Supervisor
Meets Expectations
Joyce adapted her courses and learned/utilized new instructional technology to ensure successful teaching during pandemic environment. She was committed to delivering sychronous (live) class meetings, maintaining virtual office hours for students, and being accessible and responsive to student questions and needs. Joyce stepped up to teach a cross-listed MAT 203/204 course, able to take on overload to meet student needs at the campus and across CMC for math.
Meets Expectations
As was the case for many faculty, service to the campus and community was impacted by the pandemic, need for remote teaching, limited access and activity on campus, etc. On a discipline level, Joyce is highly engaged and active with her math department colleagues. During summer 2020, she completed an extensive project related to co-requisite math course development for MAT 120 Math for Liberal Arts. She was also involved in a statewide committee related to co-requisite courses and HB-1206 related impacts to math programming and instruction at CMC.
Meets Expectations
Thank you for being adaptable and resilient in your efforts to teach under challenging circumstances of the pandemic. We appreciate the significant time and energy you invested to transition your courses, lectures, assessments, etc. to a remote/virtual teaching and learning environment. As we emerge from the pandemic, continue to remain engaged with your discipline/department colleagues, and seek out ways to reengage with service to campus, students, and Steamboat community when appropriate.
Dave Gifford, Dean of STEM; John Lawrence, Assistant Dean of Instruction
3/19/2021

Faculty
Meets Expectations
I worked hard to adjust to remote teaching. There were many challenges along the way, but I feel it was mostly successful. I did receice some feedback from some students that they appreciated the effort I made to give live lectures as opposed to simple online learning. My biggest challenge has been a decrease in student engagement with this new format. My goal is to find ways to increase student engagement and participation in the future if I continue in this modality.
Meets Expectations
I worked on this co-requisite project extensively. I wrote a texgbook for the course that was 149 pages. I am involved in the statewide planning. I also sit on the Steamboat DEI committee.
Joyce Treulieb

Joyce Treulieb

MAT 202 observation

12/1, 3:10-5:00

12 students present

-started class with announcements, upcoming Desmos project, final exam; provided students opportunity to ask questions

-recorded lecture via WebEx, used virtual whiteboard

-11.10 Taylor and Maclaurin Series; culminating and hardest section of the chapter, also most useful

-started with "Recall" of last class; Power Series Representations for Rational Functions

-convergence and sum of power series; extending power series to other functions

-Taylor and Maclaurin series, brief discussion of history and relationship

-proceeded with derivation: "Let f be any function represented by a power series"

-audio volume was a bit spotty, moving in and out; potential for campus IT to provide enhanced set up for SP21?

-f(x) = c0 + c1(x-a) + c2(a-a)^2+ c3(x-a)^3 + ... + cN(x-a)^n; abs(x-a) greater than R; x = a : f(a) = C0

-"so far so good?"; intentionally checking for student questions

-walked through f'(a) and f''(x); f"(a) and f'"(x) in an effort to identify a pattern

-"does everybody see this pattern?" f^(n)(a) = n!Csubn; rearranged to solve for c sub n

-Theorem: Power Series representation at a

-suggestion: consider ways to more collectively check for understanding among students (e.g., virtual hand raise, quick polls, brief video check, etc.)

-starting with basic examples to assist student understanding of process

-formula for Maclaurin Series, followed by example: Find Maclaurin Series for f(x) = e^x

-making table

-"(cool thing: e = summation n = 0 to infinity 1/n!)"

-radius of convergence: Ratio Test lim n to infinity; abs(a n+1/an) (lost pace typing math syntax)

-Taylor Series inequality; long proof, students encouraged to visit office hours if interested

-"Does anybody need me to scroll backwards before we move on to another example?"

-next example: f(x) = sin(x); followed by table taken to 5^{th} derivative

-Do students have access to lecture note examples before class? May assist with focus while scrolling on page...

-suggestion: applications were briefly mentioned at the start of class; consider leading with a "real-world" use of concept to engage students and provide relevance

-"These are the easiest ones, the other ones get harder. What do you think?"

