MEMORANDUM OF UNDERSTANDING
BETWEEN
SOUTHWESTERN COMMUNITY COLLEGE DISTRICT
AND
SOUTHWESTERN COLLEGE EDUCATION ASSOCIATION
MAY 22, 2020

The following language reflects mutual agreement to changes to the narrative portion of *The Tenure Review & Faculty Evaluation Manual* as referenced in Article VI of the SCEA Collective Bargaining Agreement. It is effective fall 2020 and shall be added to the collective bargaining agreement at the conclusion of current negotiations. The parties agree to negotiate related adjustments in the evaluation forms during the remainder of the current negotiations cycle.

For the College District: **For SCEA:**

Rose DelGaudio,   Candice Taffolla-Schreiber,
Executive Assistant Superintendent/   Faculty Bargaining Lead
Vice President, Human Resources

Tenure Review

&

Faculty Evaluation

Manual

An agreement between
the Southwestern Community College District (SCCD)
and
the Southwestern College Education Association
(SCEA)

TABLE OF CONTENTS

EVALUATION FORMS FOR PART-TIME FACULTY:

<u>Tenure Review Philosophy</u>

The period during which prospective members of the Southwestern College faculty are reviewed for tenure or reappointment is best understood as a continuation of the search and selection processes. The recommendation made to the Governing Board to grant tenure is more important than the initial decision to hire.

When tenure is granted, the faculty member becomes a permanent part of our community and, as such, gains special privileges and special obligations. The review period becomes a crucial interval within which we create the future of our college, we expand its vision of the future, and we enhance the quality of the educational opportunity provided to our diverse student body.

Southwestern College's approach to the tenure review period is based on the premise that the tenure/appointment recommendation is best formed by a partnership of faculty and administrative colleagues, and students through the student evaluation process.

It is intended that the tenure review process be comprehensive, fair, and humane.

It is acknowledged that it is a rigorous process. At its conclusion, a decision will be made that is designed to strengthen and support instruction and the academic integrity of the College's programs.

Introduction to Tenure Review Policy

The Tenure Review Guidelines were collaboratively developed and subsequently revised by representatives of the Academic Senate, the Southwestern College Education Association (SCEA), and the Administration. The guidelines currently include:

- Tenure Review Process Policy Statement (below;)
- Criteria for Evaluating Instructional and Non-Instructional Faculty;
- Agreement between the District and SCEA;
- Suggested Timelines;
- Tenure Code of Ethics;
- Evaluation Procedures of Tenured Instructional and Non-Instructional Faculty;
- Evaluation Procedures of Part-Time Instructional and Non-Instructional Faculty.

TENURE REVIEW PROCESS POLICY STATEMENT

It is the Governing Board policy that all academic staff members be evaluated in accordance with Education Code provisions and Title 5 regulations and the negotiated agreement between the District and SCEA These guidelines have been developed to implement tenure review and to provide a framework within which Tenure Review Committees can perform the critical task of evaluating a candidate for permanent status on our faculty. In working with these guidelines:

1. The timelines, developed annually by the Tenure Review Coordinator, are intended to guide the Tenure Review Committee in completing its tasks. Committees may decide to complete the various steps of the process somewhat earlier than the timelines provide, and special circumstances may necessitate a later schedule. However, any changes that necessitate a later schedule require prior approval from the Tenure Review Coordinator. The timelines established in the guidelines are an effort to allow committee members to visit the candidate, identify areas that may need improvement, schedule further visits if necessary, meet to prepare their summary evaluation, and present their report to the responsible Assistant Superintendent/Vice President and the Superintendent/President in time to forward the recommendation to the Governing Board for approval at its March Governing Board meeting.

   The timelines are important to the overall process, but they are intended neither to be barriers for candidates or committee members nor technicalities by which the entire process can be invalidated. Non-prejudicial procedural errors shall not serve to invalidate the recommendation of the committee or the Superintendent/President or the action of the Governing Board.

   Timelines suggested in the guidelines apply to all members of the Tenure Review Committee except the Assistant Superintendent/Vice President, Academic Affairs and the Assistant Superintendent/Vice President, Student Affairs due to the number of Tenure Review Committees upon which these persons serve.   The responsible Assistant Superintendent/Vice President may choose to meet with a committee.

The Tenure Review Chair is responsible for preparing a suggested schedule of committee meetings and a required list of activities and/or observations, with a copy to the probationary faculty member as well as to the committee members, Assistant Superintendent/Vice President, Academic Affairs or Assistant Superintendent/Vice President, Student Affairs and Assistant Superintendent/Vice President, Human Resources, and the Tenure Review Coordinator. All essential activities must be carried out within the semester/period of evaluation.

2. The Contract between the District and the SCEA includes a Grievance Process which is designed to address any violation of this evaluation agreement. Every effort should be made to resolve issues within the committee or between the committee Chair, the Tenure Review Coordinator, and the responsible Assistant Superintendent/Vice President prior to invoking the Grievance Procedure.

3. If the committee recommends a Needs Improvement, the Chair informs the Tenure Review Coordinator, who in turn informs the responsible Assistant Superintendent/Vice President and the Superintendent/President, of the candidate's performance immediately after Tenure Review Committee Meeting #3. An improvement plan is a recommendation sent forward by the Tenure Review Committee, signed by the committee members, the candidate, a representative of SCEA, the Tenure Review Coordinator, and the responsible Assistant Superintendent/Vice President. Any recommendations for improvement are subject to appeal by the candidate and/or SCEA. The committee will update the candidate and the Tenure Review Coordinator, who will then update the responsible Assistant Superintendent/Vice President and the Superintendent/President, on the candidate's subsequent progress in accordance with the Needs Improvement Plan.

4. If the committee recommends an unsatisfactory evaluation, the Chair informs the Tenure Review Coordinator, who in turn informs the responsible Assistant Superintendent/ Vice President and Superintendent/President immediately after Tenure Review Committee #3.

5. After the committee makes its recommendation, the candidate's tenure review packet goes forward to the responsible Assistant Superintendent/Vice President, who concurs or does not concur with the committee's recommendation, and then on to the Superintendent/President for the last recommendation before the Governing Board makes the final decision regarding the candidate's employment status.

   If the Assistant Superintendent/Vice President and/or Superintendent/President does not concur with the committee's recommendation, they can choose to either 1) meet with or communicate in writing with the committee to see if an agreement can be reached, or 2) make their own recommendation separate from the committee's. If a Needs Improvement is recommended, the Assistant Superintendent/Vice President and/or Superintendent President will develop a Needs Improvement Plan, which will be reviewed and signed by the candidate and SCEA and shared with the committee for their consideration in the subsequent evaluation cycle.

6. Throughout this process, SCEA will be available for consultation at the request of the candidate, the Tenure Review Committee, or the Tenure Review Coordinator. SCEA shall be able to make recommendations for Needs Improvement Plans issued to Tenure Review Candidates, and SCEA representatives can approach Tenure Review Committees and request meetings to discuss said plans and other aspects of the Tenure Review Process.

7. The evaluation by individual committee members shall be based upon the committee's classroom or activity evaluations, student evaluations, commitment to diversity and inclusiveness, collegiality, discussions with the candidate, review of written material, or other first-hand information known or observed by committee members.

   The recommendation of the committee should be based on the observations of the individual committee members and evaluation of the candidate's overall performance with regard to his/her additional responsibilities, including his/her participation in the life of the professional community as outlined in the Criteria for Evaluating Instructional and Non-Instructional Faculty.

8. The Chair for the Tenure Review Committee shall be elected by the committee. This assignment, however, brings with it certain responsibilities that can place a faculty member in a very difficult position. Providing advice and input on Tenure Review Committees is an important faculty role while the ultimate hiring and firing recommendation belongs to the duly constituted legal agents of the Board.

9. The Tenure Review Office is available for orientation, training, information, and support to all Tenure Review Candidates, committee members, office staff, and administrators. The Tenure Review Coordinator is considered a non-voting, confidential member of each Tenure Review Committee and is available for advice, support, or questions by any member at any time.

10. The Professional Development Office is available as a training and support center for faculty. It offers workshops on such things as teaching and counseling strategies with related activities that could assist faculty and supplement the orientation and evaluation program. Programs are coordinated with the Tenure Review Timeline but are also offered throughout the academic year.

Criteria for Evaluating Instructional & Non Instructional Faculty

As outlined in the introductory statement of the Tenure Review Guidelines, Southwestern College's objective is to fill its faculty positions with extraordinary people of uncommon ability, energy, enthusiasm and commitment. We wish to employ faculty who bring to their department, division and campus a breadth and depth of knowledge; pedagogical effectiveness; demonstrated commitment to diversity, equity, inclusion; the ability to work collegially with others; and life experiences that will enrich their disciplines and stimulate learning. Faculty recommended for tenure, therefore, must reflect, in the performance of their faculty duties and their interaction with students and colleagues, this standard of excellence.

It is intended that the evaluation process be comprehensive, fair, and humane. At the District's discretion, all aspects of the faculty members assignments such as instructional, non-instructional, and overload assignments may be evaluated. When overload is being evaluated as part of a comprehensive evaluation, proportional weight shall be placed on the primary duties of the unit member's assignment when completing the summary evaluation.

The following criteria are intended to delineate common areas of performance to be evaluated during the tenure review process. The list is not all inclusive and is not intended to eliminate from consideration additional standards of performance common to the profession.

1. Excellent performance in classroom teaching, non-instructional activities, or in carrying out primary responsibilities specifically listed in the employment job description including, but not limited to the following professional competencies:

    a) **Knowledge:** Exhibit and maintain currency and depth of knowledge of teaching field or non-instructional areas;

    b) **Communication**:   Ability to manage interactions to provide effective, respectful written and oral communication with all parties;

    c) **Pedagogy:**   Use of teaching methods and materials challenging to the student and appropriate to the subject matter, responsive to the needs of the students, and consistent with discipline practices; this is not intended to discourage within discipline a variety of successful pedagogical approaches to learning;

    d) **Organizational Skills:** Ability to engage effective organizational skills in the classroom or worksite; and

    e) **Accountability:**   Fulfills official college requirements as well as discipline/division agreements.

2. Respect for students' rights and needs and demonstration of sensitivity to and understanding of the diverse academic, social, economic, cultural, disability and ethnic backgrounds of community college students:

   a) Patience, fairness, and promptness in the evaluation and discussion of student work;

   b) Sensitivity and responsiveness to the needs of individual students and their special circumstances, when appropriate;

   c) Maintenance of contractual obligation to regular and timely office hours;

   d) Sensitivity to the diverse ways students learn;

   e) Familiarity with specific cultural factors which affect the learning process in the specific area of assignment;

   f) Careful attention to the diverse educational backgrounds of all students;

   g) Involvement in examining retention indices for diverse student populations in classes and student service programs; and

   h) Sensitivity to the role of cultural factors in education.

3. Collegiality and Respect for colleagues and the teaching profession by:

   a) Acknowledging and defending the free inquiry of their associates in the exchange of criticism and ideas;

   b) Recognizing the opinions of others;

   c) Acknowledging academic debts (credit works to avoid plagiarism);

   d) Striving to be objective in their professional judgement of colleagues;

   e) Acting in accordance with the ethics of the profession and with a sense of personal integrity; and

   f) Working in a spirit of cooperation to develop and maintain a collegial atmosphere among faculty, administrators, and staff.

The following standards are illustrative examples of performance expected of permanent instructional and non-instructional faculty; not all areas need to be addressed. Probationary faculty, after their first probationary year, are expected to show increasing participation in such professional growth and college governance activities.

