

# ACADEMIC DEANS' UNIT MEMBER EVALUATION FORMAT AND INFORMATION REQUIRED

Brooke Mailhiot	Instructor	August 6, 2020
Faculty Name	Title	Date

## A. Purpose

The purpose of this memorandum is to provide guidance and direction to the Academic Deans with respect to the format, including rating scale and narrative discussion that shall be required in their annual evaluation of performance of Unit members under their supervision.

## B. Format and Information Required

Academic Deans shall complete their Annual Performance Evaluation Report of Unit members in accordance with the format provided below, which specifies the areas that should be evaluated and discussed.

Use the following rating scale and provide a narrative discussion for each of the areas that are evaluated.

Rating: Rate the instructor on each standard in accordance with the following scale:

Proficient (Pro) = Instructor consistently demonstrates an impressive level of skill, knowledge or expertise in the implementation of this performance standard.

Meets Expectations (M) = Instructor generally meets the expectations in skill, knowledge or expertise in the implementation of this performance standard.

Questionable (Q) = Instructor generally demonstrates an uncertain or doubtful level of skill, knowledge or expertise in the implementation of this performance standard.

Unsatisfactory (U) = Instructor generally demonstrates an inadequate or insufficient level of skill, knowledge or expertise in the implementation of this performance standard.

**C. Subject Area & Information Required  
Evaluation Rating and Narrative Discussion**

1. **Teaching Effectiveness.** Include in this discussion an assessment of the instructor’s teaching effectiveness. Also include in your discussion evaluative comment concerning student evaluations, classroom observations and course level outcomes assessment planning. Support your discussion with appropriate evidence.

• **Evaluation Rating: PRO**

The evidence provided related to teaching effectiveness indicates that Prof. Mailhiot is an excellent instructor with particular strength in organization and student engagement and learning. This evidence is present in classroom observation reports, student evaluations, and Prof. Mailhiot’s self-assessment. Prof. Mailhiot has created an interactive, learning-centered environment where students are able to directly apply the principles she teaches and receive immediate and thorough feedback. Students are encouraged to be creative and connect with their assignments, and the excellent work they produce attests to the success of this approach.

2019 student evaluations (IOTA) were positive with the following average section scores

ETV-101-100	2019FA	4.78
SOC-207-170	2019FA	4.65
ETV-102-100	2019FA	4.99
ETV-105-100	2019FA	4.98
SOC-207-170	2019SP	4.11
ETV-105-100	2019SP	5
ETC-222-101	2019SP	5
ETV-101-100	2019SP	4.6
ETV-102-100	2019SP	4.65
<b>2019 Average:</b>		4.69

The student comments indicate a high level of satisfaction with course content and Prof. Mailhiot’s teaching. Students appreciate Prof. Mailhiot’s hands-on approach, her creativity, and her helpfulness and support of students. They also note that she is very knowledgeable about the subjects she teaches.

Some examples of common student comments include:

- “She is just a wonderful instructor”
- “I like the material this class covers and I learned so much with the assignments the professor has done.”
- “I find this course very interesting and enjoyable”
- “This class really gets you into a group connection while you making a documentary it really makes the process really enjoyable.”



- “I really enjoy the process of filming a video or in this case a documentary and I love learning news things in the process.”
- “I love this class because it taught me so many things I didn’t know about editing.”

2. **Curriculum Development, Review and Coordination.** Include in this discussion an assessment of the instructor’s activities and activities related to developing new curriculum and reviewing existing curriculum in his/her area. Support your discussion with appropriate evidence.

- **Evaluation Rating: PRO**

Professor Mailhiot’s strengths in curriculum development, review, and coordination include a flexibility and creativity while maintaining the integrity of student learning outcomes. She has created and maintains a program that is flexible and makes use of opportunities presented within the community, thus teaching students more than the specific film and media skills outlined the program. Her students’ productions win awards annually, which also attests to her excellence as a curriculum designer and program coordinator.

Prof. Mailhiot is diligent in keeping her curriculum and course materials up-to-date while keeping student costs at a minimum. As noted in her self-evaluation, she worked with the College Bookstore to incorporate specialized materials into Follet Discover to help students save money. She makes heavy use of College resources, such as Library materials and databases.

Finally, Brooke is an active member of the IAC.

As opportunities present themselves, I encourage Prof. Mailhiot to continue to be creative and innovative in her development and administration of curriculum in her program.

3. **Student Advisement and Support.** Include in this discussion an assessment of the instructor’s student advisement activities. Support your discussion with appropriate evidence.

