in professional volunteer work; and attended outside conferences, seminars, and other professional gatherings
- Continuously review and revise faculty roles and responsibilities

> **For our faculty, more than anything else, the College desires an academic environment that fosters peer-to-peer collaboration, informal observations, and an atmosphere of professional collegiality regarding the craft of teaching in higher education.**

CORE RESPONSIBILITIES

Your primary role as a member of the faculty at Monroe College is to graduate students with the competencies for successful careers, advanced education, and lifelong learning by implementing a teaching process that is consistent with the core values of Monroe College. Added to the institutional core values are these *practices for educators:*

1. Instruction (*)
2. Instructional preparation, assessment, and administrative tasks (*)
3. Professional responsibilities (*)
4. Student advisement, mentoring, and support
5. Engagement in the College community's events and activities

All five practices for educators apply to full-time faculty, while the three with an asterisk (*) apply to adjuncts. Details about these practices appear in the faculty job descriptions that appear in this guide under *Roles and Responsibilities of Monroe College Full-time Faculty and Adjunct Instructors* (Exhibit A).

ORIENTATION

The Office of Academic Affairs provides an orientation for all faculty. Most of our full-time faculty rise from the ranks of our adjunct professors, and are thus acclimated to the College climate and expectations. However, the process of moving from adjunct to full-time professor includes an additional orientation conducted by the departments of Human Resources and Academic Affairs.

All new adjunct professors are required to attend a two-part orientation: part one provides a rundown of employee requirements and benefits as detailed in the Monroe Employee Handbook, and part two presents basic teaching strategies and an introduction to all electronic systems and other resources employed in the teaching and learning process.

Enclosed in this guide is a reprint of an essay by Ken Bain, author of the seminal work, "What the Best College Teachers Do" (Harvard UP, 2004). Written after a fifteen-year study, Professor Bain helps us understand what makes a great teacher great, and gives insight into why some professors are remembered by their students many years after graduation. The book is heartily recommended for all faculty. (Exhibit B)

MONROE COLLEGE'S PHILOSOPHY OF
FACULTY ASSESSMENT, EVALUATION, AND DEVELOPMENT

Monroe College engages in several levels of collaborative assessment, evaluation, and development in order to encourage and facilitate professional growth.

- **Students:** We encourage students to self-reflect and to be empowered partners in their evaluation and learning process.

- **Faculty and Staff:** We encourage our staff and faculty to self-reflect and to be active participants in evaluation and development activities.

- **Programs and Services:** We study the effectiveness of our programs and services, and the degree to which our physical plant and resource allocation support student learning.

We ask for your participation in helping us hone our practices, and helping students hone theirs.

> **The purpose of this guide is to provide details on how we plan to help you hone your teaching practices so that you may continually advance your effectiveness in the classroom.**

ASSESSMENT

The process of honing teaching practice begins with an assessment of needs.

Data Gathered. The Office of Academic Affairs gathers quantitative and qualitative data including self-appraisals, classroom observation and conference reports, student course evaluations, grade distribution and student attendance reports, contributions to the College and greater community, and professional growth. The role of each is described below.

Self-Reflection / Self-Appraisal.
- Self-reflection is continuous. Such reflection helps shape instruction to make your teaching ever more impactful and increase positive student outcomes, and is likely to increase satisfaction with your work.
- Self-appraisal is a two-way process that includes faculty self-reflection and a response from your dean or director. It memorializes this reflection and serves as a conversation-starter for faculty-dean or faculty-director conferences.

As the academic year progresses – after classroom observations, after conferences with a dean or director, and after reading student evaluations – we ask that you reflect on what you have taught and how effective your teaching strategies have been. Good instructors often experiment, trying out different methodologies and evaluating them carefully on an ongoing basis. When you do so, you are in essence researching the pedagogy of your own discipline, just as you might do in your disciplinary research.

Classroom Observation and Meetings with Dean or Director. The College believes that observation of instructional practices and student learning provide valuable evidence of instructional effectiveness. Such formative evaluations provide information that can be used to modify or improve course content, adjust teaching methods, and, ultimately, improve student learning. The College has adopted the Danielson Framework of effective teaching as our observation evaluation rubric. (See Exhibit F.)

Student Course Evaluations. The College recognizes that meaningful input from students is critical to the success of its faculty evaluation process. Students generally consider that the best outcome of such evaluations is improvement in an instructor's professional practice and in course content. Students' motivation to participate in course evaluations is impacted significantly by their expectation that they are providing feedback that will improve the experience of future students. (See sample reports for onsite courses, Exhibit I, and online courses, Exhibit J.)

Student Grade Distribution Reports / Student Attendance Reports. These reports provide a general view of trends in grades and attendance, and may form part of the needs-assessment information helpful in promoting dialogue in classroom observation meetings. (See sample reports Exhibit K and Exhibit L, respectively.)

EVALUATION

Faculty evaluation is an important way for the College to uphold the basis of Monroe College's academic philosophy, to encourage excellence in education and allow the student to develop his or her academic potential to the fullest.

Annual Evaluation Conference. An annual evaluation conference will take place at a date agreed upon by you and your Dean or Director. At this conference, you and your Dean or Director will review the data described above, and discuss your strengths and competencies, and the areas where you may need improvement or assistance. Your Dean or Director will also assist you in setting your goals for the next year.

Keep in mind that evaluation involves looking at the whole picture, not just classroom observation and course evaluation. Great teaching includes doing all of the recordkeeping and administrative chores that go along with it. Part of your goal setting will include a review of your administrative accomplishments.

Exhibits C through H provide the forms and procedures that are involved in this process.

FACULTY DEVELOPMENT AND ENGAGEMENT

Development. Monroe College supports you in your role as a college professor and in your professional life as an academic and practitioner in your field. We provide opportunities for ongoing, intentional renewal of teaching practice, and we support you as you work to build a successful academic career.

We provide an array of on-campus workshops for building skills while regularly scheduled faculty development conferences provide an environment for the sharing of ideas and general collegiality. Annual school retreats reinforce core responsibilities of teaching practice in areas such as academic technology (e.g., Blackboard) and pedagogical and assessment strategies.

Your own personal and professional development through advanced education, degrees, and certifications are encouraged, as is your participation in conferences, publications, and other contributions to your discipline.

Engagement. Our College Community depends on faculty becoming involved in activities such as student clubs and special events, as well as in community engagement beyond the traditional campus setting. Such engagement may include extension work, non-credit instruction, distance instruction, technical assistance, service learning, applied research, and consultation. Experiential learning outside the classroom – especially projects that engage students in hands-on learning and research – are highly encouraged.

As always, if you have any questions about the information provided in this guide, please contact your Dean or Director, or the Office of Academic Affairs.

Exhibit A

ROLES AND RESPONSIBILITIES OF MONROE COLLEGE

FULL-TIME FACULTY AND ADJUNCT INSTRUCTORS

MONROECOLLEGE

Adjunct Instructor

<u>Reports to</u>: School Dean or General Education Director

<u>Summary</u>:   The primary role of an adjunct instructor at Monroe College is to create a commitment to students; a respectful, caring environment; and a commitment to accomplishment. Faculty must be sensitive and responsive to the needs of students and participate in various operations of the institution as required and/or needed.

Adjunct instructors have a significant role in the Monroe College academic community. For each of the schools and academic majors, adjunct faculty are selected and assigned to courses based on their career experience and expertise in the field of study, combined with a passion and disposition for teaching college-level students.

Adjunct faculty are paid on a per-course basis and evaluated on three core responsibilities:

> **I.   Instruction**
> **II.   Instructional preparation, assessment, and administrative tasks**
> **III. Professional responsibilities**

Teaching loads for adjuncts may not exceed three courses per semester. Any assignment above three in a given semester requires approval of the Senior Vice President of Academic Affairs. The College reserves the right to cancel or reassign any classes.