4. Continued professional growth demonstrated by:

   a) Increasing participation in self-initiated professional activities such as coursework, attendance at workshops, seminars, professional meetings;

   b) Participation in development of new curriculum/programs/services, conference presentation, artistic exhibits, classroom research or other assignment-related research, publications, and community involvement specifically to academic area; and

c) Other appropriate activities.

5. Active participation in collegial governance and campus life by:

   a) Active participation in college committees, discipline work groups and task forces;

   b) Service in student activities organizations, clubs, and student leadership seminars; and

   c) Service on faculty organizations.

Evaluation Procedures for Probationary/Contract
Instructional and Non-Instructional Employees
for Reappointment and Tenure

1. The purpose of the probationary period is to give the probationary faculty member who is a candidate for tenure the opportunity to demonstrate to the Governing Board that he/she meets the standards for reappointment and/or tenure by the District. The candidate, under evaluation, demonstrates his or her qualifications through a rigorous process of evaluation during which a review of the candidate's performance is conducted and a recommendation is made to the Governing Board, who makes the final decision on whether to reappoint and/or grant tenure to the candidate. This Article describes the process by which the recommendation is formulated, the criteria upon which the recommendation is made, and the avenues of appeal available to the candidate.

2. A copy of the official evaluation process and tenure review procedures for probationary (contract) academic employees will be given by request to each employee upon his/her employment in the District and an electronic form shall made available on the campus website.

3. For tenure review purposes, email should be used at a minimum and then only to arrange meetings and other types of "housekeeping" measures. Email should never be used in lieu of a face-to-face meeting or to discuss a candidate's tenure review status, evaluations, classroom or activity observations, nor the committee members' opinion of the candidate.

4. During the four-year tenure review process, Tenure Review Candidates will be limited to teaching up to 50% of their contract teaching load online. The other 50% shall be face-to-face courses so as to allow for a balanced and equitable evaluation with other tenure review faculty.

Tenure Review Committee Composition:

5. A Tenure Review Committee shall be formed for each probationary (contract) faculty member and shall be composed of one administrator and three tenured faculty members as outlined below:

   a) The administrator shall be the responsible Assistant Superintendent/Vice President, the Dean, or Director.

   b) Two tenured faculty members (both from the candidate's discipline or department where possible, one from the School/Center if necessary) shall be nominated by the appropriate Dean in consultation with the Director, the Department Chair, and department faculty. The Dean/Director informs the faculty member of this nomination for the person's consideration.

c) A third tenured faculty member will be appointed from another School/Center by the Academic Senate President as an At-Large member.

d) All committee members shall have received a District-sponsored in-service training session specifically designed for Tenure Review Committee members before beginning their evaluation duties in the first year of tenure review. The Tenure Review Office will keep a record of all faculty and administrators who have completed the mandatory training. Each member of the Tenure Review Committee must sign a District-Approved Confidentiality Statement prior to beginning the tenure review process.

6. All four members shall be responsible for the full four years of the evaluation process barring unforeseen circumstances. If a member must be replaced, the Tenure Review Committee will decide at the outset if the replacement will be for the remainder of the tenure process or temporary.

Responsibilities of the Parties:

7. The administrator shall be responsible for calling initial meetings, coordinating activities of the committee, representing the committee to the Tenure Review Coordinator, and other official designated duties and shall ensure that all committee members have been trained in tenure review procedures prior to beginning the committee work according to contract language.

8. Each year, the Tenure Review Candidate shall prepare one Tenure Review Portfolio for their committee, which will be shared between committee members. It will be presented in a three-ring binder with dividers that include the following sections:
   ▪ An updated Curriculum Vita (CV)
   ▪ A Faculty Self-Evaluation Statement
   ▪ A course syllabus and sample materials for each course being taught
   ▪ Any other materials deemed relevant by the Tenure Review Candidate

   The Portfolio shall serve as the resource from which the committee will be able draft the Summary Evaluation. After reviewing the Summary Evaluation with the candidate at the end of the semester, the portfolio shall be returned to the candidate as soon as possible.

9. The Peer Member and the Member-At-Large will serve as mentors for the Tenure Review Candidate. They will evaluate the candidate within the timelines and will review the evaluation with the candidate.

10. The tenure review Chair shall be responsible for the construction of a suggested schedule of meetings, activities, and observations and for inviting the Tenure Review Coordinator to the first two mandatory meetings of the committee. A copy of this schedule shall be provided to the probationary faculty member and to the committee members, Assistant Superintendent/Vice President, Academic Affairs or Assistant Superintendent/Vice President, Student Affairs, and the Tenure Review Coordinator. Upon completion of the tenure review process for the year, the committee Chair, who will ensure that all forms are properly filled out and printed, will provide a copy of all evaluation documents with signatures for the candidate and then forward the completed packet of forms to their School/Center administrative secretary who will work with the Tenure Review Coordinator to transfer the materials to the office of the responsible Assistant Superintendent/Vice President, who will then review the packet and forward it to the Office of the Superintendent/President along with his/her recommendation.

11. The Superintendent/President shall review the materials and write a recommendation letter to the Governing Board. The Superintendent/President will then forward the original recommendation letter to Human Resources for distribution to the candidate, the committee, the responsible Assistant Superintendent/Vice President, and the Tenure Review Office. The Superintendent/President will also forward the completed packet to Human Resources. All original tenure review documents shall be housed in Human Resources.

    Meeting notes and copies of relevant documents are kept under lock and key at the Tenure Review Coordinator's office for the duration of the four-year tenure review process, after which all copies shall be sent to Human Resources.

12. The Tenure Review Coordinator (TRC) will serve as a resource to all tenure review candidates and to all committee members throughout the course of the tenure review process. The TRC may also participate as a non-voting member at all mandatory meetings. The TRC will attempt to mediate minor difficulties as they arise and may suggest a course of action to the Tenure Review Candidate and/or consult with the responsible Assistant Superintendent/Vice President and/or official SCEA representative.

Tenure Review Process & Policies:

13. During each year of tenure review, the entire committee will meet to review the timelines and determine observation and meeting schedule. Each year, the administrator shall call the initial meeting of each Tenure Review Committee, at which the Chair of the Tenure Review Committee shall be elected by the committee members; tenured faculty members may accept or decline selection as Chair at their option. The committee Chair shall hold this post for the duration of the tenure review process barring unforeseen circumstances or unless decided otherwise by the committee at the outset.

14. The Tenure Review Timeline for the current academic year shall be used when determining the schedule and meeting times as well as evaluations.

15. The District-Approved Tenure Review Committee Calendar Form must be used to document the composition of the committee, the observation and meeting schedule, the window of time for evaluation as well as to ensure timely notification to the Tenure Review Candidate and Tenure Review Coordinator. This form will be completed and delivered to the candidate at least one week prior to classroom visits. Any changes to the committee schedule require that an updated Calendar Form be distributed in a timely manner.

16. In the event of unusual or unforeseen circumstances that might cause the Tenure Review Committee to be unable to adhere to the established timeline schedule, the Tenure Review Committee Chair, after conferring with the probationary faculty member and the SCEA President, shall submit a written request to change the timeline schedule, along with the probationary faculty member's comments, to the Tenure Review Coordinator, outlining the reasons and conditions for the request. The Tenure Review Coordinator shall confer with the responsible Assistant Superintendent/Vice President and will respond to the Chair's request within five working days stating reasons for either granting or denying the request. A copy of this written response shall be delivered to the respective probationary faculty member.

17. At a minimum, a 50-minute classroom or activity observation shall be made by each of the four members each year except when the Assistant Superintendent/Vice President shall conduct the classroom or activity observation in lieu of the Dean in at least one of the four years.

18. A student evaluation will be conducted using the prescribed form in the Tenure Review & Faculty Evaluation Manual. Only registered students may evaluate instructional faculty. The evaluation will be administered by a student chosen by the faculty member, and completed evaluation questionnaires will be forwarded to the appropriate School/Center office, which will ensure their timely delivery to Human Resources. For Counseling, EOPS, DSS, or ITC faculty, the administrative secretary will type the faculty member's name into the top of the student evaluation form before printing it. The directions on the form will instruct the student to return the form to a designated evaluation box at the front counter of the area's office. A minimum number of 30 student evaluations will be printed for students to evaluate the faculty member on scheduled appointments or student contacts during the student evaluation window. The student will receive the evaluation form when he or she checks in to the appointment and will fill it out after the appointment in the office waiting room. At the conclusion of the student evaluation window, the administrative secretary will return the completed forms to Human Resources for processing.

    Human Resources will summarize the results of the student evaluation and prepare a student evaluation summary report for the Dean or Director.

19. In specialty programs that require an Academic Director (e.g., Nursing, etc.), the Director may serve in the capacity of the Dean, in which case, if the Dean chooses, he or she may rotate in to evaluate the faculty member in lieu of the Director. Certain specialty programs, such as Nursing, etc., mandate specific evaluation procedures to licensing requirements, which are separate from those for tenure review purposes.

20. In addition to the District Board policy, Tenure Review Process Policy Statement, criteria to be considered in the official evaluation and tenure review of probationary faculty have been developed by District faculty and management. These criteria, which serve as standards for the evaluation itself, are elaborated in the Tenure Review Guidelines. These criteria shall include:

    a) Performance in classroom teaching or in non-instructional services or in the fulfillment of other primary responsibilities specifically listed in the employment job description;

    b) Continuing professional growth and participation in professional activities; and

    c) Active participation in collegial governance and campus life.

    d) Demonstration of respect for students' rights and needs and sensitivity to and understanding of the diverse academic, social, economic, cultural, disability and ethnic backgrounds of community college students;

    e) Demonstration of respect for colleagues, other college staff and the teaching profession;

21. Criteria listed above and detailed in Criteria for Evaluating Instructional and Non-Instructional Faculty is not all inclusive and is not intended to eliminate from consideration additional standards of performance related to the primary assignment of the probationary faculty member. Such additional criteria, if appropriate, will be determined prior to the evaluation period and will be submitted in writing to the probationary faculty member by his/her responsible administrator and disseminated to members of the Tenure Review Committee with a copy to the Tenure Review Coordinator.

22. Evaluations shall not be based upon information unrelated to the probationary faculty member's performance as specified in Items 21 and 22 above.

23. The private life of a probationary faculty member, including religious, political, and organizational affiliations, or sexual orientation, shall not be a part of the probationary faculty member's evaluation and tenure review process in any manner except as prescribed by the Education Code.

24. The evaluation may be based upon information obtained through the use of videotape or other recording devices only with the explicit written permission of the probationary faculty member. No reproductions of these recordings may be made, and the originals must be returned to the probationary member in a timely manner.

    Only first hand information available to the Tenure Review Committee members will be allowed. No correspondence anonymous or otherwise from non-committee members shall be used in this process.

25. Employees hired after the start of the fall semester whose service exceeds 75% of the days of service in the fiscal year shall be evaluated in the fall semester if feasible. If it is not feasible, the evaluation will take place in the following spring semester. Those employees whose service does not equal 75% of the days of service in the fiscal year shall be evaluated beginning in the Fall Semester of the first full fiscal year of service in accordance with California Education Code § 87605.

26. Any complaint regarding the implementation of evaluation or tenure review procedures shall first be brought to the attention of the Tenure Review Coordinator, who shall confer with the SCEA President as well as the Assistant Superintendent/Vice President, Academic Affairs and/or Assistant Superintendent/Vice President, Student Affairs, so that a viable solution may be found. If a satisfactory solution is not found within five working days, the Tenure Review Candidate may opt to proceed with the complaint through the contracted Grievance Procedure.