- **Evaluation Rating: PRO**

Professor Mailhiot’s strengths in student advisement and support are most evident in her relationships with students within the education technology programs. She has a strong, personalized relationship with her students and uses her expertise to help them reach their educational and career goals. She also provides students with a variety of opportunities to showcase their talents and work, not only in her program, but in the arts in general.

The evidence that supports this includes advisement meetings with her students, as noted in her self-evaluation, as well as my own observation. Prof. Mailhiot frequently communicates with me about her students, processes their paperwork herself, and is able to recall each student's specific needs and circumstances when asked for information. Perhaps the strongest evidence of her dedication to her students is the numerous awards her students' projects have won due to her submitting to film festivals and contests.

I encourage Prof. Mailhiot to continue to showcase her students' extraordinary work within the RCBC community as well as world-wide, through events like screenings of their work and student testimonials for marketing purposes.

Also, indicate below the documented hours for eligible activities:

*On-campus registration, Off-campus registration, Telephone registration, Special events that include registration, Recruitment activities, Summer advisement/early enrollment activities. Academic advisement, other activities set forth by the Provost, other activities suggested by a faculty member and approved in advance by the immediate supervisor and the Provost.*

Please see Prof. Mailhiot's self-evaluation.

4. **Contributions to the College.** Include in this discussion an assessment of college service and/or contributions demonstrated by the instructor during Academic Year 2019-20. Support your discussion with appropriate evidence.

- **Evaluation Rating: PRO**

Professor Mailhiot has made several contributions to the College over the past year. In addition to the notoriety that accompanies the aforementioned award-winning program, she is active in marketing that program through participation in College outreach events, but in person and virtually.

The evidence that supports this evaluation includes her participation in events such as the RCBC Open Houses, virtual events hosted by RCBC, and visiting area high schools to promote her program.

I encourage continued participation in these events as they become available, and, where possible, inclusion of program students and graduates in the recruitment process.

5. **Contributions to the Profession, Professional Development and Scholarly Activity.** Include in this discussion an assessment of any documented contributions that the instructor has made to the profession.

- **Evaluation Rating: PRO**



Professor Mailhiot's contributions to the profession, professional development, and scholarly activities are multifarious.

The evidence that supports this evaluation includes that she actively pursues her own projects in the field, serves on a film festival committee, and is a member of an affinity group in her field. She is also enrolled in a doctoral program at Drexel University.

I encourage continued engagement in these activities and others as they become available. Additionally, funds permitting, I recommend attendance at a conference for film professionals or educators as part of her continued professional development.

6. **Community Service.** Include in this discussion an evaluation of the instructor's documented community service contributions and activities. Support your discussion with appropriate evidence.

- **Evaluation Rating: PRO**

Professor Mailhiot's strengths in community service are supported by her diverse interests. She is actively involved in the community in which she lives and Burlington County as a whole.

The evidence that supports this evaluation includes has incorporated community service into her course curriculum. She partners with an area non-profit organization every semester for her documentary film class, through this class and student exposure to the organization promotes the work they do. She also serves on a variety of committees in her community.

7. **Status Report on Academic Year 2019-2020 Objectives.** Include in your discussion an assessment of the instructor's success in accomplishing the objectives that were set for the AY 2019-2020. Support your discussion with appropriate evidence.

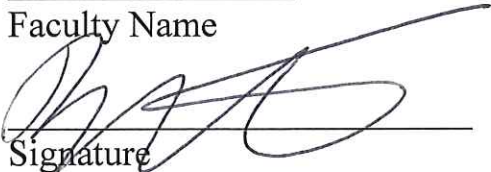
- **Evaluation Rating: ( Pro) (M) (Q) (U)**

After a review of the status report Professor Mailhiot's AY 2019-2020 objectives, it is evident that she completed the objectives completely within her control. Those that were not fully completed were due to outside circumstances, including, but not limited to responsiveness of potential collaborators and the closing of the campus in Spring 2020.

I hope that Prof. Mailhiot will continue to work on the uncompleted objectives and accomplish those within her power to do so.

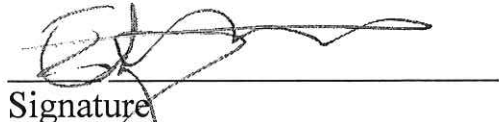
8. **Goals for Academic Year 2020-2021.** Set forth the goals and objectives that the instructor should plan to address in the forthcoming academic year. Include in this discussion an explanation of how these goals should be measured, and describe how these goals relate to institutional mission and priorities.


Prof. Mailhiot has set several reasonable, time-bound, and achievable objectives for herself for the next academic year. In concert with these goals, I suggest that she set one or two goals specifically focused on teaching and learning. For example, she may wish to incorporate new or different technology into her teaching, or she may wish to develop/expand virtual course offerings.