<u>Core responsibilities</u>:

I.   Instruction

- Design and implement effective teaching/learning processes
- Teach assigned classes in accordance with current course outlines as approved by the Dean or Director
- Manage the learning environment and engage students
- Differentiate instruction to meet the needs of a diverse student population
- Identify students who would benefit from additional academic support, challenge, and/or enrichment
- Modify curriculum, teaching style, and delivery based on assessment results and professional development experiences. Participate in course/instructor evaluations and assessment of student learning and achievement

II. Instructional Preparation, Assessment, and Administrative Task

- Prepare an appropriate plan for each course session and education activity
- Customize the departmental syllabus using the template provided by academic administration
- Provide each student at the beginning of each course with the following:
    - Goals and objectives/content for the course of study
    - Titles of required and supplementary textbooks to be used
    - Course attendance requirements
    - Course requirements
    - Schedule of examinations, field trips, and other special activities,
    - Out-of-class assignment policy
    - Method of evaluating student progress toward, and achievement of, course goals and objectives, including method by which the final grade is derived
    - Information about consultation/appointment availability and procedures
    - Any other information which informs students of requirements established by the instructor for meeting course objectives
- Educate students about, and hold them accountable to conform to the Monroe College Code of Academic and Scholarly Integrity
- Set up and maintain an electronic grade book for each section that is aligned with College, school, and department policies and consistent with the course syllabus

III. Professional Responsibilities

- Attend College, school and department meetings as scheduled, including the opening of semester faculty meeting
- Participate in professional development activities as dictated by the professional development calendar and policy distributed each semester. (Adjuncts are generally required to participate in at least one professional development activity per academic year.)
- Remain current in the discipline and update course content to reflect current trends
- Effectively incorporate the appropriate use of technology and other tools to enhance learning
- As available, participate in College, school, and department functions and extra-curricular student activities, including:

- o Presidents & Deans awards ceremonies
- o Graduation celebrations
- o Faculty development conferences
- o Athletic competitions

Learning Management System (Blackboard). All faculty are required to achieve basic Monroe College Blackboard certification. All online faculty must pass the Blackboard Faculty Certification course and Collaborate Ultra live demo. Contact the Academic Technology Office for further information: acadtech@monroecollege.edu

The following specific expectations apply to online teaching:
- Respond to/return student emails and phone calls within 24 hours during the week, and within 48 hours on weekends.
- Hold live chat sessions using the tools required by the Academic Technology Department at least on hour per month.
- Hold live office hours using the tools required by the Academic Technology Department at least one hour per week.
- Conduct regularly scheduled, graded discussion forums to provide feedback to students and build community in the online environment.
- Provide on-campus proctoring as requested for courses selected for proctored midterm or final exams.

Qualifications: An adjunct instructor must hold a master's degree in a related field from an accredited university and have significant teaching and/or professional experience related to the field of study.

MONROECOLLEGE

Full-Time Undergraduate Faculty

Reports to: School Dean or General Education Director

Summary: The primary role of full-time undergraduate faculty at Monroe College is to create a commitment to students; a respectful, caring environment; and a commitment to accomplishment. As professional educators, faculty are expected to devote the time necessary to meet the goals of the curriculum, the objectives of their courses, and the educational needs of their students.

Faculty schedules are based on a range of factors, including professional expertise, design and flow of the curriculum, students' educational needs, student enrollment, and course registrations

Full-time undergraduate faculty are paid based on a 40-hour work week and are evaluated on five core responsibilities:

  I.   **Instruction**
  II. **Instructional preparation, assessment, and administrative tasks**
  III. **Professional responsibilities**
  IV. **Student advisement, mentoring, and support**
  V.   **Campus and community engagement**

Full-time undergraduate faculty devote at least 22.5 hours per week directly engaged with students through a combination of teaching, advising, and academic support. Course loads are typically 12 to 18 credits per semester.

Full-time *online* faculty devote at least 22.5 hours per week directly engaged with students through a combination of online teaching, student advising, academic support, weekly live office hours, and monthly "live chats." Course loads are typically 12 to 15 credits per semester.

The academic administration considers the following factors when finalizing the schedule of each full-time faculty member: type of course, clinical/experiential requirements, number of different preparations, number of credit hours, difficulty of the teaching assignment, location and times of the classes, qualifications of the instructor, and the needs of the school and department. Occasionally, individual teaching assignments may be adjusted upward or downward from the standard load to accommodate variations in enrollment and other relevant factors. When special professional experience or expertise

is required, the administration may adjust the workday of a faculty member to include evening or weekend assignments and assignments at other sites.

Course loads beyond the ranges indicated above require written approval of the Senior Vice President of Academic Affairs.

Core responsibilities:

I.   Instruction

- Design and implement effective teaching/learning processes
- Teach assigned classes in accordance with current course outlines and as indicated in the college workload policy
- Manage the learning environment and engage students
- Identify students who would benefit from additional academic support, challenge, and/or enrichment
- Modify teaching techniques and improve results in accordance with assessment feedback
- Modify curriculum and/or teaching style based on assessment results and professional development experiences. Document modifications based on assessment results
- Review and update course outlines, text selection and syllabi in cooperation with the school Dean or Director
- Maintain an appropriate schedule to allow for student access and engagement

II.   Instructional Preparation, Assessment, and Administrative Tasks

- Prepare an appropriate plan for each course session and education activity
- Customize the departmental syllabus using the template provided by academic administration
- Provide each student at the beginning of each course with the following:
  - Goals and objectives/content for the course of study
  - Titles of required and supplementary textbooks to be used
  - Course attendance requirements
  - Course requirements
  - Schedule of examinations, field trips, and other special activities,
  - Out-of-class assignment policy
  - Method of evaluating student progress toward, and achievement of, course goals and objectives, including method by which the final grade is derived

- o Information about consultation/appointment availability and procedures
- o Any other information which informs students of requirements established by the instructor for meeting course objectives
- Educate students about, and hold them accountable to conform to the Monroe College Code of Academic and Scholarly Integrity
- Set up and maintain an electronic grade book for each section that is aligned with College, school, and department policies and consistent with the course syllabus

III.   Professional Responsibilities

- Meet each class at the scheduled time and place
- Attend College, school, and departmental meetings as scheduled, including opening of semester faculty meeting
- Attend curricular advisory committee meetings as required by the school Dean or Director
- Participate in professional development activities as dictated by the professional development calendar and policy distributed each semester. (Generally, full-time faculty members participate in at least three professional development activities each academic year.)
- Serve on committees or task forces as needed
- Work with the Dean or Director in the development of course materials, printed information, brochures, and other information which may be needed in the teaching or promotion of the college's curriculum
- Remain current in their discipline and updating course content when appropriate to reflect the current levels of knowledge in the discipline
- Develop, implement and review, at least annually, an effective learning process incorporating appropriate methodology, technology and other tools
- Develop a system for ongoing evaluation of both teaching and learning including course competency expectations and student outcome measures
- Work in partnership with the Dean or Director through a formal system of evaluation of instruction to identify strengths and weaknesses in the instructional process and to identify professional development activities that will lead to effective student learning

IV.   Student Advisement, Mentoring, and Support

- Maintain a schedule of at least 4.5 office hours each week in accordance with College, school, and department policies. These hours may be held in

an office, lab or other suitable academic location. Include the schedule in each course syllabus, and in the master schedule of office hours that is distributed to the College community each semester.

- Periodically review the progress of each student and inform each student of his/her progress toward achieving course objectives
  - Develop and implement action plans for students who need direction and support in achieving the course objectives
  - Develop and implement enrichment experiences for students who demonstrate a desire for enrichment and high levels of performance
- Participate in the orientation, advisement, and registration of students
- Assist students in integrating their academic pursuits with their career interests

V.   Campus and Community Engagement

- Participate in College, School and Department functions and extra-curricular student activities, including:
  - Opening of semester meetings
  - Orientation sessions
  - Presidents & Deans awards ceremonies
  - Graduation celebrations
  - Admissions events
  - Athletic competitions
  - Student and club events
  - Academic retreats

Learning Management System (Blackboard). All faculty are required to achieve basic Monroe College Blackboard certification. All online faculty must pass the Blackboard Faculty Certification course and Collaborate Ultra live demo. Contact the Academic Technology Office for further information at acadtech@monroecollege.edu

The following specific expectations apply to online teaching:
- Respond to/return student emails and phone calls within 24 hours during the week, and within 48 hours on weekends.
- Hold live chat sessions using the tools required by the Academic Technology Department at least on hour per month.
- Hold live office hours using the tools required by the Academic Technology Department at least one hour per week.
- Conduct regularly scheduled, graded discussion forums to provide feedback to students and build community in the online environment.