27. By mutual agreement of the Governing Board and SCEA, negotiations on this Article may be reopened at any time.

Suggested Tenure Review Timeline for Evaluation of Instructional & Non-Instructional Probationary Faculty

Suggested procedures and timelines appear below. Prior to the beginning of the Fall Semester, the Assistant Superintendent/Vice President for Human Resources will prepare a calendar and schedule of orientation meetings for the current year in consultation with the Tenure Review Coordinator.

By this time:	**Activity to have been completed:**	**Person responsible:**
Prior to the beginning of the Fall semester	Within one month of hire, the Dean nominates tenured discipline faculty, upon consultation with Dept. Chair, to serve on new faculty member's Tenure Review Committee as well as replacements that may be necessary due to sabbaticals, retirements, etc. Dean/Director informs the faculty member of this nomination and the person accepts.	Dean
	Whenever possible, the Academic Senate President, with assistance from the Tenure Review Coordinator, will compile an updated list of eligible At-Large members and will appoint them accordingly to new Tenure Review Committees within one month of hire or those committees in need of At-Large replacements.	Academic Senate President
By the end of August*	Deans confirm all new committee members from their areas.	Dean
	Acad. Senate President appoints At-Large committee members for new Tenure Review Committees and assigns replacements on others as necessary in consultation with TR Coordinator.	Academic Senate President
September* mandatory	All new members of a Tenure Review Committee or any untrained replacement Tenure Review Committee members must complete a mandatory Tenure Review training session available on the TR website or in person. All tenure review documents and forms are reviewed. New Tenure Review Candidates are apprised of pertinent dates and procedures.	TR Coordinator
	All other standing Tenure Review Committees and Candidates will be informed of any changes in policy, documents, or procedures as well as of pertinent dates.	TR Coordinator
September* mandatory	Committee meets without the tenure review candidate to select a committee Chair & establish a meeting and observation schedule, using the Committee Calendar form that is available on the website. Tenure Review Coordinator must be invited to meeting.	Dean
	Committee invites Tenure Review Candidate at end of meeting for a "meet & greet" and to review the Tenure Review Procedures. The "meet & greet" is only mandatory for year one candidates. In years two-four, the "meet & greet" is optional.	

	One committee member may phone in by conference call if necessary for any mandatory meeting.	
September*	A copy of the Committee Calendar Form which includes observation assignments will be sent to the candidates, committee members, Assistant Superintendent/Vice President, Academic Affairs or Assistant Superintendent/Vice President, Student Affairs, Assistant Superintendent/Vice President, Human Resources, and Tenure Review Committee. Candidates will receive a copy at least one week prior to the beginning of the evaluation period.	Committee Chair
End of Sept. to the end of Oct.*	The Tenure Review Portfolio, which contains a Self-Evaluation Statement, an updated Curriculum Vita, class syllabi, sample test/class materials and any written material deemed necessary by the Tenure Review Candidate, is submitted to committee Chair at the discretion of the committee. Candidate must receive at least one week's notice of the due date in writing. One portfolio will be shared by all committee members.	TR Candidate
Sept. to Oct.*	5-week evaluation period begins: Classroom/activity observations conducted	each member *Responsible Assistant Superintendent/ Vice President does the evaluation for 4th-year candidates as the 'administrator'.
Within one week of observation	Post- evaluation reports are individually discussed with candidate. The evaluation is kept safe with the committee member-until the Summary Evaluation meeting takes place.	each member *Responsible Assistant Superintendent/ Vice President does the evaluation for 4th-year candidates as the 'administrator'.
Early October*	Student evaluations for non-instructional faculty conducted	Dean
Early October*	Student evaluations for instructional faculty conducted (only registered students may evaluate instructional faculty)	Human Resources
End of October *	Human Resources notifies School/Center offices that the student evaluation results are available online.	Human Resources
By end of October*	Evaluation period ends (a 5-week evaluation window)	
End of October*	Designated staff members of each School/Center will be able to access results of student evaluations online.	School/Center and Human Resources
Early November*- Mandatory	The committee meets without the candidate to review all class evaluations and materials. The Summary Evaluation is drafted by the group. Tenure Review Coordinator must be invited to	Committee Chair

	review the evaluations & summary comments as well as to ensure that the packet is complete. One committee member may phone in by conference call if necessary for any mandatory meeting.	
By the end of Nov. – Mandatory*	Committee meets with candidate to review Summary Evaluation and inform the candidate of the committee's recommendation Note: Tenure Review Coordinator is not normally invited to this meeting but will attend if requested. One committee member may phone in by conference call if necessary for any mandatory meeting.	Committee Chair
By the end of November*	The committee Chair will provide a copy of the candidate's entire Tenure Review Packet (including all evaluation documents with signatures) for the candidate before it is submitted to the administrative secretary. Committee Chair must provide the School/Center administrative secretary a completed and signed packet for each tenure review candidate.	Committee Chair School/Center Secretary
By the start of December*	School/Center secretary must have all packets reviewed & completed prior to requesting the TRC visit the School/Center office for review & pick-up of all packets. The completed Tenure Review Packet will be placed in a file folder and will include in this order: (NOTE: Original signatures must be on the color paper, not copied from another source/paper) • A typed cover sheet on the front of each packet identifying the names of the Candidate, the School/Center and the committee members (white paper) • Recommendation Form to the Supt/Pres. from the committee Chair (white paper) • Candidate's Self-Evaluation Statement (blue paper) • Class/Activity Evaluation forms (green paper) • Syllabi Checklists (pink paper) (one for every course the instructor is currently teaching) • Summary Evaluation form (yellow paper) • Copy of the Candidate's updated CV/resume (white paper) • Student Evaluations (white paper)	School/Center Secretary TR Coordinator NOTE: Actual signatures must be on the color paper, not duplicated from another sheet.
Beginning of December*	The completed Tenure Review Packets are delivered to the responsible Assistant Superintendent/ Vice President for his/her review.	Tenure Review Coordinator
By early January*	The responsible Assistant Superintendent/Vice President will have reviewed all Tenure Review Packets along with the recommendation memo for each TR candidate and will have delivered the packets to the Superintendent/President for final approval.	Assistant Superintendent/ Vice President
In mid January*	Superintendent/President reviews all the Tenure Review Packets and forwards recommendations for inclusion on the March Governing Board agenda. Office of the Superintendent/President sends the original recommendation letters to Human Resources for distribution.	Supt/President Supt/President's Office Human Resources

By the end of January*	The Tenure Review Coordinator will follow-up to ensure that all completed and reviewed Tenure Review Packets are in Human Resources' possession.	TR Coordinator
By the first week in February*	A list of faculty names for inclusion on the March Governing Board agenda for approval of tenure year is sent after consultation between Human Resources and the Tenure Review Coordinator to assure accuracy. A copy is forwarded to the Tenure Review Coordinator.	Human Resources
At March Governing Board Meeting*	Board determines the status of each Tenure Review Candidate. Written notification must be given to those candidates that will not be rehired by March 15 in conformance with Ed. Code Article II §87609.	Governing Board

*Note: All dates are subject to change according to each academic year.

Dates in bold are mandatory meetings for all committee members. One committee member may phone in by conference call if necessary for any mandatory meeting.

Any and all changes to this timeline must receive prior approval from the Tenure Review Coordinator.

Expectations for Procedures and Behaviors
that support an ethical Tenure Review process
for both Instructional & Non-Instructional Faculty

Tenure Committee Member

1. Members shall read all tenure materials and follow guidelines and timetables.

2. Members shall be as objective as possible when evaluating classroom performance or assignment activities. Judgements should be based on personally-observed classroom behavior or assignment activities, and care must be taken to distinguish between minor and major weaknesses.

3. Members shall be constructive in their criticism, pointing out specific areas of weakness and soliciting a plan for correcting those weaknesses within a reasonable timeframe.

4. Members shall take care to distinguish between the candidate's professional and personal characteristics, between ability to teach and general life style, which includes religious beliefs, sexual preferences, political affiliations, and social customs.

5. Members shall recognize that the candidate may have a different philosophy of education and teaching style than theirs. The main concern should be the effectiveness of the candidate in the classroom or assigned activity.

6. Committee members who feel prejudice towards a candidate shall disqualify themselves.

7. Members who have observed a fellow committee member demonstrate prejudice toward a fellow committee member shall bring a written description of the perceived violation to the attention of the Tenure Review Coordinator, who will try to find a workable solution to the problem. If no workable solution can be found, the Tenure Review Coordinator shall take the matter to the responsible Assistant Superintendent/Vice President, who will find a resolution within five (5) working days, barring unforeseen circumstances.

8. Members of the committee shall recognize that probationary employees are in every respect, except for tenure, full members of the District family and as such, are members of the bargaining unit, are covered by the contract, Board policies, and proceedings of the Academic Senate and are entitled to due process.

9. To assure comprehensiveness, Tenure Review Committee members shall use those forms approved by the District and the Association and deemed appropriate to the faculty assignment.

10. Tenure committee members shall attend appropriate locally-sponsored evaluation workshops as a condition of serving on a tenure committee.

11. Tenure committee members shall maintain confidentiality of the tenure review process at all times. Evaluations and the views of committee members shall be regarded as private information to be circulated only among those directly associated with the tenure review process.

Tenure Review Candidates

1. Tenure Review candidates shall read all tenure materials, and follow guidelines, and timetables.

2. Tenure Review candidates shall respond to evaluator's requests and recommendations in a timely manner.

3. Behavior that interferes with the tenure review candidate's effectiveness in the classroom or in the performance of other professional duties may be considered by the Tenure Review Committee in their evaluation; thus, the candidate is urged to act professionally in the course of his/her duties.

4. Tenure review candidates should respond to criticism in a clear and concise manner and should provide in writing a detailed, timely plan for correcting major problems identified by the committee.

5. If a tenure review candidate believes that guidelines have been violated or that one or more committee members is biased against him/her, the candidate should bring the issue to the attention of the committee Chair or his/her Dean. If the matter is not adequately resolved or if the conflict is between the committee Chair and/or the Dean, the candidate should then take the matter to the Tenure Review Coordinator.

   The candidate is encouraged to informally and collegially communicate and resolve any disputes within the committee; if this is not possible, the following procedures should be followed:

   As the candidate deems appropriate, the candidate should provide a written description of the perceived violation to the committee Chair or his/her Dean as soon as he/she is aware of the violation. The committee Chair/Dean will then investigate the matter further, and if he/she concurs with the candidate, he/she will take action to resolve the violation. If the committee Chair/Dean disagrees with the candidate, he/she shall communicate in writing that decision regarding the validity of the violation within 5 working days. In the event that the candidate believes that the committee Chair nor the Dean can proceed without bias, he/she may go directly to the Tenure Review Coordinator to bring the issue forward. The Tenure Review Coordinator shall seek advice from the responsible Assistant Superintendent/Vice President and/or the SCEA President, and or the Assistant Superintendent/Vice President, Human Resources in order to render a judgment within 5 working days, barring any extenuating circumstances.

   If a mutually-agreed upon resolution is not achievable by the above procedures, the candidate may then opt to invoke the contractual grievance process.

Evaluation Procedures for Faculty Teaching Online/Hybrid Courses

The purpose of evaluating faculty teaching online and/or hybrid courses is to maintain a quality education experience for our students in an alternate delivery method as well as to recognize and promote professional excellence and innovation in online/hybrid education.

