

Faculty Observation Process

Purpose

The process of faculty observation is focused solely on improvement and is designed to maximize effective teaching and student achievement.

Guiding Principles for New Instrument

- **Practicality** – usefulness of the instrument
- **Relevance** – clear links between institutional goals and the evaluation criteria
- **Comprehensive** – all relevant components are included
- **Sensitivity** – focus on improving performance vs. personnel decisions; tool allows for individual differences
- **Freedom from Contamination** – evaluation excludes factors clearly beyond faculty member’s control
- **Reliability** – consistency of judgment leads to trust
- **Acceptability** – has the full support of both evaluators and the faculty

Process

1. Faculty will select the course they wish to have observed and work with the academic coordinator to schedule the date(s).
2. Complete the “Faculty Pre-Observation Form” and submit the packet in its entirety to the academic coordinator (Julie Roisland) at least one week prior to the start of the scheduled observation day(s).
 - The faculty member’s assigned dean will be enrolled in online courses for a three-day window with student level access.
 - The faculty member’s assigned dean will attend the selected on-campus class one class period.
3. Within 24-48 hours after the classroom observation concludes, faculty may choose to schedule a meeting with the dean to review the observation documentation.

Faculty Pre-Observation Form

Instructor Name: _____ Semester and year: _____

Course name, number, section: _____ Date(s) of evaluation: _____

What year was the course first developed? _____

Are you the primary designer for this course? _____ Yes _____ No

If no, please list the name(s) of the primary designer(s): _____

Instructional Materials/Resources

The course utilizes the following: (Check all that apply.)

- Publisher's website.
- Publisher's e-pack.
- A traditional textbook. URL to table of contents: _____
- An e-book.
- Audio/visual learning objects available on the Internet.
- College/instructor produced audio/visual components.
- Commercially produced components via CD-ROM or DVD or similar media.
- Instructor's website, wiki, or blog.
- Proctored exams.
- Other: _____

Are all the online instructional materials that a student would need access to over the duration of the term incorporated into the course D2L shell and accessible to the dean? _____ Yes _____ No

If "no," please explain how the dean can access these materials:

Instructional Communication

The instructor utilizes the following communication tools to communicate with students:

- Course discussions
- Course announcements
- Course Dropbox feedback
- College email *
- Third party educational resources – located outside the course
URL if applicable: _____
 - If no URL is available provide examples of communications with students *
- Other * _____

* Please provide examples

1. What are your objectives for this class session? Do the day's/unit's/module's lesson objectives tie to a specific course outcome? If so which one?
2. Is this the introductory lesson, reinforcing lesson or concluding lesson for this session's objectives?
3. How will you assess whether you accomplished the objectives for this class session?
4. What else would you like the dean to know about the course prior to the teaching observation?

Syllabus Review

The syllabus is an expansion of the common course outline that includes details relevant to the instructor, course, semester offered and statements to comply with the Office of Civil Rights (OCR) standards. Per MSCF contract and

System Policy 3.22: Course Syllabus, the syllabus must be developed and disseminated during the first week of classes to all students registered in the course.

Suggested information items included in the course syllabus:

Yes	No	
___	___	Course prefix, number and title
___	___	Instructor contact information (name, email, phone, office location)
___	___	Course information (credits, prerequisites, co-requisites)
___	___	Course description
___	___	Student learning outcomes
___	___	Required materials
___	___	Grading/evaluation
___	___	Course policies and practices
___	___	Academic dishonesty statement
___	___	Statement of accommodations
___	___	Statement of diversity
___	___	Other items unique to course, content, instruction, etc.
___	___	Office hours listed
___	___	Consistent with the Common Course Outline

3.22 Course Syllabi

Part 1. Purpose. The course syllabus is prepared to provide students with information on the course content, course requirements, and course expectations.

Part 2. Definitions.

Subpart A. Course Outline. The course outline is the document approved by the college or university curriculum committee and shall include the course title, course description, prerequisites, total credits, lecture/lab breakdown, and student learning outcomes.

Subpart B. Course Syllabus. The course syllabus is a document that contains the elements of the corresponding course outline, standards for evaluation of student learning, and additional information which reflects the creative work of the faculty member.

Part 3. Dissemination to Students. Each college and university shall establish institutional procedures which assure that each student enrolled in a course shall be provided a course syllabus within a maximum of one week from the first course meeting. When courses are offered in a condensed format, the time frame for distribution of the syllabus shall be adjusted accordingly.

Part 4. Dissemination to College or University Administration. The faculty member shall, upon request, provide a copy of the current course syllabus to the college or university administration according to institutional procedures.