- Provide on-campus proctoring as requested for courses selected for proctored midterm or final exams.

Qualifications: Full-time undergraduate faculty must hold a master's, doctoral, or other terminal degree in a related field from an accredited university. Faculty must also bring to the position teaching experience and/or professional experience related to the field of study.

Members of the full-time faculty may not be employed elsewhere or teach at another institutions without written approval of the Senior Vice President of Academic Affairs.

MONROECOLLEGE

Full-Time Graduate Faculty

<u>Reports to</u>: School Dean

<u>Summary</u>: The primary role of full-time graduate faculty at Monroe College is to create a commitment to students; a respectful, caring environment; and a commitment to accomplishment. As professional educators, faculty are expected to devote the time necessary to meet the goals of the curriculum, the objectives of their courses, and the educational needs of their students.

Faculty schedules are based on a range of professional expertise, design and flow of the curriculum, students' educational needs, student enrollment, and course registrations

Full-time graduate faculty are evaluated on five core responsibilities:

I.   **Instruction**
II. **Instructional preparation, assessment, and administrative tasks**
III. **Professional responsibilities**
IV. **Student advisement, mentoring, and support**
V.   **Campus and community engagement**

Full-time graduate faculty schedules are based on a range of factors, including professional expertise, design and flow of the curriculum, students' educational needs, student enrollment, and course registrations.

Full-time graduate faculty have a work schedule based on a 40-hour work week with at least 22.5 hours per week spent directly engaged with students through a combination of teaching, advising, research, outreach, and mentoring. Course loads are typically 9 to 15 credits coupled with other activities/responsibilities that foster student development and college/community connections, while advancing the goals of their academic program and the King Graduate School. Faculty will conference once a month with their Dean to discuss status and update semester activities.

Full-time *online* faculty devote at least 22.5 hours per week directly engaged with students through a combination of online teaching, student advising, academic support, weekly live office hours, and monthly "live chats." Course loads are typically 12 to 15 credits per semester.

The academic administration considers the following factors when finalizing the schedule of each full-time faculty member: type of course, clinical/experiential requirements, numbers of different preparations, number of credit hours, difficulty of the teaching assignment, location and times of the classes, qualifications of the instructor, and the needs of the school and department. Occasionally, individual teaching assignments may be adjusted upward or downward from the standard load to accommodate variations in enrollment and other relevant factors. When special professional experience or expertise is required, the administration may adjust the workday of a faculty member to include evening or weekend assignments and assignments at other sites.

Course loads beyond the ranges indicated above require approval of the Senior Vice President of Academic Affairs.

A **Work Plan** for full-time graduate faculty appears at the end of this document.

Core responsibilities:

- Design and implement effective teaching/learning processes
- Teach assigned classes in accordance with current course outlines and as indicated in the college workload policy
- Manage the learning environment and engage students
- Identify students who would benefit from additional academic support, challenge, and/or enrichment
- Modify teaching techniques and improve results in accordance with assessment feedback
- Modify curriculum and/or teaching style based on assessment results and professional development experiences. Document modifications based on assessment results
- Review and update course outlines, text selection and syllabi in cooperation with the school Dean or Director
- Maintain an appropriate schedule to allow for student access and engagement

I.   **Instructional Preparation, Assessment, and Administrative Tasks**

- Prepare an appropriate plan for each course session and education activity
- Customize the departmental syllabus using the template provided by academic administration
- Provide each student at the beginning of each course with the following:
  - Goals and objectives/content for the course of study
  - Titles of required and supplementary textbooks to be used

- o Course attendance requirements
- o Course requirements
- o Schedule of examinations, field trips, and other special activities,
- o Out-of-class assignment policy
- o Method of evaluating student progress toward, and achievement of, course goals and objectives, including method by which the final grade is derived
- o Information about consultation/appointment availability and procedures
- o Any other information which informs students of requirements established by the instructor for meeting course objectives
- Educate students about, and hold them accountable to conform to the Monroe College Code of Academic and Scholarly Integrity
- Set up and maintain an electronic grade book for each section that is aligned with College, school, and department policies and consistent with the course syllabus

II.   Professional Responsibilities

- Meet each class at the scheduled time and place
- Attend College, school, and departmental meetings as scheduled, including opening of semester faculty meeting
- Attend curricular advisory committee meetings as required by the school Dean or Director
- Participate in professional development activities as dictated by the professional development calendar and policy distributed each semester. (Generally, full-time faculty members participate in at least three professional development activities each academic year.)
- Serve on committees or task forces as needed
- Work with the Dean or Director in the development of course materials, printed information, brochures, and other information which may be needed in the teaching or promotion of the college's curriculum
- Remain current in their discipline and updating course content when appropriate to reflect the current levels of knowledge in the discipline
- Develop, implement and review, at least annually, an effective learning process incorporating appropriate methodology, technology and other tools
- Develop a system for ongoing evaluation of both teaching and learning including course competency expectations and student outcome measures
- Work in partnership with the Dean or Director through a formal system of evaluation of instruction to identify strengths and weaknesses in the

instructional process and to identify professional development activities that will lead to effective student learning

III.   Student Advisement, Mentoring, and Support

- Maintain a schedule of at least 4.5 office hours each week in accordance with College, school, and department policies. These hours may be held in an office, lab or other suitable academic location. Include the schedule in each course syllabus, and in the master schedule of office hours that is distributed to the College community each semester.
- Periodically review the progress of each student and inform each student of his/her progress toward achieving course objectives
  - o Develop and implement action plans for students who need direction and support in achieving the course objectives
  - o Develop and implement enrichment experiences for students who demonstrate a desire for enrichment and high levels of performance
- Participate in the orientation, advisement, and registration of students
- Assist students in integrating their academic pursuits with their career interests

IV.   Campus and Community Engagement

- Participate in College, school and department functions and extra-curricular student activities, including:
  - o Opening of semester meetings
  - o Orientation sessions
  - o Presidents & Deans awards celebrations
  - o Graduation celebrations
  - o Admissions events
  - o Athletic competitions
  - o Student and club events
  - o Academic retreats

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- Respond to/return student emails and phone calls within 24 hours during the week, and within 48 hours on weekends.

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- Hold live office hours using the tools required by the Academic Technology Department at least one hour per week.
- Conduct regularly scheduled, graded discussion forums to provide feedback to students and build community in the online environment.
- Provide on-campus proctoring as requested for courses selected for proctored midterm or final exams.

Qualifications: Full-time graduate faculty must hold a doctoral or other terminal degree in a related field from an accredited university. Faculty must also bring to the position teaching experience and/or professional experience related to the field of study.

Members of the full-time faculty may not be employed elsewhere or teach at another institution without written approval of the Senior Vice President of Academic Affairs.

KING GRADUATE SCHOOL FACULTY WORK PLAN

Areas of Focus:

Teaching/Mentoring	Community Engagement	Applied Research
• Teach 9 to 15 credits per semester • Spend time with students in structured and/or informal lab sessions • Serve as faculty advisor for student chapter of association related to area of interest	• Identify one or more community engagement projects for academic year • Identify and teach class or classes to tie the engagement activity • Organize events, activities and showcase for results of project(s)	• Identify a research project for the academic year • Identify and teach class(es) to tie to research project

	Fall	Winter	Spring
Areas of Focus: Briefly describe planned areas of focus for each semester. Attach any supporting documents such as Research or Community Engagement Proposal			
Teaching Responsibilities: List the courses you are scheduled for or plan to teach each semester			
Connection to Course and Program Goals: Briefly describe how your planned experiential activities connect to goals and objectives of your courses and program			
Student Development: Briefly describe how you will engage your students through your planned experiential activities			
Outcomes: Briefly describe your desired result of the activities			
Showcase: Briefly describe how the results of the experiential experience, community engagement, research, etc., will be showcased			
Conference Dates: List conference dates and times	October November December	February March April	May June July

What the Best College Teachers Do

By Ken Bain

At your faculty orientation, you will receive a copy of Ken Bain's <u>What the Best College Teachers Do</u>. As presented in the liner notes, it answers two important questions: "What makes a great teacher great?" and "Who are the Professors students remember long after graduation?" This book, the conclusion of a fifteen-year study of nearly one hundred college teachers in a wide variety of fields and universities, offers valuable answers for all educators. Following is a condensed portion of Ken Bain's introduction.