Evaluation will include:

> ➢ Online student evaluations
> ➢ Online Faculty Evaluation Form and Rubric
> ➢ Online Syllabus Checklist
> ➢ Online course content and materials designed and/or utilized by the faculty, and
> ➢ Faculty Summary Evaluation Form

The responsible Dean may designate duties outlined in this section to another Academic Administrator.

The general faculty evaluation procedures as outlined in the *Tenure Review and Faculty Evaluation Manual* remain the same as for any probationary/contract, tenured faculty member, or part-time faculty member. There are three distinct aspects of Distance Education (DE) evaluation. They are as follows:

- Faculty members who teach online and/or a hybrid class shall be evaluated via the online evaluation procedures described in this section and via the online evaluation forms contained in this document

- Faculty who accept an online and/or hybrid class assignment should demonstrate the knowledge and skills necessary for effective online instruction. This may be demonstrated through successfully completing the District's DE Faculty Training certification program or an approved equivalent, as determined by the responsible Dean.

It is strongly recommended faculty evaluating online/hybrid instructors have knowledge, experience, and/or training in online/hybrid methodology.

If a class is hybrid, the online portion, not the face-to-face portion, is evaluated. However, if mutually agreed to in writing by the Dean, faculty evaluator, faculty member being evaluated, and SCEA, the face-to-face portion of a hybrid course may be evaluated in lieu of the online portion when appropriate.

Deans will submit a list of all faculty members undergoing evaluation of their online class section(s) and their corresponding evaluator(s) to the Institutional Support Services (ISS) office or through the system designated by ISS. Upon request for access from the evaluator, the system or the designated personnel in the Online Learning Center will reference the list previously sent by the Dean. The class will then be made available to the evaluator based on the contractually agreed upon process. The evaluator will be given the role of "Evaluator" in the CMS. Any questions regarding access should be directed to the Dean and the Tenure Review Coordinator.

The evaluator will have access to the online class for a period of one week within the evaluation window, with a minimum evaluation time of 50 minutes and a maximum evaluation time of 4 hours. If a problem prevents access to the class for the week or the 4-hour period, the evaluator should contact the Dean for a review of the circumstances. In the event of contractual or other concerns, the Tenure Review Committee may encourage the faculty member to contact SCEA.

<u>Online Evaluation Procedures for Probationary/Contract Faculty Members:</u>

In addition to the general online/hybrid evaluation procedures articulated above, the following procedures apply:

1. Each semester and for the duration of the tenure review process, faculty members undergoing tenure review will be limited to teaching up to 50% of their regular teaching load to online or hybrid courses. The committee shall evaluate online as well as face-to-face courses equally.

2. The committee structure for online or hybrid courses shall be the same as any other probationary/contract Tenure Review Committee.

3. The probationary/contract faculty member will include in their tenure review portfolio a hard copy of the online or hybrid course syllabus and sample materials for each online/hybrid course taught.

4. The students enrolled in an online/hybrid class will be given the online student evaluation during the student evaluation window so that a report on the student evaluations may be compiled by Human Resources. Student anonymity will be maintained from administrators as well as from the instructor. The Dean will receive a report containing the results of the student evaluations from Human Resources and will share that information with the committee m embers and the faculty being evaluated. A copy will be provided to the Tenure Review Candidate.

5. The District-approved Faculty Evaluation Form O and Syllabus Checklist Form O (for online courses) will be completed by the Tenure Review Committee members by accessing the online course. The evaluator will evaluate one week of instruction or the equivalent, as determined in consultation with the instructor. The evaluator will arrange a meeting to review the course evaluation within one week of evaluating the online/hybrid course.

6. When the tenured faculty member completes his/her evaluation of the instructor's online or hybrid course, the faculty evaluator will send an email to the instructor within 48 hours via the District email system to inform the instructor that the online class observation has been completed. This email will serve as documentation that the online or hybrid course was evaluated within the evaluation timelines.

7. Both the student evaluation report and the online faculty evaluations will be shared with the entire Tenure Review Committee at a meeting to draft the Summary Evaluation. This information shall be included in the faculty's Summary Evaluation and will be shared with the faculty member at the final meeting when the Summary Evaluation is reviewed with the candidate.

<u>Online Evaluation Procedures for Tenured Faculty Members</u>:

In addition to the general online/hybrid evaluation procedures articulated above, the following procedures apply:

1. If an observation takes place, evaluator(s) for online or hybrid courses shall be the same as any other tenured faculty member evaluation and as such, may include a peer from the faculty's discipline or department and/or the responsible Dean.

2. Students enrolled in the online or hybrid class will be given the online student evaluations during the student evaluation window so that a report on the student evaluations may be compiled by Human Resources. Students' anonymity will be maintained from administrators as well as from the instructor. The Dean will receive a report containing the results of the student evaluations and will share that information with both the peer and the faculty member being evaluated. A copy will be given to the faculty member being evaluated.

3. The District-approved Faculty Evaluation Form O and Syllabus Checklist Form O (for online courses) will be completed by tenured peer and/or responsible Dean by accessing the online course. The evaluator will evaluate one week of instruction or the equivalent, as determined in consultation with the instructor. A copy of the evaluation will be given to the faculty member being evaluated after required signatures are complete.

4. When the tenured faculty member completes his/her evaluation of the instructor's online or hybrid course, the send an email to the instructor within 48 hours via the District email system to inform the instructor that the online class observation has been completed. This email will serve as documentation that the online or hybrid course was evaluated within the evaluation timelines.

5. Both the Student Evaluation report and the Online Faculty Evaluation(s) will be shared with the faculty member being evaluated. This information shall be included in the faculty's Summary Evaluation and a copy given to the faculty member.

<u>Online Evaluation Procedures for Part-Time Faculty Members</u>:

In addition to the general online/hybrid evaluation procedures articulated above, the following procedures apply:

1. Part-time faculty members will be approved for online or hybrid courses by the respective responsible Dean in consultation with Department Chair prior to receiving an assignment for one.

2. The part-time faculty member will include a hard copy of the online or hybrid course syllabus and sample materials for each online or hybrid course taught for the faculty evaluating them for review.

3. The students enrolled in the online or hybrid class will be given the online student evaluations during the student evaluation window so that a report on the student evaluations may be compiled by Human Resources. Students' anonymity will be maintained from administrators as well as from the instructor. The Dean will receive a report containing the results of the student evaluations and will share that information

with both the Department Chair or peer and the part-time faculty member being evaluated. A copy will be given to the member.

Probationary faculty shall have all of their contracted assignments evaluated by students.

4. The District-approved Faculty Evaluation Form O and Syllabus Checklist Form O (for online courses) will be completed by the full-time faculty member or responsible Dean by accessing the online course. The evaluator will evaluate one week of instruction or the equivalent, as determined in consultation with the instructor. A copy of the evaluation will be given to the part-time faculty member after required signatures are complete.

5. When the full-time faculty member completes his/her evaluation of the instructor's online or hybrid course, the full-time faculty evaluator send an email to the instructor within 48 hours via the District email system to inform the instructor that the online class observation has been completed. This email will serve as documentation that the online course was evaluated within the evaluation timelines.

6. Both the Student Evaluation report and the Online Faculty Evaluations will be used to draft the Summary Evaluation of the Part-Time Faculty member. This information shall be included in the Part-Time Faculty member's Summary Evaluation.

7. The Vesting Policy applies to all courses including those courses taught online as well as hybrid courses.

Evaluation Procedures for Tenured Instructional Faculty
For all 10-month, 11-month & 12-month Faculty

The purpose of evaluating tenured faculty is to encourage improvement in teaching and to recognize as well as to promote academic excellence and innovation in other creative and scholarly pursuits.

This process assigns primary evaluation roles to the faculty peer, the students and the responsible Dean (or Program Director as determined by the Dean). The evaluation process should proceed as follows:

Each tenured faculty member will be evaluated once every three years during the spring semester. Evaluations of tenured faculty members shall not occur in summer or intersession.

It is intended that the evaluation process be comprehensive, fair, and humane. At the District's discretion, all aspects of the faculty members assignments such as instructional, non-instructional, and overload assignments may be evaluated. When overload is being evaluated as part of a comprehensive evaluation, proportional weight shall be placed on the primary duties of the unit member's assignment when completing the summary evaluation.

1. The faculty member will provide current course syllabi and sample course materials for each course, in addition to an up-to-date Curriculum Vita (CV) and a Faculty Self- Evaluation Statement. The updated CV and the Faculty Self-Evaluation Statement serve as a self-examination instrument as well as to inform the peers and Dean of any new creative, scholarly or personal pursuits.

2. A tenured peer evaluator will be selected by the faculty member being evaluated from a list of three peers nominated by the Dean in consultation with the Department Chair by the end of the second week of the spring semester. The candidates should be chosen from within the discipline; if these are not available, faculty from within the department of the faculty member may be selected. With the concurrence of the faculty member, a qualified tenured faculty member from a related area outside the department may be selected.

3. The peer evaluator will have an initial meeting with the faculty member being evaluated to receive the updated CV, the course syllabi, the Full-Time Faculty Self-Evaluation Statement, and sample course materials and to inform them of the evaluation process. This process will take place prior to the fourth week of the spring semester.

4. A student evaluation will be conducted using the prescribed form in the Tenure Review & Faculty Evaluation Manual. Only registered students may evaluate instructional faculty. The evaluation will be administered by a student chosen by the faculty member and completed evaluation questionnaires will be forwarded to the appropriate School/Center office, which will ensure their timely delivery to Human Resources.

5. Student evaluations will be conducted for each unique course prep for the semester of evaluation. If the faculty member has the same prep for two or more assigned sections, then

the faculty may choose which of these sections will be evaluated. If the faculty member has only one prep for all sections in the semester of evaluation, two sections of their choosing will be evaluated by students.

6. If requested by the faculty member being evaluated, or the peer, or the Dean, classroom observation(s) will be conducted for a minimum of 50 minutes before the post-evaluation meeting. The person conducting the observation may, but is not required to, announce the day they will visit the class. The person requesting the observation shall designate the visitor(s) and may select the peer, his/her responsible Dean, or both. All observation reports shall be documented on the most appropriate District-approved Faculty Evaluation form and will be included in the evaluation file. If either the Dean or the peer request a classroom observation, then both the Dean and the peer will visit the class.

7. The peer will meet with the faculty member being evaluated to review the updated CV, the course materials, the Faculty Self-Evaluation Statement, the results of the student evaluations, and the classroom observation, if one occurred. The Dean may be included in the review meeting. This process will take place prior to the twelfth week of the spring semester. A critique of each syllabus using the prescribed Course Syllabus Checklist form will be completed by the peer and will be included in the evaluation file.

8. The peer evaluator and the Dean will write the summary evaluation on the Faculty Summary Evaluation form using the self-evaluation, student evaluations, syllabus checklist, classroom observation, if one occurred, and any supplemental materials submitted in the process of evaluation. The summary evaluation report will consist of a summary rating and suggested or required recommendations for professional growth if applicable. The Summary Evaluation will be completed before the end of the spring semester.

9. If a "Needs Improvement" is given, a Needs Improvement Plan will be developed by the Dean, and peer in consultation with the faculty being evaluated. A copy of this plan shall be given to each of the three members previously mentioned, and a copy will be placed in the faculty's personnel file prior to the end of the spring semester.

10. The summary evaluation report will be shared with the faculty member being evaluated by the peer and the Dean and filed in his/her personnel file. All other written material pertinent to the evaluation will be returned to the faculty member being evaluated.