-if there's an opportunity to have your video on, helpful way to increase student engagement and tracking of instruction

-question: do students use the chat feature? If not, consider encouraging use of chat for students who are uncomfortable speaking up in class

-next example f(x) = cos(x)

-emphasized importance of pattern recognition

-consider spelling out overarching goal(s)/objective(s) for a day's material (e.g., what are we doing and why it matters)

-4:08p, provided students practice problem f(x) = xe^x; x = 0; 12-minute break until 4:20, paused the lecture recording

-class resumed promptly at 4:20p; discussion of Maclaurin Series

-next example: f(x) = cos(x), a = pi/2 (not centered at 0)

-Do you have a sense of student engagement up and down the participant list? It seems many students are not speaking up or actively engaging (I could be off on this observation)

-Have you experimented with breakout rooms to solve example problems in small groups?

-link between Binomial Series and Physics majors; Fourier Analysis

-f(x) = (1+k)^k; 1^{st}-3^{rd} derivatives ... to f^(n)

-general version of Maclaurin Series

-example: Find the power series for cube root(8+x)

-acknowledged difficulty and amount of material, especially in WebEx format

-converted to rational exponent and wrote in summation format

-what strategies do you use (in class or beyond) to check for understanding among students?

-next example: f(x) = x^2ln(1+x^3)

-practice problem: binomial 4^{th} root(1-x)

-ended class with announcements; two days of review and final exam

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Faculty Name: Joyce Treulieb

Academic Year: 2020-2021

Campus(es): Steamboat

Dean: Dave Gifford

Discipline(s): Math

ADI(s): John Lawrence

Faculty Annual Review and Evaluation (FARE)

(Dave's notes in GREEN throughout for guidance/clarity specific to STEM faculty)

This Rating is the final rating for the year to be completed at the end of the contractual year. By typing your name in your chosen signature space, you are certifying this as your official signature and your summary evaluation rating.

Rating Scale

The following is the broad rating scale for the terms in the rubric.

Exceeds would mean that you *consistently went well above and beyond* the plan of the document and your contractual expectations, that you *did significantly more than what your job expectations* are, and *created results that added significant, measurable and observable value* to students, CMC, a particular campus, the discipline **and** the school team.

Meets expectations would mean you successfully fulfilled your job expectations for a full-time faculty member and consistently delivered/completed goals across teaching and service. You added value to the student experience, college, campus, discipline, and School within the range of expectations for your campus, discipline and the School.

Needs Improvement would mean there are some things that are not up to par for the expectations of your job and could use some tuning up.

Intervention Needed would be for situations where it is evident that the expectations of the job were not met, even with supports available and that specific, planned involvement with other resources is necessary.

Overall Rating: Please write in the comment box rationale for rating; then sign and date.
(To be completed in advance of March/April check-in; discussed in March-April 2021.)

Overall summary for ALL areas for the whole year	
Faculty select your rating: Choose an item.	Supervisor select your rating: Choose an item.
Comment: Click or tap here to enter text.	Comment: Click or tap here to enter text.
Faculty Signature Date	Supervisor Signature Date Supervisor Signature Date

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Instructions for Three Sections

Part 1: Faculty Workload Form - Completed prior to the start of the Academic Year

(Started with informal review in September-October, will be discussed/revisited as needed throughout the academic year.) ☐Page 3

- **Objective:** This form documents the initial and then final course load and reassignment time over a faculty member's contractual period.
- **Timeframe:** Drafted prior to the start of the contractual obligation and completed on an annual basis upon fulfillment of a faculty member's contractual obligation.

Part 2: Instructional and Service Goals

(To be completed for discussion at November-December check-in. Three [3] goals/projects required for AY2020-2021.) ☐Page 5

- **Objective:** This section documents the initial plans and final accomplishments for the year and to document aspirations for the upcoming year.
- **Timeframe:** Drafted prior to the start of the contractual obligation and completed on an annual basis upon fulfillment of a faculty member's contractual obligation.

Part 3: Faculty Observation and Self-Review

(To be completed at some point ahead of March-April check-in for discussion/debrief. Self-review process is emphasized this cycle, especially given modified/atypical course delivery in current academic year. Observation may either occur synchronously via WebEx/Zoom, or asynchronously via review of recorded lecture(s) and/or course shell(s). Where possible, I encourage peer discipline faculty observation and feedback, for mutual learning and reflection.)