"What do the best college teachers do?"

The short answer is—it's not what teachers do, it's what they understand. Lesson plans and lecture notes matter less than the special way teachers comprehend the subject and value human learning. Whether historians or physicists, in El Paso or St. Paul, the best teachers know their subjects inside and out—but they also know how to engage and challenge students and to provoke impassioned responses. Most of all, they believe two things fervently: that teaching matters and that students can learn.

1. What do the Best Teachers Know and Understand?

Without exception, outstanding teachers know their subjects extremely well. They are all active and accomplished scholars, artists, or scientists. ⋯ None of that should surprise anyone. This finding simply confirms that people are unlikely to become great teachers unless they know something to teach.

2. How Do They Prepare to Teach?

Exceptional teachers treat their lectures, discussion sections, problem-based sessions, and other elements of teaching as serious intellectual endeavors as intellectually demanding and important as their research and scholarship.

3. What Do They Expect of Their Students?

Simply put, the best teachers expect "more."

4. What Do They Do When They Teach?

While methods vary, the best teachers often try to create what we have come to call a "natural critical learning environment." In that environment, people learn by confronting

intriguing, beautiful, or important problems, authentic tasks that will challenge them to grapple with ideas, rethink their assumptions, and examine their mental models of reality.

5. *How do They Treat Students?*

Highly effective teachers tend to reflect a strong trust in students. They usually believe that students want to learn, and they assume, until proven otherwise, that they can. They often display openness with students and may, from time to time, talk about their own intellectual journey. ⋯ Above all, they tend to treat students with what can only be called simple decency.

6. How Do They Check Their Progress and Evaluate Their Efforts?

All the teachers we studied have some systematic program—some more elaborate than others—to assess their own efforts and to make appropriate changes. Furthermore, because they are checking their own efforts when they evaluate students, they avoid judging them on arbitrary standards.

_____

Bain, K. (2004). *What the best college teachers do*. Cambridge, Mass: Harvard University Press.

Exhibits C-H
FACULTY EVALUATION PROCESS

Components of the Monroe College Faculty Evaluation process are contained in the exhibits that follow. They include:

- **Self Appraisal & Dean's Response** – This form is initiated by the faculty member, and is due on a date mutually agreed upon with the Dean/Director. The Dean//Director then adds his/her commentary and signature and returns the form to the faculty member

Faculty Self-Appraisal and Dean's Response	**Exhibit C**

- **Annual Formal Observation Forms** – The College has adopted the Danielson Framework for classroom observation, with pre- and post-observation meetings. The process takes place once each academic year on dates mutually agreed upon by the Dean/Director and the instructor. An overview of Danielson and instructions for completing the forms appear as follows:

Danielson Framework – An Overview	**Exhibit D**
Classroom Observation Instructions	**Exhibit E**
Performance Evaluation Rubric	**Exhibit F**
Dean/Director's Classroom Observation Notes (optional)	**Exhibit G**
Instructor's Post-Observation Questionnaire (optional)	**Exhibit H**

- **Other Data Reporting** – The following data reports are run for each faculty member throughout the academic year. They are reviewed by administrators each August and are available to faculty members through MyMonroe.

Student Course Evaluation Form	**Exhibit K**
Student Course Evaluation Summary Report – generated at the end of each semester	**Exhibit L**
Grade Distribution Report	**Exhibit M**
Student Attendance Report – showing the percentage of students in attendance, by instructor	**Exhibit N**

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Exhibit C

MONROECOLLEGE

FACULTY SELF-APPRAISAL AND DEAN'S RESPONSE

Request a Word document of this form.
Click to enter text. Each box will expand to hold all of your text.

Employee Name:

Click here to enter text.

Department:

Click here to enter text.

Supervisor:

Click here to enter text.

Review Semester:

Click here to enter text.

Job Title

Click here to enter text.

Date:

Click here to enter text.

Self-Appraisal
Evaluate your performance by providing examples of how you have demonstrated each of the five Core Responsibilities of your position:
#1 Teaching   *Click here to enter text.*
#2 Course Preparation, Instructional Materials, Grading, and Assessment   *Click here to enter text.*
#3 Student Advisement and Mentoring   *Click here to enter text.*
#4 Professional Responsibilities   *Click here to enter text.*
#5 Campus and/or Community Engagement   *Click here to enter text.*

Exhibit C

Goals (Previous Year)
Provide 2-3 goals from the previous year and reflect on the extent to which they were achieved.
Click here to enter text.

Goals (Upcoming Year)
Provide 2-3 goals for the upcoming year that will improve your teaching practice and outcomes for students.
Click here to enter text.

Updates
Please provide any updates to your credentials (licensure, certification, advanced degree, publications, etc.).
Click here to enter text.

Dean's Overall Comments
Please comment on the instructor's self-assessment in each category above and provide examples to support your overall assessment. Please set goals and indicate areas for improvement.
Click here to enter text.

Acknowledgement by Professor in Response to Dean's Comments
I understand the principal responsibilities of my position, and understand that this appraisal is based upon my performance in my position. I have read the appraisal and have discussed its contents with my Dean. I wish to make the following comments (optional).
Click here to enter text.

Faculty Signature: _____ Date: _____

Dean/Director's Signature: _____ Date: _____

MONROECOLLEGE

DANIELSON FRAMEWORK – AN OVERVIEW

Instructor Observation and Evaluation:
Using Danielson's Framework for Teaching

INTRODUCTION

Monroe College has adapted two of the four domains from Danielson's Framework for Teaching for use in its faculty evaluation process. These domains reflect instructor's responsibilities that have been documented through empirical studies and theoretical research as promoting improved student learning.

Domain 2: Classroom Environment
Domain 3: Instruction

Domain 2: Classroom Environment	Domain 3: Instruction
2a. Creating an environment of respect and rapport • teacher interaction with students • student interactions with one another 2b. Establishing a culture for learning • importance of the content • expectations for learning and achievement • student pride in work 2c. Managing classroom procedures • management of instructional groups • management of transitions 2e. Managing student behavior • expectations • monitoring of student behavior responses to student misbehavior	3a. Communicating with students • expectations for learning • directions and procedures • explanations of content • use of oral and written language 3b. Using questioning and discussion techniques • quality of questions • discussion techniques • student participation 3c. Engaging students in learning • activities and assignments • grouping of students • instructional materials and resources • structure and pacing 3d. Using assessment in instruction • assessment criteria • monitoring of student learning • feedback to students • student self-assessment and monitoring of progress 3e. Demonstrating flexibility and responsiveness • lesson adjustment • response to students' persistence

Adapted from the Danielson Framework for Teaching (2013) by Monroe College Academics, Fall 2016, and used with permission of the Danielson Group.

Although the components are distinct, they are, of course, related to one another. Many features of teaching, such as the appropriate use of technology, do not constitute a single component, but apply to all of them.

WHY HAVE A FRAMEWORK?

A framework for professional practice is useful not only to practicing educators, but to the larger community because it conveys that educators are members of a profession. A framework for professional practice can be used for a wide range of purposes, from meeting first-time instructors' needs to enhancing veterans' skills. Because teaching is complex, it is helpful to have a roadmap through the territory, structured around a shared understanding of teaching. First-time instructors may be concerned with day-to-day survival, experienced instructors may want to improve their effectiveness and help their colleagues, and accomplished faculty may want to move toward advanced certification.