    If consensus is not reached regarding the Summary Evaluation rating, an expanded committee including the original peer evaluator, the Dean, plus an additional faculty peer member, will conduct a second evaluation by the end of the subsequent semester to determine a summary recommendation. The additional peer evaluator will be chosen from the original list of proposed peers or the following list of tenured faculty members: the Department Chair, the Academic Senate President, the Tenure Review Coordinator. In the event that a consensus cannot be reached on the summary rating, separate summary evaluation reports will be forwarded to the responsible Assistant Superintendent/Vice President for resolution.

11. An out-of-sequence evaluation procedure may be initiated by the Superintendent/President only after the following steps have been taken:

    a) All job-related complaints will have been directed to the responsible Dean.

b) The responsible Dean shall have reviewed the complaints with the faculty member and will have conducted an unbiased investigation to assess the validity of the complaints. This procedure may include, but not be limited to, meetings with students, other Unit members, and/or additional classroom observations.

c) If the responsible Dean determines that the complaints are valid, he/she will prepare a written report that will be forwarded to the Superintendent/President. A copy will be provided to the evaluatee and the responsible Assistant Superintendent/Vice President.

d) The Superintendent/President may initiate an out-of-sequence evaluation of an evaluatee after receipt of the report from the Dean recommending such an evaluation.

   The evaluatee will be notified in writing the reason for the evaluation. The procedure to be followed shall correspond to the evaluation procedures in the Agreement.

e) The tenured faculty member may appeal the decision to conduct an out-of-sequence evaluation to the SCEA, who will consult with all parties and make a decision on the matter within 5 days barring unforeseen circumstances.

12. In the event of unusual or unforeseen circumstances that might cause the Dean/Director or tenured faculty member to be unable to adhere to the established evaluation schedule, the Dean/Director and tenured faculty member shall submit a written request to postpone the evaluation cycle by one year. The request will include a rationale from the Dean/Director outlining the reasons for the request and a written response from the tenured faculty member. The request will be submitted to the responsible Assistant Superintendent/Vice President who will respond to the request within five working days stating reasons for either granting or denying the request. A copy of this written response shall be delivered to SCEA who must also approve for a postponement to occur. The SCEA President must provide a written response to the request within five working days stating reasons for either granting or denying the request. A copy of this written response shall be delivered to the respective tenured faculty member and to Human Resources. Upon the postponed evaluation being completed, the three-year evaluation cycle will reset. A decision to deny the postponement may be appealed to a committee composed of two (2) members appointed by the District and two (2) members appointed by the Association. The committee shall be empowered to hear the appeal and, by a majority vote of all members, overrule the decision. The decision of the committee shall be final and binding upon all parties.

Evaluation Procedures for Tenured Non-Instructional Faculty
All 10-month, 11-month and 12-month Faculty

The purpose of evaluating tenured non-instructional faculty is for the improvement of student support services delivery and to recognize and promote professional excellence and innovation.

Major evaluation roles are assigned, but not limited to:

> ➢ written student evaluation of service where appropriate,
> ➢ scope of student support services provided,
> ➢ teaching of Personal Development courses, if applicable.
> ➢ content and materials by the faculty peer, and
> ➢ assignment management evaluated by the responsible Dean-or Director

It is emphasized that maintaining quality of student support services is the concern of all segments of the college community, and this process is designed to be inclusive of the input of all: the non-instructional faculty member being evaluated, the faculty peer, the students and the responsible Dean or Director. With these premises, and using the criteria for evaluation cited in Item 5 of the Agreement between Southwestern Community College District and Southwestern College Education Association (SCEA), the following steps should be followed in the evaluation of tenured non-instructional faculty on 10-month, 11-month, or 12-month contract.

Each tenured non-instructional faculty will be evaluated every two years (every third year after June 30, 1991). It is intended that the evaluation process be comprehensive, fair, and humane. At the District's discretion, all aspects of the faculty members assignments such as instructional, non-instructional, and overload assignments may be evaluated. When overload is being evaluated as part of a comprehensive evaluation, proportional weight shall be placed on the primary duties of the unit member's assignment when completing the summary evaluation.

The faculty member will complete the Full-Time Faculty Self-Evaluation Statement for the designated position and will submit a copy of an updated CV to the evaluator along with the student support services materials and documents to support the assignment and the evaluation process.

1. By the end of the second week of the spring semester, a tenured peer evaluator will be selected by the faculty being evaluated from a list of three peers nominated by the responsible Dean or Director.

   The peer evaluator candidates will be chosen from within the Student Support Services or academic component. If these are not available, faculty from within the Student Support Services unit or academic unit of the faculty being evaluated, a qualified person from a related area outside the Student Support Services or academic unit may be selected.

2. Prior to the fourth week of the spring semester, the peer evaluator will have an initial meeting with the faculty member being evaluated to receive the Full-Time Faculty Self-Evaluation

Statement, the updated CV, the student support services assignment and materials and documents to support the assignment and the evaluation process. At this time, assignment activity or activities will be identified for possible observation.

3. A student evaluation will be conducted where appropriate using the prescribed evaluation form in the Tenure Review & Faculty Evaluation Manual. Student evaluations will be conducted only for designated non-instructional faculty whose primary functions involve direct student contact.

   For Counseling, EOPS, DSS, or ITC faculty, the administrative secretary will type the faculty member's name into the top of the student evaluation form before printing it. The directions on the form will instruct the student to return the form to a designated evaluation box at the front counter of the area's office. A minimum number of 30 student evaluations will be printed for students to evaluate the faculty member on scheduled appointments or student contacts during the student evaluation window. The student will receive the evaluation form when he or she checks in to the appointment and will fill it out after the appointment in the office waiting room. At the conclusion of the student evaluation window, the administrative secretary will return the completed forms to Human Resources for processing.

   Human Resources will summarize the results of the student evaluation and prepare a student evaluation summary report for the Dean or Director.

4. If requested by the faculty member being evaluated, or the peer, or the Dean, activity or classroom observation(s) will be conducted before the post-evaluation meeting. The person requesting the observation shall designate the visitor(s) and may select the peer, his/her responsible Dean, or both. All observation reports shall be documented on the most appropriate District-approved Faculty Evaluation form and will be included in the evaluation file. Where student confidentiality is in jeopardy, an evaluation will not take place.

   If the Dean or the peer request a visit, both the Dean and the peer will conduct an observation. The faculty member may request a visit from the peer and/or the Dean. An observation shall be conducted for a minimum of 45 minutes for an activity observation or 50 minutes for a classroom observation.

5. Prior to the twelfth week of the spring semester, the peer will meet with the faculty member being evaluated to review the Faculty Self-Evaluation Statement, the updated CV, the supportive documents and materials, the results of the student evaluations and the activity or classroom observation, if one occurred. The Dean or Director may be included in the review meeting. A critique of evaluation materials and documents will be completed by the peer using the Summary Evaluation form and will be included in the evaluation file.

6. If a "Needs Improvement" is given, a Needs Improvement Plan will be developed by the dean, and the peer in consultation with the faculty member. A copy of this plan shall be given to each of the three members previously mentioned, and a copy will be placed the faculty's personnel file prior to the end of the spring semester.

7. By the end of the spring semester, the peer evaluator and the Dean/Director will draft the Summary Evaluation on the approved Summary Evaluation form for the designated position using all evaluation documents. The summary evaluation report will consist of a summary rating and suggested or required recommendations for staff development. This report will be shared with the faculty member being evaluated by the peer and the Dean/Director.

If consensus is not reached, an expanded committee including the original peer evaluator, the Dean/Director plus an additional faculty will conduct another evaluation to determine summary recommendation. The additional peer evaluation will be chosen from the original list of proposed peers. In the event that a consensus summary rating cannot be reached, separate summary evaluation reports will be forwarded to both the Assistant Superintendent/Vice President, Student Affairs and the Assistant Superintendent/Vice President, Academic Affairs for resolution.

8. The evaluation procedure may be initiated out-of-sequence by the Superintendent/President only after the following steps have been taken:

   a) All job-related complaints will be directed to the Dean or Director.

   b) The Dean or Director shall review the complaints with the faculty member being evaluated. If the responsible administrator deems it appropriate, the Dean/Director and the faculty being evaluated shall determine a procedure by which the Dean/Director may assess the validity of the complaints. This procedure may include, but not be limited to, meetings with students, other Unit members, or observation of the faculty member being evaluated conducting assigned duties.

   c) If the Dean or Director determines that the complaints are valid, he/she shall prepare a written report which shall be forwarded to the Superintendent/President. A copy shall be provided to the faculty member being evaluated.

   d) The Superintendent/President may initiate an out-of-sequence evaluation of the faculty member being evaluated after receipt of the report from the responsible administrator.

   The faculty member being evaluated will be notified in writing the reason for the evaluation. The procedure to be followed shall correspond with the evaluation procedures in this Agreement.

   e) The tenured faculty member may appeal the decision to conduct an out-of-sequence evaluation to the SCEA, who will consult with all parties and make a final decision on the matter within 5 days barring unforeseen circumstances.

9. In the event of unusual or unforeseen circumstances that might cause the Dean/Director or tenured faculty member to be unable to adhere to the established evaluation schedule, the Dean/Director and tenured faculty member shall submit a written request to postpone the evaluation cycle by one year. The request will include a rationale from the Dean/Director outlining the reasons for the request and a written response from the tenured faculty member. The request will be submitted to the responsible Assistant Superintendent/Vice President who will respond to the request within five working days stating reasons for either granting or denying the request. A copy of this written response shall be delivered to SCEA who must also approve for a postponement to occur. The SCEA President must provide a written response to the request within five working days stating reasons for either granting or denying the request. A copy of this written response shall be delivered to the respective tenured faculty member and to Human Resources. Upon the postponed evaluation being completed, the three-year evaluation cycle will reset. A decision to deny the postponement may be appealed to a committee composed of two (2) members appointed by the District and two (2) members appointed by the Association. The committee shall be empowered to hear the appeal and, by a majority vote of all members, overrule the decision. The decision of the committee shall be final and binding upon all parties.

Evaluation Procedures for Part-Time Instructional Faculty

The goals for part-time instructional evaluations have been established as follows:

1. To measure the effectiveness of instructor performance and to identify and provide assistance for improved instructor performance.

2. To provide reasonable criteria for reappointment.

3. To provide stability for long-term Southwestern College part-time faculty.

4. To encourage continued growth in instructor performance.

Part-time faculty who are employed under the Salary Schedule for Academic Part-Time Equity, in appendix B of the SCEA Contract, will be evaluated under the following policy and procedures:

1. Responsibility — The overall responsibility for establishing a program for evaluation of part-time faculty lies with the Assistant Superintendent/Vice President for Academic Affairs. The direct supervision of part-time faculty lies with the Dean or designee.

2. Procedures for the evaluation of part-time faculty in their first six semesters of teaching at Southwestern College:

All new part-time faculty, including those new to a discipline regardless of length of employment in other disciplines at Southwestern College, shall undergo a full performance evaluation three times during the first six semesters of service at Southwestern College. More than three evaluations may be conducted only in the event that all criteria for out-of-sequence evaluations are met and documented (see Item #4 below).

At the beginning of each semester, it will be the responsibility of Human Resources to determine the part-time faculty to be evaluated. The instructor shall receive written notification of an evaluation.

The overall responsibility for conducting the evaluation of part-time faculty lies with the Dean or designee. The Dean, in consultation with the Department Chair, will select a full-time faculty member(s) to serve as faculty peer evaluator(s) for the part-time faculty.