PROVOST MAILHIOT  
Faculty Name  
  
Signature

INSTRUCTOR  
Title  
9/15/20  
Date

[Empty rectangular box for additional comments or notes]

Elizabeth Nesius  
Associate Dean of Liberal Arts  
  
Signature

  
9/15/2020  
Date

cc: Provost file  
Personnel file

# Rowan College at Burlington County

<b>Instructor:</b>	Brooke Mailhiot
<b>Date:</b>	November 11, 2019
<b>Course: Name &amp; Section:</b>	Editing for the Media ETV 105-100
<b>Evaluator:</b>	Donna Vandergrift

## **Identification and Discussion of Areas of Professional Strength and Proficiency**

*(Instructor consistently demonstrates an impressive level of skill, knowledge or expertise in the observed areas stated below.)*

## **Identification and Discussion of Areas of Professional Meets Expectations**

*(Instructor generally demonstrates a satisfactory level of skill, knowledge or expertise in the observed areas stated below.)*

## **Identification and Discussion of Areas of Questionable Professional Adequacy**

*(Instructor generally demonstrates an uncertain or doubtful adequacy in level of skill, knowledge or expertise in the observed areas stated below.)*

## **Identification and Discussion of Areas of Unsatisfactory Professional Adequacy**

*(Instructor generally demonstrates an inadequate or insufficient level of adequacy in level of skill, knowledge or expertise in the observed areas stated below.)*

### **Areas of Observation**

**1. Planning and Preparation:**

**2. Classroom Management:**

**3. Focus on Student Learning (Engaging Pedagogy, Adapting Instruction & Assessment)**

**4. Delivering Instruction**



# Rowan College at Burlington County

## Observations and Comments


<p><b>Planning and Preparation:</b></p> <p style="text-align: center;"><u>  X  </u> <u>  Pro  </u> <u>  ME  </u> <u>  Q  </u> <u>  U  </u></p>	
<p>Class was well-planned. Prof. Mailhiot uses Blackboard to organize both in-class and out-of-class activities. Class began with a verbal review of the day's planned activities. This class is skills-based and hands on, so students do the bulk of the "work" during the class period.</p> <p>Prof. Mailhiot did a good job of balancing lecture/explanation with hands-on learning, making optimal use of the class time. For example, she began by having students download 4 video clips, and while they downloaded she explained the editing process they would apply to the clips and showed examples.</p>	
<p><b>Classroom Management:</b></p> <p style="text-align: center;"><u>  X  </u> <u>  Pro  </u> <u>  ME  </u> <u>  Q  </u> <u>  U  </u></p>	
<p>Prof. Mailhiot has an excellent rapport with her students. She has created a fun, enjoyable learning environment where her students feel comfortable and remain engaged. An activity-based class like this one can lend itself to extraneous talking or distractions. However, Prof. Mailhiot was able to engage her students and redirecting their energy when needed. It is clear that her students like and respect her both as a professor and as a professional in the field.</p>	
<p><b>Focus on Student Learning:(Engaging Pedagogy, Adapting Instruction &amp; Assessment)</b></p> <p style="text-align: center;"><u>  X  </u> <u>  Pro  </u> <u>  ME  </u> <u>  Q  </u> <u>  U  </u></p>	
<p>Step-by-step instructions. Pauses at key points in the project setup to allow students to catch up and ask questions.</p> <p>This is a skills class, learning-centered, with hands-on activities. Makes good use of media to provide examples of what students could/should produce. I like that she uses examples of student work; it gives students an example of not only the type but also the quality of work expected of them for the course.</p> <p>Student assessments were both informal and formal. Informally, Prof. Mailhiot asked students to talk her through processes that she was demonstrating for video editing assignment. It was a good way of checking their memory of how to use the software. The more formal assessment was the actual video that they would produce. All students had the same 4 clips that they were to put together to create a music video.</p>	<p>?Is there a rubric for how the video will be evaluated? Is that in Bb? Is it the same for all videos, or is this one different because it's multi-camera?</p> <p>How formal is this assessment? How much of their grade is it worth?</p> <p>Maybe they're going to go through the entire editing process together?</p>



# Rowan College at Burlington County

<b>Delivery of Instruction:</b> <input checked="" type="checkbox"/> <b>Pro</b> <input type="checkbox"/> <b>ME</b> <input type="checkbox"/> <b>Q</b> <input type="checkbox"/> <b>U</b>	
Supplements the skills lesson with examples from her own professional experience. Establishes herself as an expert who still works in the field. Gives credibility.	

## Instructor's Comments:



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Assoc. Dean of Liberal Arts

Date



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Signature of Instructor

Date