The framework creates a common language for professional conversations in:
- Mentoring
- Reflection and self-assessment
- Peer review
- Supervision and evaluation
- Setting professional goals

During conversations about practice, particularly when such conversations are organized around a common framework, instructors are able to learn from one another and from their supervisors, and thereby enrich their own teaching. It is this joint learning that makes the conversations so rich, and so valued. As educators study the components and consider them within their own contexts, they can determine which components and elements are applicable and which are not. By providing an agreed-upon framework for excellence, a framework for teaching serves to structure conversations among educators about exemplary practice.

CLASSROOM OBSERVATIONS

The framework tool enables observers to align their feedback directly with the standards and elements on the rubrics. This ensures that all observers are focused on teaching practices that impact student achievement.

FEEDBACK

When instructors consult with their supervisors, they need a framework to determine which aspects of their teaching require attention. The framework provides instructors with a starting point for formulating their goals and for conversations throughout the year as they continuously reflect on their practice. Such conversations must be conducted in an environment of professional respect and a focus on continuous improvement.

MONROE COLLEGE

Faculty Observation Instructions
(Based on the Danielson Framework for Teaching)

Purpose: This packet (Exhibits E, F, G, and H) provides instructions and templates for the evaluation process suggested by Danielson that includes (1) a pre-observation meeting, (2) a classroom observation, and (3) a post-observation meeting.

- **Pre-Observation Meeting (in person or by telephone):** The dean/director and the instructor discuss what will be observed during the classroom visit. (A lesson plan is provided in advance by the instructor.) Information is shared about the characteristics of the learners and the learning environment. The observer and instructor may also choose to limit the elements of focus during the observation.

- **Classroom Observation:** The actual observation of the instructor in the classroom should be a minimum of 50 minutes in length. All documents in this packet, especially the *Monroe College Performance Evaluation Rubric* (Exhibit F), should be shared with the instructor in advance.

- **Post-Observation Meeting:** The dean/director and instructor meet to discuss the instructor's performance during the observed lesson. The post-observation meeting provides an opportunity for the observer and instructor to have a reflective discussion about the lesson and effective teaching. It should also include performance concerns, if there are any.

Directions for the Dean/Director:

A.   Schedule all three meetings with the instructor:
> (1) A pre-observation meeting (in person or by telephone)
> (2) A classroom observation (of at least 50 minutes)
> (3) A post-observation meeting

B.   Prior to the pre-observation meeting, request that the instructor provide a lesson plan of the class when the observation will take place. The instructor should also be asked to submit answers to these three questions for discussion during the pre-observation meeting:
> (1) What will the observer see as evidence that there is a culture that values learning in your classroom?

(2) What are your learning outcomes for this lesson? What do you want the students to understand?

(3) How will you ensure that all students are intellectually engaged, responsive, and "drawn in" to the conversation?

C.   Convene the pre-observation meeting, in person or by telephone, to discuss the lesson plan, the instructor's answers to the above three questions, and the rubric. Share all observation documents with the instructor.

D.   Attend the scheduled classroom observation, and complete your notes as indicated on the rubric (Exhibit F). The following two forms, although optional, may be helpful for both observer and instructor to analyze the observed class in advance of the post-observation meeting:

(1) Dean/Director's Classroom Observation Notes (Exhibit G)

(2) Instructor's Post-Observation Questionnaire (Exhibit H)

E.   Convene the post-observation meeting to review the classroom observation.

MONROE COLLEGE PERFORMANCE EVALUATION RUBRIC FOR INSTRUCTIONAL STAFF
Based on the Danielson Framework for Teaching (2013)
Domain 2. The Classroom Environment and Domain 3. Instruction

Domain 2: The Classroom Environment

Component	Distinguished	Proficient	Basic	Unsatisfactory	Notes
2a. Creating an environment of respect and rapport	Classroom interactions among instructor and individual students are highly respectful, reflecting genuine warmth and caring, and sensitivity to students' ages, cultures, and levels of development. Students exhibit respect for the instructor and contribute to maintain high levels of civility among members of the class.	Instructor-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, developmental levels, and cultures of the students. Students exhibit respect for the instructor. Interactions among students are generally polite.	Patterns of classroom interactions, both between instructor and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate respect for one another. The instructor attempts to respond to disrespectful behavior, with uneven results.	Patterns of classroom interactions, both between the instructor and students and among students, are negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. Instructor does not respond to disrespectful behavior.	
2b. Establishing a culture for learning	The classroom culture is characterized by a shared belief in the importance of learning. Instructional outcomes, activities, and assignments convey high expectations for all students. Classroom interactions may extend learning. Students assume responsibility for high quality work by initiating improvements, making revisions, adding detail, and/or helping peers. High expectations are internalized by students.	Classroom culture is a cognitively busy place where learning is valued by all. Students understand their role as learners and consistently expend effort to learn by engaging in the task at hand. Instructional outcomes, activities, and assignments convey high expectations for most students. Classroom interactions support learning.	Classroom culture is characterized by little commitment to the learning by the instructor or student. Students' engagement in the task at hand is inconsistent. Students indicate that they are interested in completion of a task, rather than quality.	Classroom culture is characterized by a lack of instructor or student commitment to the learning and/or little or no investment of student energy into the task at hand. Learning is not expected or valued.	
2c. Managing classroom procedures	Instructional time is maximized due to efficient classroom procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials.	There is little loss of instructional time due to effective classroom routines and procedures. The instructor's management of independent work, instructional groups, transitions, and/or the handling of materials is consistent.	Some instructional time is lost due to only partially effective classroom routines and procedures. The instructor's management of independent work, instructional groups, transitions, and/or the handling of materials is inconsistent, leading to disruption of learning.	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the instructor managing independent work, instructional groups, transitions, and/or the handling of materials.	

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MONROE COLLEGE PERFORMANCE EVALUATION RUBRIC FOR INSTRUCTIONAL STAFF
Based on the Danielson Framework for Teaching (2013)
Domain 2. The Classroom Environment and Domain 3. Instruction

Component	Distinguished	Proficient	Basic	Unsatisfactory	Notes
2d. Managing student behavior	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against code of conduct. The instructor's monitoring of student behavior is subtle and preventive. The instructor's response to student misbehavior is sensitive to individual student needs.	Student behavior is generally appropriate. The instructor monitors student behavior against code of conduct. Instructor response to student misbehavior is consistent, appropriate, and respectful to students.	Instructor tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the code of conduct.	There is little or no instructor monitoring of student behavior. Response to students' misbehavior is repressive or disrespectful of student dignity. Students challenge the code of conduct.	

Domain 3: Communicating with Students

Component	Distinguished	Proficient	Basic	Unsatisfactory	Notes
3a. Communicating with students	Instructor links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. Instructor's explanation of content is thorough and clear, developing conceptual understandings. Students contribute to explaining concepts to their classmates. Instructor's spoken and written language is expressive, and the instructor finds opportunities to extend students' vocabularies.	Instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly. Instructor's explanation of content is clear and accurate and connects with students' knowledge and experience. Instructor's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages, level of experience, backgrounds, and interests.	Instructor's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. Instructor's explanation of the content may contain minor errors. Some portions are clear; other portions are difficult to follow. Instructor's spoken language is correct; however, vocabulary is limited or not appropriate to the students' ages, level of experience, or background.	The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. The instructor's explanation of content contains major errors. The instructor's spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	

MONROE COLLEGE PERFORMANCE EVALUATION RUBRIC FOR INSTRUCTIONAL STAFF
Based on the Danielson Framework for Teaching (2013)
Domain 2. The Classroom Environment and Domain 3. Instruction