A full performance evaluation will include classroom observation, student evaluations, syllabus and course materials review, self-evaluation, and performance summary evaluation according to the following guidelines and procedures. The person conducting the observation may, but is not required to, announce the day they will visit the class. Faculty members being evaluated will receive a copy of all original evaluation documents in a timely manner. All original documents will be placed in the faculty member's personnel file in Human Resources:

a.) Self-Evaluation:
Faculty undergoing evaluation will complete the Part-Time Faculty Self-Evaluation Statement Form in the Tenure Review & Faculty Evaluation Manual within 10 working days of notification of evaluation.

b.) Course Syllabus and Sample Course Materials Evaluation:
In conjunction with the observation, the course syllabus and sample course materials will be considered and reviewed as part of the evaluation process using the prescribed form in the Tenure Review & Faculty Evaluation Manual. Course syllabi for all assigned courses must be on file in the School/Center office by the end of the first week of instruction. Other pertinent documents, such as grade rosters and census rosters, must also be turned in by the required date. Failure of the faculty to submit the aforementioned documents in a timely manner may result in an out-of-sequence evaluation.

c.) Classroom Observation:
A part-time faculty member shall be visited three times during the first six semesters of teaching at Southwestern College. The instructor shall receive written notification of a classroom observation evaluation, which may occur after the second week of class and before the last week of instruction. The part-time faculty member will be evaluated through classroom observation using the appropriate District-approved evaluation form listed in the Tenure Review & Faculty Evaluation Manual. Classroom observations shall be conducted for a minimum of 50 minutes.

The first classroom observation will be conducted by the Dean, Director, or Department Chair; the second classroom observation will be conducted by the designated full-time faculty member; the third classroom observation will be conducted by the Department Chair or the Dean, Director, or designee. Designees will be selected by the responsible administrator.

When feasible, the classroom observation will be made by a full-time faculty member whose contract assignment is in the same discipline as that of the part-time faculty member being evaluated.

An additional class observation, when warranted, may be authorized and arranged by the responsible Dean in consultation with the Department Chair.

d.) Student Evaluation:
Student evaluations will be conducted using the prescribed form in the Tenure Review & Faculty Evaluation Manual. Only registered students may evaluate instructional faculty. The evaluation will be administered by a student chosen by the part-time faculty member and completed questionnaires will be forwarded to the appropriate Dean. Human Resources will summarize the results of the student evaluation and prepare a student evaluation summary report for the Dean.

e.) Performance Summary Evaluation:
The summary section of the Part-Time Faculty Evaluation Report form will be completed and signed by the Dean or Director:

1) If the Performance Summary Evaluation is Satisfactory, the faculty member or Dean may request a meeting to review the evaluation. The original evaluation

documents and a copy of the evaluation documents will be placed in the faculty member's mailbox. The faculty member will sign the originals and return them to the School/Center office; the faculty member will keep the copies for his/her records. The faculty member's signature on the documents indicates awareness of the evaluations and does not necessarily indicate agreement with the comments.

2) If the Performance Summary Evaluation is Improvement Needed or Unsatisfactory, the responsible Dean or Director must arrange for a conference with the instructor being evaluated, at which time the evaluation will be reviewed, and the instructor will be requested to sign the evaluation form. The instructor will be provided with a copy of the summary evaluation, as well as copies of classroom observation, student and syllabus evaluations at the time of this meeting.

3) If an Improvement Needed is indicated on the performance summary evaluation, the specific nature of the improvement needed shall be stated in the Comments section at the bottom of the form or in an attached document. In future evaluations, issues that needed improvement from past evaluation cycles but were not specified on the form in the Comments section shall not be included as ongoing issues of concern.

3. Procedures for On-going Part-Time Evaluations

After the first six semesters of consecutive service, a part-time faculty member will be evaluated on an on-going basis every sixth subsequent semester. At the discretion of the Dean, the evaluation shall include the following: 1) student evaluations; 2) in-class evaluation; 3) Self-Evaluation Statement; and/or 4) course syllabus and materials review. The evaluation shall include a Performance Summary Evaluation. Continuation of vested status is contingent on satisfactory evaluations.

The evaluation procedures for on-going part-time faculty will follow the steps as described in Section 2a through 2e above.

The evaluation of a part-time faculty member who is vested in multiple disciplines shall satisfy all disciplines in which the part-time faculty member is vested if those disciplines are related and supervised by the same Dean (CBA Article 15.2.6.2).

4. Out-Of-Sequence Part-Time Evaluation

a) At the discretion of, and upon mutual agreement between the responsible Dean and the responsible Department Chair, an out-of-sequence full-performance evaluation of a part-time faculty member may be conducted under the following circumstances: 1) valid written student complaint(s); 2) poor student evaluations; 3) census rosters, a syllabus for each assigned class and final grades not turned in by their respective due dates; 4) documented areas of concern by the Dean or the Chair. SCEA will be informed immediately in writing by the Dean or Chair of initiated out-of-sequence evaluations.

b) A full-performance evaluation may include the following: 1) student evaluations; 2) in-class evaluation; 3) Self-Evaluation Statement; and/or 4) course syllabus and materials review. The evaluation shall include a Performance Summary Evaluation. Under these circumstances, both the Dean and Chair will conduct an in-class evaluation of the part-

time faculty member. Loss of vested status will occur in those circumstances in which both the Dean and Chair concur that the part-time faculty member's performance is unsatisfactory. In situations in which there is no consensus between the Dean and Chair, the part-time faculty member will be evaluated in the next consecutive semester by both the Dean and Chair.

c) The Dean and the Chair retain the right to assign this out-of-sequence evaluation(s) of the part-time faculty member to one of their designees. With respect to all staffing decisions, consistent with section 4.3 of the SCEA contract, Policy No. 5109 (the Staff Diversity Plan), and Policy No. 5303 (Overload Assignments) of the Policy Manual, the Dean retains the right of assignment.

d) Appeal Procedure — Should a part-time instructional faculty member consider his/her summary evaluation report to be unfair or inaccurate, he/she may request the responsible Assistant Superintendent/Vice President to arrange for another observation by a Dean or designee. Finally, the faculty member retains the right to contact SCEA with concerns.

EVALUATION PROCEDURES FOR
PART-TIME NON-INSTRUCTIONAL FACULTY

The goals for part-time non-instructional evaluations have been established as follows:

1. To encourage continued growth in the performance of the non-instructional assignment.

2. To measure the effectiveness of performance in the non-instructional assignment and to identify and provide assistance for improved performance.

3. To measure the effectiveness of performance in teaching Personal Development courses, if applicable.

4. To provide reasonable criteria for reappointment.

Part-time non-instructional faculty who are employed under the part-time Salary Schedule will be evaluated under the following policy and procedures:

1. Responsibility – The overall responsibility for establishing a program for evaluation of part-time non-instructional faculty lies with the Assistant Superintendent/Vice President/Academic Affairs, the Assistant Superintendent/Vice President, Student Affairs, or the Superintendent/ President. The direct supervision of part-time non-instructional faculty lies with the Dean or designee.

2. Procedures—Non-instructional faculty in their first six semesters of service at Southwestern College:

   a) A part-time non-instructional faculty shall be observed three times during the first six semesters of service at Southwestern College. More than three evaluations may be conducted only in the event that all criteria for out-of-sequence evaluations are met and documented (see Item #4 below). The non-instructional faculty shall receive written notification of an evaluation, which may occur after the second week and before the last week of instruction. At the beginning of each semester, it will be the responsibility of the Human Resources to determine those part-time non-instructional faculty that are to be evaluated.

   The Dean, in consultation with the Department Chair or Faculty Coordinator, will identify a full-time faculty member who can serve as faculty peer evaluator for the part-time faculty.

   It is the responsibility of the Dean, Department Chair, Faculty Coordinator or designee to carry out the evaluation of part-time faculty under his/her cognizance. The part-time non-instructional faculty will be evaluated through activity observation using the appropriate evaluation form. The first observation will be conducted by the Dean, Department Chair, or Faculty Coordinator; the second observation will be conducted by

the designated full-time faculty member; the third observation will be conducted by the Dean, Department Chair, Faculty Coordinator, or designee. When feasible, the non-instructional observation will be made by a unit member whose contract assignment is in the same area of service as that of the part-time faculty being evaluated.

b) In conjunction with the activity observation, use of materials and documents pertinent to the assignment will be considered and reviewed as part of the evaluation process. Faculty undergoing evaluation will complete the Part-Time Faculty Self-Evaluation Statement Form in the Tenure Review and Faculty Evaluation Manual.

c) The Performance Summary Evaluation form will be completed and signed by the responsible Dean or Director. If the overall evaluation is satisfactory, the evaluation may be placed in the mailbox of the non-instructional faculty being evaluated, who will be provided with the opportunity, if he/she so wishes, to discuss the report with the person who prepared the assignment activity observation report. The faculty members will sign both copies of the report, keep one copy and return the other to the responsible Dean or Director for filing in Human Resources.

d) If the Performance Summary Evaluation is marked Unsatisfactory, the responsible Dean or Director will arrange for a conference with the non-instructional faculty being evaluated, at which time the evaluation will be reviewed and the part-time faculty member will be requested to sign the evaluation form. The non-instructional faculty will be provided with a copy of the evaluation report and the original will be sent to Human Resources for filing.

Student Evaluations:

Student evaluations will be conducted using the prescribed form in the Tenure Review & Faculty Evaluation Manual.

For Counseling, EOPS, DSS, or ITC faculty, the Administrative Secretary will type the faculty member's name into the top of the student evaluation form before printing it. The directions on the form will instruct the student to return the form to a designated evaluation box at the front counter of the area's office. A minimum number of 30 student evaluations will be printed for students to evaluate the faculty member on scheduled appointments or student contacts during the student evaluation window. The student will receive the evaluation form when he or she checks in to the appointment and will fill it out after the appointment in the office waiting room. At the conclusion of the student evaluation window, the Administrative Secretary will return the completed forms to Human Resources for processing.

Human Resources will summarize the results of the student evaluation and prepare a student evaluation summary report for the Dean or Director.

3. On-going Evaluation – After the first six semesters of consecutive service, non-instructional part-time faculty will be evaluated on an on-going basis every sixth subsequent semester. At the discretion of the Dean, the evaluation shall include at least one of the following: 1) student evaluations; 2) in-class or activity evaluation; 3) Self-Evaluation statement; and/or 4) course syllabus and materials review. The evaluation shall include a Performance Summary Evaluation. Continuation of vested status is contingent on satisfactory evaluations.

The evaluation procedures for on-going part-time faculty will follow the steps as described in Section **2a through 2d** above.

The evaluation of a part-time faculty member who is vested in multiple disciplines shall satisfy all disciplines in which the part-time faculty member is vested if those disciplines are related and supervised by the same Dean (CBA Article 15.2.6.2).