☐Page 6

- **Objective:** Faculty member and supervisor engage in a dialog via seven principles for effective teaching. Observation is conducted either by a supervisor or agreed upon third party (e.g., colleague, mentor, ADI). Both parties submit response and scoring on this form. Supervisor documents observation details on this form and faculty use this to list their instructional and/or pedagogical goals.
- **Timeframe:** This form coincides with classroom observations with respect to particular faculty rank.

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Part 1: Faculty Workload Form

Colorado Mountain College believes that effective, productive faculty members are involved in academic matters associated with the profession that extend well beyond the classroom. Teaching and Learning is the primary component involving 80% of Full Time Faculty workload and Service is 20%. Responsibilities of service to students, discipline, college, and community accompany the work of teaching and learning, and comprise an important aspect of the full-time faculty role. The Teaching and Learning/Service percentages may vary from year to year due to faculty workload changes and goals. Teaching and Learning cannot go below 60%.
This form serves as a living document that allows faculty and supervisor to document the dynamic nature of both Teaching and Learning and Service activities conducted over the academic year.

Confirmation of Expectations – Faculty - Please sign this at the beginning of the contractual year.
(Please review and sign upon receipt)
As Full Time Faculty at Colorado Mountain College, I am familiar with and will adhere to Chapter 1 of the CMC Curriculum and Instruction Manual: Curriculum and Instruction Manual , and Board of Trustees Policy 4.12 Full-Time Faculty Load. By typing my name and the date below, I certify that all the above information is correct to the best of my knowledge.

_____
Signature Date

Teaching and Learning (80%)

List the courses that are planned for the upcoming contractual year. At the end of each semester, put a Y in the completed column if appropriate or a N for not completed. If the course was not completed add a note (e.g., did not make rule of 8, changed to different course). If you changed to a different course add it at the bottom of the grid.

Proposed Courses	Term	Credit Hours	Completed	Notes
MAT 120	FA20	4	Yes X No ☐	
MAT 121	FA20	4	Yes X No ☐	
MAT 125	FA20	4	Yes X No ☐	
MAT 202	FA20	5	Yes X No ☐	
MAT 120	SP21	4	Yes ☐ No ☐	Flex
MAT 135	SP21	3	Yes ☐ No ☐	Flex
MAT 125	SP21	4	Yes ☐ No ☐	Flex
MAT 203/204	SP21	5	Yes ☐ No ☐	Flex
			Yes ☐ No ☐	
MAT 203/204	FA21	5	Yes ☐ No ☐	DS section (college wide)
MAT 120	FA21			
MAT 121	FA21			
MAT 125	FA21			
MAT 202	FA21			

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MAT 120	SP22			
MAT 125	SP22			
MAT 203/204	SP22			

List the amount of time you have approved reassignment time and the reason/role.
(Enter "N/A" if not in a Department/Program role receiving reassignment; "Total Credits" to be discussed as needed throughout the academic year; confirmed at March-April check-in.)

Re-assignment time & Role: N/A Click or tap here to enter text.	**Total Credit Hours (add teaching load from above and reassignment time):** 33 anticipated
Assessment of ILO and SLO is a required component of the teaching for CMC courses.	
Identify what discipline goal(s) **(i.e., CSLO/PLSO/ISLO)** you and your discipline will be assessing this year and in which courses. **(To be discussed at November-December check-in. Consult your Department/Program Chair or me as needed for guidance.)** -MAT 120/121; assessment link to linear regression At the end of the year, document which student learning outcome you assessed and what were your results? What will be done differently based on these results? **(To be discussed at March-April check-in.)** Click or tap here to enter text.	

Service (20%)

Identify in this section what service plans you have for the year. At the end of the contractual year, identify what service goals were completed and the outcomes of those goals using the definitions of service. Definition of Service

(Please complete "Planned" column for discussion at November-December check-in; bullet points are acceptable. Document and complete "Accomplished and Impact" column for review/discussion at March-April check-in.)