Component	Distinguished	Proficient	Basic	Unsatisfactory	Notes
3b. Using questioning and discussion techniques	Instructor's questions/ prompts are of uniformly high quality and fully support the lesson outcomes, with adequate time for students to respond. A variety or series of questions/prompts are used to challenge students cognitively, advance high-level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.	Most of the instructor's questions/prompts are of high quality and support the lesson objectives, with adequate time for students to respond. A variety or series of questions/prompts are used to challenge students cognitively, and advance high-level thinking and discourse. The instructor creates a genuine discussion among students, stepping aside when appropriate. The instructor successfully engages all students in the discussion, employing a range of strategies to ensure that all students are heard.	The instructor's questions/prompts are a combination of low and high quality, some related to the lesson objectives and of moderate cognitive challenge inviting a thoughtful response. The instructor attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.	The Instructor's questions/ prompts are poorly aligned with lesson outcomes. Interaction between instructor and students is predominantly recitation style, with instructor mediating all questions and answers. A few students dominate the discussion.	
3c. Engaging students in learning	Various elements of the lesson are well-aligned with the instructional outcomes and individual needs of the learners. The lesson facilitates all students in constructing knowledge. Learning activities, materials, resources, technology, and instructional grouping are complementary, resulting in active intellectual engagement by each student in important and challenging content. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students have choice in how they complete tasks and may serve as resources for one another.	Various elements of the lesson are well-aligned with the instructional outcomes and facilitate students in constructing knowledge. Learning activities, materials, resources, technology, and instructional groupings are complementary, resulting in active intellectual engagement by groups of students with important and challenging content. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to intellectually engage with their learning.	Various elements of the lesson are partially aligned with the instructional outcomes. Instruction does not facilitate students constructing knowledge, allowing some students to be passive or compliant. Learning activities, materials, resources, technology, and instructional grouping only partially engage students with the content. The lesson has a recognized structure; however, the pacing of the lesson may not provide students the time needed to intellectually engage with their learning.	Learning activities, materials, resources, instructional groups, and technology are poorly aligned with the instructional outcomes or do not require students to think. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed. Few students are intellectually engaged.	

MONROE COLLEGE PERFORMANCE EVALUATION RUBRIC FOR INSTRUCTIONAL STAFF
Based on the Danielson Framework for Teaching (2013)
Domain 2. The Classroom Environment and Domain 3. Instruction

Component	Distinguished	Proficient	Basic	Unsatisfactory	Notes
3d. Using assessment in instruction	Assessment is fully integrated into the instruction, through student involvement in establishing the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the instructor and peers, is accurate, specific, and advances learning. Students are aware of and may contribute to the assessment criteria. Questions/Prompts/ Assessments are used regularly to diagnose evidence of learning, and instruction is adjusted and differentiated to address individual student misunderstandings.	Assessment is regularly used during instruction, through monitoring of progress of learning by instructor and/or students, resulting in accurate, specific feedback that advances learning. Students are aware of the assessment criteria. Questions/Prompts/ Assessments are used to diagnose evidence of learning, and adjustment to instruction is made to address student misunderstandings.	Assessment is occasionally used to support instruction, through some monitoring of progress of learning by instructor and/or students. Feedback to students is inaccurate or unspecific, and students are only partially aware of the assessment criteria used to evaluate their work. Questions/ Prompts/Assessments are not used to diagnose evidence of learning.	Assessment or monitoring of student learning is absent or minimal. Feedback is absent or of poor quality. There is no attempt to adjust the lesson as a result of assessment. Students are not aware of assessment criteria and do not engage in self-assessment.	
3e. Demonstrating flexibility and responsiveness	The instructor seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully makes a major adjustment to a lesson when needed. Instructor persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the college.	The instructor promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests. Instructor persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	The instructor attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. The instructor accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	The instructor adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest. The instructor ignores student questions; when students experience difficulty, the instructor blames the students.	

MONROE COLLEGE PERFORMANCE EVALUATION RUBRIC FOR INSTRUCTIONAL STAFF
Based on the Danielson Framework for Teaching (2013)
Domain 2. The Classroom Environment and Domain 3. Instruction

Instructor:	**Date of observation:**
Department:	**Observer:**

Areas of strength	
Recommended areas of growth	
Response of faculty member	
Next steps (administrators note: can include a plan of action and timeline)	

_____   _____
Observer's signature / date   Instructor's signature / date

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DEAN/DIRECTOR'S OBSERVATION NOTES
For completion by the observer prior to the post-observation meeting (optional)
Request a Word document of this form.
Click to enter text. Each box will expand to hold all of your text.

Instructor's Name:	*Click here to enter text.*		
Observer's Name:	*Click here to enter text.*		
Course: *Click here to enter text.*	**Date:** *Click here to enter text.*	**Time:** *Click here to enter text.*	

Domain 2: The Classroom Environment	**Observations**
Component 2a: *Creating an Environment of Respect and Rapport* Elements of Focus: ☐ Instructor's interaction with students ☐ Students' interaction with other students	
Component 2b: *Establishing a Culture for Learning* Elements of Focus: ☐ Importance of content ☐ Expectations for learning and achievement ☐ Student pride in work	
Component 2c: *Managing Classroom Procedures* Elements of Focus: ☐ Management of instructional groups ☐ Management of transitions ☐ Management of materials and supplies ☐ Performance of non-instructional duties	
Component 2d: *Managing Student Behavior* Elements of Focus: ☐ Expectations ☐ Monitoring of student behavior ☐ Response to student misbehavior	

Domain 3: Instruction	Observations
Component 3a: *Communicating with Students* Elements of Focus: ☐ Expectations for learning ☐ Directions and procedures ☐ Explanations of content ☐ Use of oral and written language	
Component 3b: *Using Questioning and Discussion Techniques* Elements of Focus: ☐ Quality of questions ☐ Discussion techniques ☐ Student participation	
Component 3c: *Engaging Students in Learning* Elements of Focus: ☐ Activities and assignments ☐ Grouping of students ☐ Instructional materials and resources ☐ Structure and pacing	
Component 3d: *Using Assessment in Instruction* Elements of Focus: ☐ Assessment criteria ☐ Monitoring of student learning ☐ Feedback to students ☐ Student self-assessment and monitoring of progress	
Component 3e: *Demonstrating Flexibility and Responsiveness* Elements of Focus: ☐ Lesson adjustment ☐ Response to students ☐ Persistence	

MONROECOLLEGE

Request a Word document of this form.
Click to enter text. Each box will expand to hold all of your text.

Instructor Name:	*Click here to enter text.*	**Course:**	*Click here to enter text.*
		Date:	*Click here to enter text.*

Questions for discussion:

1. In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know?
Click here to enter text.

2. What evidence do you have of student learning? What do those samples reveal about those students' levels of engagement and understanding and learning?
Click here to enter text.

3. How did your classroom procedures (routines, transitions, student movement, and configuration) enhance or detract from the lesson? What, if anything, would you do differently?
Click here to enter text.

4. Did you depart from your plan? If so, how and why?
Click here to enter text.

5. Comment on different aspects of your instructional delivery (e.g., activities, grouping of students, materials and resources). To what extent were they effective?
Click here to enter text.

6. If you had an opportunity to teach this lesson again to the same group of students, what would you do differently?
   Click here to enter text.

7. How did your instructional delivery (directions and procedures, explanation of content, modeling, examples) impact students' cognitive engagement?
   Click here to enter text.

8. What did you learn from informal assessment during the lesson? How did the results impact your instruction and/or student learning?
   Click here to enter text.

9. What impact did student behavior have on cognitive engagement and learning?
   Click here to enter text.

Exhibit I
SAMPLE STUDENT COURSE EVALUATION SUMMARY (for on-site classes)

Monroe College
Student Evaluations - Spring 2018

Course:

Instructor:

1 - Does your professor demonstrate a thorough knowledge of the subject?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Always	(1)	9	69.23%		
Often	(2)	2	15.38%		
Sometimes	(3)	2	15.38%		
Rarely	(4)	0	0%		1.46
Never	(5)	0	0%		
				0 25 50 75 100	Instructor

Return Rate	Mean	STD	Median
13/20 (65%)	1.46	0.78	1.00

2 - Does your professor establish an atmosphere that promotes learning and encourages class participation?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Always	(1)	8	61.54%		
Often	(2)	3	23.08%		
Sometimes	(3)	1	7.69%		
Rarely	(4)	1	7.69%		1.62
Never	(5)	0	0%		
				0 25 50 75 100	Instructor

Return Rate	Mean	STD	Median
13/20 (65%)	1.62	0.96	1.00

3 - Is your professor clear when explaining assignments and coursework?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Always	(1)	8	61.54%		
Often	(2)	3	23.08%		
Sometimes	(3)	1	7.69%		
Rarely	(4)	1	7.69%		1.62
Never	(5)	0	0%		
				0 25 50 75 100	Instructor

Return Rate	Mean	STD	Median
13/20 (65%)	1.62	0.96	1.00

4 - Does your professor offer additional help outside of class time?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Always	(1)	7	53.85%		
Often	(2)	4	30.77%		
Sometimes	(3)	2	15.38%		
Rarely	(4)	0	0%		1.62
Never	(5)	0	0%		
				0 25 50 75 100	Instructor

Return Rate	Mean	STD	Median
13/20 (65%)	1.62	0.77	1.00

Course:

Instructor:

5 - Does you professor return graded tests and assignments within a reasonable timeframe?