4. Out-Of-Sequence Part-Time Evaluation

   a) At the discretion of, and upon mutual agreement between the responsible Dean and the responsible Department Chair/Faculty Coordinator, an out-of-sequence full-performance evaluation of a part-time faculty member may be conducted under the following circumstances: 1) valid written student complaint(s); 2) poor student evaluations; 3) documented areas of concern by the Dean or the Chair or Faculty Coordinator. SCEA President will be informed immediately in writing by the Dean or Chair/Faculty Coordinator of initiated out-of-sequence evaluations.

   b) A full-performance evaluation may include the following: 1) student evaluations; 2) in-class or activity evaluation; 3) course syllabus and materials review (if applicable); and/or 4) performance Summary Evaluation. Under these circumstances, both the Dean and Chair/Faculty Coordinator will conduct an in-class or activity evaluation of the part-time faculty member. Loss of vested status will occur in those circumstances in which both the Dean and Chair/Faculty Coordinator concur that the part-time faculty member's performance is unsatisfactory. In situations in which there is no consensus between the Dean and Chair/Faculty Coordinator, the part-time faculty member will be evaluated in the next consecutive semester by both the Dean and Chair/Faculty Coordinator.

   c) The Dean and the Chair/Faculty Coordinator retain the right to assign the evaluation(s) of the part-time faculty member to one of their designees. With respect to all staffing decisions, consistent with section 4.3 of the SCEA Contract, Policy No. 5109 (the Staff Diversity Plan), and Policy No. 5303 (Overload Assignments) of the Policy Manual, the Dean retains the right of assignment.

5. Appeal Procedure – Should a part-time non-instructional faculty member consider his/her summary evaluation report to be unfair or inaccurate, he/she may request the responsible Assistant Superintendent/Vice President to arrange for another observation by a Dean or designee. Further, the part-time non-instructional faculty member may request that the Dean or designee obtain and summarize an evaluation from students using a Student Rating form. Finally, the faculty member retains the right to contact SCEA with concerns.

Evaluation Procedures for Noncredit Instructors Exclusively:

It is intended that the evaluation process be comprehensive, fair, and humane. At the District's discretion, all aspects of the faculty members assignments such as instructional, non-instructional, and overload assignments may be evaluated. When overload is being evaluated as part of a comprehensive evaluation, proportional weight shall be placed on the primary duties of the unit member's assignment when completing the summary evaluation.

The procedures for noncredit instructor's evaluations have been established as follows:

1. Instructors teaching noncredit courses will have all students complete the approved student evaluation form used for credit courses for each section they are teaching each semester; these completed evaluations are to be returned to the Continuing Education Office by the instructor. The evaluation packet must be sealed and signed by the student proctoring the class evaluation.

2. Substantive negative evaluations will require a classroom evaluation visit prior to teaching the next semester. If the student evaluation summary report is below the average for the School of Continuing Education, Economic and Workforce Development, an observation will be conducted by the Dean of School of Continuing Education, Economic and Workforce Development or designee in the immediate subsequent semester. The person conducting the observation may, but is not required to, announce the day they will visit the class.

3. Instructors who teach in both the credit and noncredit programs will follow the credit evaluation procedures/timelines unless the Dean of Continuing Education or responsible discipline Department Chair requests an additional evaluation due to written complaints related only to the noncredit courses.

4. New instructors who teach noncredit classes exclusively will have a 50 minute classroom observation by the Dean of Continuing Education, Economic and Workforce Development (or designee), Department Chair, or by a tenured faculty member from a related discipline, within completion of no more than 54 hours (derived as an equivalent of 3 lecture units) of instruction. The evaluation will take place after the first hour but prior to the last hour of the course.

5. Ongoing instructors who exclusively teach noncredit classes will have a 50 minute classroom observation at least once every three years of service.

6. The College reserves the right to conduct classroom observations upon receipt of a written complaint and may act upon said complaints after consultation with the responsible Dean and/or Department Chair.

7. The Part-Time Vesting Policy does not apply to instructors teaching noncredit courses.

8. The evaluation form for noncredit courses shall be the same as for all credit courses.

9. By mutual agreement of the Governing Board and the SCEA, negotiations on this Article may be reopened at any time.

Approved

Tenure Review

Evaluation

Forms

SOUTHWESTERN COLLEGE

Confidentiality Guidelines

The Tenure Review Handbook states that evaluation and review of new faculty members is an extension of the hiring process. All committee members, faculty and administrators alike, **must** attend all mandatory meetings, observe strict confidentiality, and maintain a professional level of conduct as well as an open and objective view of the process.

Every member of the Tenure Review Committee must recognize the importance of confidentiality to the integrity of the Tenure Review process and must agree to maintain confidentiality during and after having served on a Tenure Review committee.

Tenure Review Committee members agree to not divulge any confidential information which relates to the Tenure Review Candidate, including but not limited to: class visitations, evaluations, summary evaluation, documentation, or any other information regarding possible misconduct, misrepresentation, grievance or litigation.

Any breach of confidentiality could result in the immediate removal of the offending member from the committee. Failure to maintain confidentiality could constitute a violation of federal or state regulations that could incur liability on behalf of the District. There are limited circumstances under which disclosure of confidential information is authorized (i.e., to the Tenure Review Coordinator, a District-hired investigator, under subpoena, etc.). Any unauthorized disclosure of confidential information by a Tenure Review Committee member may result in suspension from serving on tenure review committees in the future.

All faculty are legally protected by the District while serving on a committee and adhering to the above-stated requirements.

☐ I understand that any willful breach of confidentiality or requirements may void said District protection. I have read and understand the above Confidentiality Agreement and will comply with the Guidelines as described above.

_____
Signature

_____
Print Full Name

_____
Date Signed

_____
Name of Tenure Review Candidate

_____
School

TRConfidentialityDoc (Rev. 8/2011) js

TENURE REVIEW COMMITTEE CALENDAR FORM
Fall [year]

Tenure Review Candidate: _____

Committee Chair: _____, Peer Member

Committee Members: _____, School/Center Dean

_____, Peer Member

_____, Member at Large

This form must be completed and emailed to everyone listed at the bottom by the end of the day on [date].

Dates:

(On or before [date])
Meeting Date:
Time:

Committee meets **without Candidate** to select/confirm the Committee Chair and establish meeting and visitation schedule. At the end of the meeting, the Candidate is invited for a "meet & greet" with the committee members if the candidate is in the first year of evaluation or at the discretion of the committee for a 2nd through 4th year evaluation cycle. **Tenure Review Coordinator (TRC) is invited to this meeting.**

Portfolio Due:
Between [date] – [date]

Candidate's written materials due to Chair. Materials to include updated CV and résumé, self-evaluation, course syllabi for each course being taught, and sample class/test materials(s) for each course taught. Other relevant materials may also be submitted at the Candidate's discretion.

Evaluation Window:
Between [date] – [date]

Committee members visitation responsibilities—notification to Candidate via this memorandum:

Class:	section -	(Dean)
Class:	section -	(Chair)
Class:	section -	(Peer)
Class:	section -	(Member At-Large)

Post-visitation meetings established individually **within one week of visit.**

[date] – [date]

Student Evaluations conducted (distributed by Human Resources)

Committee Meeting Dates:

On or before [date]:

(Time, place)

Committee meets **without Candidate** to review all tenure review materials and to draft Summary Evaluation report. **Bring draft comments to include on yellow Summary Evaluation** (hand written okay). Committee also drafts report to Superintendent/President and Candidate. **TRC is invited to this meeting.**

On or before [date]:

(Time, place)

Committee meets **with Tenure Track Candidate** to report findings and recommendations.

Cc: Vice President for Human Resources
  Cognizant Vice President for Academic Affairs or Student Affairs
  Tenure Review Coordinator
  Tenure Review Committee Members
  Tenure Review Candidate

TR_Committee Calendar Form_FA14.docx (Rev. 06/2016) jsi

SWC
SOUTHWESTERN COLLEGE

Tenure Review Committee Recommendation Form

All PC and Mac users please note: This form must be opened using **Adobe Reader**; any forms opened/used in "Preview Mode" will not function properly.

To: _____ , Superintendent/President

From: _____ , Tenure Review Committee Chair

The Tenure Review Committee's Summary Evaluation for _____
is as follows:
                               (Name)
(Include exact wording from Tenure Review Summary Evaluation section here)

Based on class observations, student evaluations, and other related documentation, the Tenure Review Committee's recommendation is as follows:

☐ Satisfactory   ☐ Needs Improvement   ☐ Unsatisfactory
                           (See attached improvement plan)

Committee Chair Name (typed)	Signature	Date
Peer Member Name (typed)	Initials	Date
At Large Member Name (typed)	Initials	Date
School Dean Name (typed)	Initials	Date
Tenure Review Coordinator' Name (typed)	Signature	Date

I have reviewed the recommendation of the Tenure Review Committee for this Candidate.

☐ I concur.   ☐ I do not concur.

Comment: _____
_____
_____
_____

Cognizant Vice President's Name (typed)	Signature	Date

TRComRecommendationForm (Rev 02/2013) px

SWC
SOUTHWESTERN COLLEGE

<u>Needs Improvement Plan</u>
Candidate's Name:
Title/Position:
School/Center of

The Tenure Review Committee for _____ requests that the following steps be completed. This plan was designed in response to areas that needed improvement based on the Faculty Evaluation forms and the Summary Evaluation Form for this candidate in the fall semester of _____(year).

Problem Area:	Correction Requested:	Date to be completed:	Method of Evaluation:

<u>Tenure Review Committee Sign Off:</u>

Committee Chair's Name/typed	Committee Chair's Signature	Date
Peer Member's Name/typed	Peer Member's Signature	Date
At Large Member's Name/typed	At Large Member's Signature	Date
School/Center Dean's Name/typed	School/Center Dean's Signature	Date
Candidate's Name/typed	Candidate's Signature	Date
SCEA Representative's Name/typed	SCEA Representative's Signature	Date
Tenure Review Coordinator's Name/typed	Tenure Review Coordinator's Signature	Date
Vice President's Name/typed	Vice President's Signature	Date

Approved

Contract/Tenured

Instructional Faculty

Evaluation

Forms

Faculty Course Syllabus and Materials Review Form A
Academic Faculty

SWC
SOUTHWESTERN COLLEGE

All PC and Mac users please note: This form must be opened using **Adobe Reader**; any forms opened/used in "Preview Mode" will not function properly.

Faculty: _____   Discipline: _____

Course: _____   School: _____

In accordance with evaluation procedures for instructional faculty, the instructor shall provide copies of a course syllabus for each course that the unit member is teaching during the semester of evaluation. The primary purpose of this review is to provide constructive feedback to faculty members regarding their course syllabi and materials. The following review also provides sample statements regarding college policies to assist faculty members in improving their syllabi. Instructors are expected to distribute the course syllabi to the students in their classes on the first day.

SYLLABUS:

Satisfactory	Needs Work	
☐	☐	Course description and objectives, either verbatim from the course outline or an abridged version that references the course outline.
☐	☐	Student Learning Outcomes stated.
☐	☐	Calendar of activities as applicable: topics, themes, etc.
☐	☐	Calendar of examinations, field trips, project due dates, oral presentations as applicable.
☐	☐	Required and supplementary textbooks and necessary course materials.
☐	☐	Attendance and tardiness policy: Students are expected to attend every class meeting, to arrive on time and stay throughout the class period. Students may be dropped from class for excessive tardiness, for failure to attend class the first day or during the entire first week of the class, or if the total number of absences exceeds twice the number of hours the class meets per week.
☐	☐	Behavior/discipline requirements as deemed necessary (e.g. permission to tape lectures, personal electronic equipment).
☐	☐	Out-of-class assignment policy (e.g. homework, papers, field trips).
☐	☐	Method of evaluating student progress toward, and achievement of, course objectives, including method by which the final grade is determined
☐	☐	Faculty contact information: voice mail, SWC email, office hours and/or consultation availability, and appointment procedure
☐	☐	Disability Support Services (DSS) Accommodation Statement (please use verbatim): "Southwestern College recommends that students with disabilities or specific learning needs contact their professors during the first two weeks of class to discuss academic accommodations. If a student believes they may have a disability and would like more information, they are encouraged to contact Disability Support Services (DSS) at (619) 482-6512 (voice), (619) 207-4480 (video phone), or email at DSS@swccd.edu. Alternate forms of this syllabus and other course materials are available upon request."