	Planned	Accomplished and Impact
Service to Students that enhances the student's experience and success, retention and completion:	-faculty advisor for Climbing Club; unable to meet due to COVID-19	Click or tap here to enter text.
Service to Discipline/Professional Development that elevates the quality of the discipline/school:	-presented on Canvas quizzes to Math Department meeting -developed co-requisite support course for MAT 120 -considering virtual PD opportunities for '20-21	Click or tap here to enter text.
Service to College and Community that elevates the quality and reputation of the college, and engage the community and align with the mission and vision of the	-volunteer with YVAP; assisted with putting on a karaoke night, TBD for '20-21 -statewide committee related	Click or tap here to enter text.

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college:	to co-requisite courses	

Service Rating: Identify the level of completion by describing how the level was met; then sign and date. **(Please complete in advance of March-April check-in)**

Rating of performance in Service for the Year	
Faculty select your rating: Choose an item.	Supervisor select your rating: Choose an item.
Comment/needs/ideas for the next year: Click or tap here to enter text.	Comment/needs/ideas for the next year: Click or tap here to enter text.
Faculty Signature Date	Supervisor Signature Date Supervisor Signature Date

Part 2: Instructional and Service Goals

Guidelines:

- Please fill out this form with your school dean at the beginning and end of the academic year.
- List three – five concrete **(please limit to top 3 goals/projects for AY2020-2021)**, measurable, and achievable goals that include at least one goal from both instruction and service.
- Consider choosing one or more items from the IDEA results and target goals that address student feedback.
- State whether you will need support from the college and/or your supervisor(s) and provide a description of support requested.
- At the end of the academic year, state how you achieved this goal or why the goal was not met. Identify if you want to continue this goal to the next year and why.

Goal #1
x Instructional ☐ Service ☐ From Course Survey result
Description: Continue working to develop Flex/online course delivery (lectures, office hours, etc.)
Need support from the college? ☐Yes x No
If yes, give a description of your needs:
Goal was met? ☐Yes ☐No Do you want to continue this goal for the next year? ☐Yes ☐No If yes, please tell why in the explanation below.
Explanation of how goal was met and its impact, if the goal was not met and why. If you want to continue the goal explain why: Students know Joyce is there for them; time for additional questions after class.
Goal #2
xInstructional ☐ Service ☐ From Course Survey result
Description: Explore open source options to supplement student learning via projects, application of course material, etc.
Need support from the college? ☐Yes x No

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If yes, give a description of your needs:
Goal was met? ☐Yes ☐No Do you want to continue this goal for the next year? ☐Yes ☐No If yes, please tell why in the explanation below.
Explanation of how goal was met and its impact, if the goal was not met and why. If you want to continue the goal explain why: MAT 203/204 SP21 section: Engineering Mathematics textbook pages to enrich/supplement material; Fourier Analysis
Goal #3
☐Instructional ☐ Service x From Course Survey result
Description: TBD January-February 2021 following receipt of FA20 course student feedback/survey results
Need support from the college? ☐Yes x No
If yes, give a description of your needs:
Goal was met? ☐Yes ☐No Do you want to continue this goal for the next year? ☐Yes ☐No If yes, please tell why in the explanation below.
Explanation of how goal was met and its impact, if the goal was not met and why. If you want to continue the goal explain why: Students appreciate the amount of extra effort and real-time instruction used in Flex format.

Goals Rating: Identify the level of completion, then sign and date.

(This rating section can be skipped, as goal progress/accomplishment is noted in fields above)

Rating of Accomplishments for Goals	
Faculty select your rating: Choose an item.	Supervisor select your rating: Choose an item.
Comment/needs/ideas for the next year: Click or tap here to enter text.	Comment/needs/ideas for the next year: Click or tap here to enter text.
Faculty Signature Date	Supervisor Signature Date Supervisor Signature Date

Part 3: Observation of Teaching and Learning

With your Dean, identify who, when and what teaching will be observed for the year. The observation form provides guidance in the major principles of effective teaching and learning. The 7 principles are research based and should guide the instructor in design, implementation and assessment of the learning experience.

(Using the "Faculty Observation Form" [link below], please complete the Self-Review ["Instructor" column] to discuss at March-April check-in. Be thorough in your Self-Review, but do not feel obligated to complete all boxes [i.e., evidence, strengths, areas for improvement, challenges or barriers] for each of the seven principles)

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Use this form for the observation: Faculty Observation form

Who will observe you this year? Name:

When do you plan to be observed? Date:

What discipline and general lesson topic will be observed?