Response Option		Weight	Frequency	Percent	Percent Responses						Means			
Yes		(1)	12	92.31%										
No		(2)	1	7.69%							1.08			
					0	25	50	75	100		Instructor			
Return Rate	**Mean**	**STD**	**Median**											
13/20 (65%)	1.08	0.28	1.00											

6 - Would you recommend your professor to another student?

Response Option		Weight	Frequency	Percent	Percent Responses						Means			
Yes		(1)	12	92.31%										
No		(2)	1	7.69%							1.08			
					0	25	50	75	100		Instructor			
Return Rate	**Mean**	**STD**	**Median**											
13/20 (65%)	1.08	0.28	1.00											

7 - Did the course content help strengthen your knowledge of the subject?

Response Option		Weight	Frequency	Percent	Percent Responses						Means			
Yes		(1)	12	92.31%										
No		(2)	1	7.69%							1.08			
					0	25	50	75	100		Instructor			
Return Rate	**Mean**	**STD**	**Median**											
13/20 (65%)	1.08	0.28	1.00											

8 - Did this course help develop your thinking and problem solving skills?

Response Option		Weight	Frequency	Percent	Percent Responses						Means			
Yes		(1)	10	76.92%										
No		(2)	3	23.08%							1.23			
					0	25	50	75	100		Instructor			
Return Rate	**Mean**	**STD**	**Median**											
13/20 (65%)	1.23	0.44	1.00											

9 - Did this course meet your expectations pertaining to pace and rigor?

Response Option		Weight	Frequency	Percent	Percent Responses						Means			
Yes		(1)	10	76.92%										
No		(2)	3	23.08%							1.23			
					0	25	50	75	100		Instructor			
Return Rate	**Mean**	**STD**	**Median**											
13/20 (65%)	1.23	0.44	1.00											

Course:

Instructor:

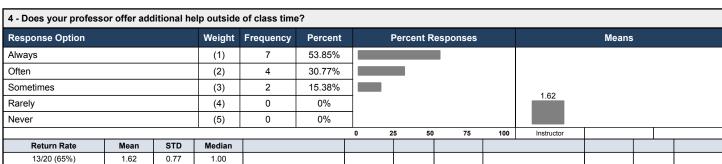| 10 - Please comment further about your experience in this course. |
|---|
| · |
| ·   Students are encouraged to provide comments. |
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Monroe College

Online Student Evaluation - Spring 2018

Course:

Instructor:

1 - Does your professor demonstrate a thorough knowledge of the subject?

Response Option		Weight	Frequency	Percent	Percent Responses						Means			
Always		(1)	15	88.24%										
Often		(2)	0	0%										
Sometimes		(3)	1	5.88%										
Rarely		(4)	0	0%							1.35			
Never		(5)	1	5.88%										
					0	25	50	75	100	Instructor				
Return Rate	Mean	STD	Median											
17/33 (51.52%)	1.35	1.06	1.00											

2 - Is your professor clear when explaining assignments and coursework?

Response Option		Weight	Frequency	Percent	Percent Responses						Means			
Always		(1)	15	88.24%										
Often		(2)	1	5.88%										
Sometimes		(3)	0	0%										
Rarely		(4)	0	0%							1.29			
Never		(5)	1	5.88%										
					0	25	50	75	100	Instructor				
Return Rate	Mean	STD	Median											
17/33 (51.52%)	1.29	0.99	1.00											

3 - Does your professor offer help through live chats and office hours via Blackboard Collaborate?

Response Option		Weight	Frequency	Percent	Percent Responses						Means			
Always		(1)	13	76.47%										
Often		(2)	2	11.76%										
Sometimes		(3)	1	5.88%										
Rarely		(4)	1	5.88%							1.41			
Never		(5)	0	0%										
					0	25	50	75	100	Instructor				
Return Rate	Mean	STD	Median											
17/33 (51.52%)	1.41	0.87	1.00											

4 - Does you professor return graded tests and assignments within a reasonable timeframe?

Response Option		Weight	Frequency	Percent	Percent Responses						Means			
Yes		(1)	17	100%										
No		(2)	0	0%							1.00			
					0	25	50	75	100	Instructor				
Return Rate	Mean	STD	Median											
17/33 (51.52%)	1.00	0.00	1.00											

5 - Does your professor provide feedback to your emails within a 24-hour period?

Response Option		Weight	Frequency	Percent	Percent Responses						Means			
Yes		(1)	16	94.12%										
No		(2)	1	5.88%							1.06			
					0	25	50	75	100	Instructor				
Return Rate	Mean	STD	Median											
17/33 (51.52%)	1.06	0.24	1.00											

Course:

Instructor:

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6 - Were tests and graded assignments a reflection of the material presented?					
Response Option	**Weight**	**Frequency**	**Percent**	**Percent Responses**	**Means**
Yes	(1)	16	94.12%		1.06
No	(2)	1	5.88%		
				0 25 50 75 100	Instructor
Return Rate	**Mean**	**STD**	**Median**		
17/33 (51.52%)	1.06	0.24	1.00		

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7 - Would you recommend your professor to another student?					
Response Option	**Weight**	**Frequency**	**Percent**	**Percent Responses**	**Means**
Yes	(1)	16	94.12%		1.06
No	(2)	1	5.88%		
				0 25 50 75 100	Instructor
Return Rate	**Mean**	**STD**	**Median**		
17/33 (51.52%)	1.06	0.24	1.00		

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8 - Did the course content help strengthen your knowledge of the subject?					
Response Option	**Weight**	**Frequency**	**Percent**	**Percent Responses**	**Means**
Yes	(1)	16	94.12%		1.06
No	(2)	1	5.88%		
				0 25 50 75 100	Instructor
Return Rate	**Mean**	**STD**	**Median**		
17/33 (51.52%)	1.06	0.24	1.00		

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9 - On average, how many hours per week do you spend on this course?					
Response Option	**Weight**	**Frequency**	**Percent**	**Percent Responses**	**Means**
0-5	(1)	10	58.82%		
6-10	(2)	2	11.76%		
11-15	(3)	2	11.76%		1.88
16-20	(4)	3	17.65%		
More than 20	(5)	0	0%		
				0 25 50 75 100	Instructor
Return Rate	**Mean**	**STD**	**Median**		
17/33 (51.52%)	1.88	1.22	1.00		

Course:

Instructor:

10 - Please comment further about your experience in this course.
·
Students are encouraged to provide comments.

Exhibit K

SAMPLE GRADE DISTRIBUTION REPORTS

Grade Distribution by Course

Course Name	Start	Finish	Pass	A	B	C	D	F	Inc	R	W	AW
XX-101	847	808	697	308	196	133	60	111	0	0	39	0
%		95%	82%	36%	23%	16%	7%	13%	0%	0%	5%	0%
TOTAL	847	808	697	308	196	133	60	111	0	0	39	0
%		95%	82%	36%	23%	16%	7%	13%	0%	0%	5%	0%

Grade Distribution by Faculty

Course Name	Start	Passed	Sepa-rated	A	B	C	D	F	Inc	R	W	AW
XX-101	26	25	0	10	7	7	1	1	0	0	0	0
%		96%	0%	10%	27%	27%	4%	4%	0%	0%	0%	0%
XX-102	23	22	0	15	5	2	0	1	0	0	0	0
%		96%	0%	65%	22%	9%	0%	4%	0%	0%	0%	0%
XX-103	30	29	1	11	12	5	1	0	0	0	1	0
%		97%	3%	37%	40%	17%	3%	0%	0%	0%	3%	0%
TOTAL	79	76	1	36	24	14	2	2	0	0	1	0
%		96%	1%	46%	30%	18%	3%	3%	0%	0%	1%	0%

Inc – Incomplete
R – Repeat
W – Withdrawal
AW – Administrative Withdrawal

Exhibit L
SAMPLE STUDENT ATTENDANCE REPORT

MTS | Management Reports

	Absent		Attendance	
Faculty A				
AB-203-01	8	33.33%	16	66.67%
	8	**33.33%**	**16**	**66.67%**
Faculty B				
CD-230-01	11	32.35%	23	67.65%
CD-112-02	14	42.42%	19	57.58%
	25	**37.31%**	**42**	**62.69%**
Faculty C				
EF-122-01	9	45.00%	11	55.00%
	9	**45.00%**	**11**	**55.00%**
Faculty D				
GH-102-02	8	42.11%	11	57.89%
	8	**42.11%**	**11**	**57.89%**
Faculty E				
GH-111-01	5	35.71%	9	64.29%
	5	**35.71%**	**9**	**64.29%**

Records Found:

Start Date:
End Date:

MONROECOLLEGE

School Dean

Reports to: Vice President, Academic Affairs

Overview

A Monroe College School Dean is responsible for the development and delivery of academic programs in a particular area of study. The School Dean is the senior academic and administrative manager of the School, responsible for creating a student-centered learning environment.   The School Dean sets strategic direction, guides the School's academic programs, and manages the School's operations.   The School Dean's responsibilities extend across all Monroe locations, as well as the online learning environment. As a senior academic officer, the School Dean participates in college-wide academic planning and the setting of academic policy. The School Dean actively coordinates and interacts with all other functional areas of the College including, but not limited to, Student Services, Registrar, Student Financial Services, Career Services, and Admissions. The School Dean position holds full time faculty status and follows the College's staff work schedule.

Qualifications

The position requires a Ph.D. or other earned doctorate or terminal degree. Desired experience includes: leadership and management, teaching at the post-secondary level, college administration, and/or professional experience in the related industry.   The School Dean embraces and demonstrates the College's core values of commitment to students, promoting a respectful caring environment, and fostering a commitment to accomplishment.

Core Responsibilities

1.   **Overall strategy for the School's direction and the achievement of the its long-term objectives**

   - Leads the School faculty and engages the services of a professional advisory board in the development of academic programs that are current, competitive, and reflective of career opportunities for students and graduates

   - Hires, develops, and evaluates faculty to promote excellence in teaching, applied research, service, and professional growth/development
   - Manages the process of program review and academic assessment; supports accreditation activities
   - Hires, develops, and evaluates academic and administrative staff
   - Serves as the School's advocate and primary spokesperson

- Provides leadership for enhancing the reputation and visibility of the School both on campus and off

2. **Overall Quality of Student, Faculty and Staff Experience**
   - Supports the directors, faculty and staff in carrying out their core responsibilities
   - Proactively resolves student and faculty concerns and issues
   - Monitors and provides ongoing feedback to faculty to improve the teaching/learning environment and instructional delivery in all venues
   - Assures the quality of internship, practicum and clinical experiences related to academic outcomes and fieldwork
   - Ensures students have the resources needed to succeed, including advising, mentoring, and academic support
   - Communicates with and responds to all members of the College community in a timely and effective way
   - Ensures the School's requirements for resources, including space, technology, equipment, and supplies are met
   - Becomes an active member of the College community by attending College functions including awards ceremonies, graduation exercises, student activities, and orientations

3. **Planning, Outcomes and Effectiveness**

   - Maintains the academic integrity, standards and rigor and effectiveness of the academic programs housed in the School
   - Advances the Strategic Plan of the College
   - Develops and implements a cycle of strategic planning for the School
   - Develops and implements an academic outcomes assessment plan for the School, including program review
   - Ensures successful outcomes: retention, graduation, career, and advanced education
   - Seeks and earns external validation of the quality and effectiveness of programs through rigorous self-assessment and recognition by acknowledged organizations, associations, and other impartial parties
   - Manages the School's enrollment through effective admissions, retention, persistence, and completion strategies

4. **School Administration and Management**

   - Ensures that all School records and processes are properly administered, including faculty observations and appraisals
   - Conducts and records the proceedings and outcomes of faculty meetings
   - Supervises the School's office personnel, budget, technical support, and administrative services

- Directs the preparation and oversees the management of the School's annual master schedule
- Assures that faculty are assigned courses commensurate with their experience, credentials and expertise, and aligned with the College's academic policy
- Assures the accuracy of the catalog, website and all collateral materials related to the School
- Serves on various academic and college-wide committees

5. Instructional responsibilities

- Teaches 2 to 3 courses per academic year

MONROE COLLEGE

Program Director/Director of Academic Department

Reports to: Assistant Vice President of Academic Affairs or School Dean

Overview

The Director is a senior academic/administrative manager and primary advocate for a particular academic program, collection of related programs, or academic department. The Director is responsible for the implementation of the curriculum and the management of the department or program operations on his/her home campus.

Qualifications

This position requires a minimum of a master's degree. The Director demonstrates a commitment to students, knowledge and expertise in his/her field, administrative abilities, professional judgment, leadership, and collegiality.   The Director embraces and demonstrates the College's core values of commitment to students, promoting a respectful caring environment, and fostering a commitment to accomplishment. The Director effectively and efficiently manages their departmental program and its external relations.

Core Responsibilities

The Director is responsible for supporting and supervising faculty in carrying out their core responsibilities as well as attending to the following key priorities on their home campus:

1. **Overall Quality of Student and Faculty Experience on the Home Campus**

    - Proactively resolves student and faculty concerns and issues
    - Ensures the quality of student learning and faculty instruction
    - Coaches and mentors faculty, staff and students
    - Monitors the quality of internship, practicum and clinical experiences as it relates to the academic outcomes and fieldwork
    - Regularly reviews and improves the content and quality of syllabi and master shells
    - Regularly conducts formal and informal observations of faculty (both onsite and online)
    - Monitors and provides ongoing feedback to faculty to improve the teaching/learning environment and instructional delivery
    - Ensures students have the resources needed to succeed, including advising, mentoring, and academic support
    - Communicates with and responds to all members of the College community in a timely and effective way

- Becomes an active member of the College community by attending College functions including awards ceremonies, graduation exercises, student activities, and orientations

2. **Health of the Program as Measured by Outcomes**

- Supports the vision of the School Dean and the home campus
- Manages the campus-based program enrollment through effective admissions, retention, persistence, and completion strategies
- Implement initiatives and services that promote successful outcomes: retention, graduation, career, and advanced education

3. **Gather, Monitor and Analyze Outcomes and Effectiveness Data to improve the Teaching/Learning Environment and Instructional Delivery**

- Utilize weekly attendance reporting to improve quality and outcomes at the student, faculty and course level
- Ensure faculty compliance regarding Early Alerts, midterm grades, and final grades, and conducts ongoing auditing and monitoring of grade books – beginning, middle and end of semester
- Use data from Early alerts, midterm grades and final grades to intervene, correct, improve performance, and retain students
- Use classroom observations, student course evaluations, and other mechanisms to develop faculty and make decisions about scheduling and curriculum

4. **Effective and Efficient Campus-Based Program Management**

- Ensures the quality of the department's schedule, faculty teaching assignments, and class coverages
- Improves the student course evaluation response rate
- Partners with all academic support services to ensure efficiency of operations and positive academic outcomes
- Deploys all resources wisely and manages expenses while assuring quality

5. **Instructional responsibilities**

- Teaches 4 to 6 courses per academic year

Notes