Page 48

Satisfactory	Needs Work	
☐	☐	Plagiarism statement (please use verbatim): "Academic dishonesty of any type by a student provides grounds for: disciplinary action by the instructor or college. In written work, no material may be copied from another without proper quotation marks, footnotes, or appropriate documentation."
☐	☐	**Optional:** Academic Success Center Referral (inclusion highly recommended, please use verbatim): "To further your success, reinforce concepts, and achieve the stated learning objectives for this course, I refer you to Academic Success Center learning assistance services. You will be automatically enrolled in NC 3: Supervised Tutoring, a free noncredit course that does not appear on your transcripts. Services are located in the ASC (420), the Writing Center (420D), the Reading Center (420), Math Center (426), the Library/LRC Interdisciplinary Tutoring Lab, MESA, specialized on-campus School tutoring labs, the Higher Education Center, and the San Ysidro Education Center. Online learning materials and Online Writing Lab (OWL) are available at www.swccd.edu/owl.
☐	☐	**Optional:** Other information which advises students of requirements established by the instructor (or department) for meeting course objectives or deemed necessary to inform the students (e.g. hazardous materials in laboratory, availability of Student Support Services such as tutoring, Math Center, Writing Center, etc.)

Comments:

Evaluator Signature	Date	Faculty Signature	Date

Page 49

Faculty Course, Syllabus, and Materials Review Form O
Academic Faculty Online Courses

All PC and Mac users please note: This form must be opened using Adobe Reader; any forms opened/used in "Preview Mode" will not function properly.

Faculty: _____   **Discipline:** _____

Course: _____   **School/Center:** _____

In accordance with evaluation procedures for instructional faculty, the instructor shall provide copies of a course syllabus for each course that the unit member is teaching during the semester of evaluation. The primary purpose of this review is to provide constructive feedback to faculty members regarding their course syllabi and materials. This checklist also provides sample statements regarding college policies to assist faculty members in improving their syllabi, and the DEFT syllabus template is available for use but is not mandatory. Instructors are expected to provide the course syllabus to their students in a welcome letter sent before the class begins or within the college CMS by the first day of the semester.

SYLLABUS:

Satisfactory	Needs Work	
☐	☐	Faculty contact information: phone, SWC email, Canvas Inbox, campus/ virtual office hours, and/or consultation availability and appointment procedure; preferred method of contact and response time stated.
☐	☐	Course description and objectives: either verbatim from the course outline or an abridged version that references the course outline
☐	☐	Student Learning Outcomes: stated verbatim
☐	☐	Required and supplementary textbooks and course materials, including ISBNs if available
☐	☐	Attendance and participation policy (customized for course): "Attendance in an online course is determined by participation in academically-related activities. You will be considered present if there is evidence of your participation in course activities including, but not limited to, submitting an assignment, taking a test, participating in an online discussion, and working in a group. You will be considered absent if there is no evidence of your participation in the academic activities of this course. Students who do not complete the first online assignment or are absent for more than ___ hours (twice the number of hours indicated for the course in the College Catalog) may be dropped." (For clarity, instructors can convert hours to weeks based on duration of course.)
☐	☐	Instructor-related course policies, including instructor role detailing how Regular Effective Contact will be provided
☐	☐	Student-related course policies, including late work, netiquette, and behavior/ conduct
☐	☐	Method of evaluating student progress toward, and achievement of, course objectives, including method by which the final grade is determined
☐	☐	Calendar of topics, activities, projects, and exams for the semester

☐ ☐ Disability Support Services (DSS) Accommodation Statement (please use verbatim with link): "Southwestern College recommends that students with disabilities or specific learning needs contact their professors during the first two weeks of class to discuss academic accommodations. If a student believes they may have a disability and would like more information, they are encouraged to contact Disability Support Services (DSS) at (619) 482- 6512 (voice), (619) 207-4480 (video phone), or email at DSS@swccd.edu. Alternate forms of this syllabus and other course materials are available upon request."

☐ ☐ Student Support Services Statement (please use verbatim with links): "Student support services are available both on campus and online. For a complete list of services, including the library, tutoring, and counseling, visit the Student Services and Campus Resources webpage. Free online tutoring is available to all currently enrolled Southwestern College students through SWC's Online Writing Lab (OWL) and the Western eTutoring Consortium. When you have questions about Blackboard/Canvas and online learning at SWC, the Online Learning Center is ready to assist you.

☐ ☐ Plagiarism Statement (please use verbatim): "Academic dishonesty of any type by a student provides grounds for disciplinary action by the instructor or college. In written work, no material may be copied from another without proper quotation marks and appropriate documentation." Additional explanation specific to discipline or course may be added.

☐ ☐ Optional: Other information which advises students of requirements established by the instructor or department for meeting course objectives or otherwise deemed necessary to inform the students

COURSE:

☐ ☐ The online portion of this course, including grading, is primarily conducted in the college-adopted CMS in order to protect student privacy and verify student identity.

Comments:

_____   _____
Evaluator Signature   Date   Faculty Signature   Date

FULL-TIME FACULTY SELF EVALUATION STATEMENT

SWC — SOUTHWESTERN COLLEGE

All PC and Mac users please note: This form must be opened using **Adobe** Reader; any forms opened/used in "Preview Mode" will not function properly.

Faculty_____ School_____

Department/Discipline_____

Faculty members will submit a copy of their updated Curriculum Vitae (CV) as part of their evaluation process as well as a copy of this Self Evaluation Statement.

The purpose of this sheet is for the faculty member to be able to highlight accomplishments as well outline areas of interest that the instructor would like to pursue.

1. Please describe strengths related to your TEACHING or PERFORMANCE EFFECTIVENESS as well as areas in which you may like to improve or further develop.

Check here if continued on Addendum ☐

2. Please describe strengths related to your INSTITUTIONAL COMMITMENT as well as areas in which you may like to improve or further develop.

Check here if continued on Addendum ☐

3. Please describe strengths related to your PROFESSIONAL ACTIVITIES as well as areas in which you may like to improve or further develop.

Check here if continued on Addendum ☐

Page 52

4. Please describe strengths related to your STUDENT RELATIONS as well as areas in which you may like to improve or further develop.

Check here if continued on Addendum ☐

5. Please describe strengths related to your COLLEGIAL RELATIONS as well as areas in which you may like to improve or further develop.

Check here if continued on Addendum ☐

6. Please provide any other information you feel would help in your evaluation.

Check here if continued on Addendum ☐

☐ I have participated in the assessment of STUDENT LEARNING OUTCOMES (SLOs) and this is how I have used the results of SLOs to improve my teaching methodologies and the learning of students (check all boxes that apply):

    ☐ considered SLO(s) data in determining and improving the effectiveness of curriculum and pedagogical methods.

    ☐ discussed various methodologies with colleagues (such as at Department meetings, Division meetings, Opening Day meetings, and/or in general).

    ☐ evaluated student progress toward attainment of SLO(s).

    ☐ considered what additional resources are needed to achieve progress toward meeting SLO(s).

    ☐ other (provide further information):

Check here if continued on Addendum ☐

Page 53

FULL-TIME FACULTY EVALUATION
FORM A | ACADEMIC

FACULTY NAME: \<Slct\> 20

COURSE AND SECTION NUMBER:

COURSE TITLE:

SCHOOL: **DEPARTMENT:**

EVALUATOR'S NAME: **TITLE:** \<Select\>

DATE OF VISITATION: **# OF STUDENTS:**

All PC and Mac users please note: This form must be opened using **Adobe Reader**; any forms opened/used in "Preview Mode" will not function properly.

DIRECTIONS: Every item must contain specific comments including an example to illustrate the evaluator's point and suggestions for improvement if applicable. Each category includes a concise parenthetical, descriptive prompt; however, the evaluator's comments are not limited to those descriptors. Please select the most relevant rating from each drop down box.

OBSERVED LESSON AND RELEVANCE TO COURSE OUTLINE:

INSTRUCTIONAL TECHNIQUES BEING USED:

☐ Lecture   ☐ Class Discussion   ☐ Small Group Activities

☐ Individual Student Assistance   ☐ Interactive Activity   ☐ Internet

☐ Audio/Visual   ☐ Web-enhanced

GOALS/OBJECTIVES: \<Select\>   Select a rating that is most relevant from the drop down box (left).
                                               8 – 10 = Strong | 6 – 7 = Competent | 4 – 5 = Marginal | 1 – 3 = Unsatisfactory.

(Clearly stated verbally or written; relevant to larger goals; connected to other planned activities)

Comments:

Check here if continued on Addendum ☐

Evaluation Scale: 8 – 10 = Strong | 6 – 7 = Competent | 4 – 5 = Marginal | 1 – 3 = Unsatisfactory

ORGANIZATION OF LESSON PLAN: <Select>

(Organized progression from each activity to the next)

Comments:

Check here if continued on Addendum ☐

USE OF CLASS TIME: <Select>

(Punctuality and use of class time)

Comments:

Check here if continued on Addendum ☐

CLASSROOM MANAGEMENT: <Select>

(Control of classroom environment)

Comments:

Check here if continued on Addendum ☐

Evaluation Scale: 8 – 10 = Strong | 6 – 7 = Competent | 4 – 5 = Marginal | 1 – 3 = Unsatisfactory

SUBJECT MATTER EXPERTISE: <Select>

(Mastery of and currency in subject matter)

Comments:

Check here if continued on Addendum ☐

TEACHING METHODOLOGIES (PEDAGOGY/ANDRAGOGY): <Select>

(Mastery of teaching skills and strategies)

Comments:

Check here if continued on Addendum ☐

PRESENTATION AND DELIVERY: <Select>

(Awareness of demeanor, vocabulary and articulation)

Comments:

Check here if continued on Addendum ☐

Page 56

Evaluation Scale: 8 – 10 = Strong | 6 – 7 = Competent | 4 – 5 = Marginal | 1 – 3 = Unsatisfactory

STUDENT INVOLVEMENT: \<Select\>

(Evidence of active engagement and participation by students)

Comments:

Check here if continued on Addendum ☐

LEARNING ENVIRONMENT: \<Select\>

(Creates an environment conducive to learning)

Comments:

Check here if continued on Addendum ☐

RAPPORT: \<Select\>

(Evidence of mutual respect and professionalism)

Comments:

Check here if continued on Addendum ☐

Evaluation Scale: 8 – 10 = Strong | 6 – 7 = Competent | 4 – 5 = Marginal | 1 – 3 = Unsatisfactory

OVERALL CLASS VISITATION SCALE: <Select>

SUMMARY EVALUATION:

Comments:

Check here if continued on Addendum ☐

Evaluator's Signature: _____ Date: _____

Dean's Signature: _____ Date: _____

Dean Comments (Optional): _____

_____

_____

_____

_____

_____

Faculty Signature: _____ Date: _____

Faculty Comments (Optional): _____

_____

_____

_____

_____

_____

Area Being evaluated	Strong (S)	Competent (C)	Marginal (M)	Unsatisfactory (U)
Goals & Objectives	Instructor specifically writes goals on board and/or states class goals, which support course objectives.	Instructor's goals are sufficiently clear and adhere to course objectives.	Instructor's explanation of goals is weak, missing or does not support specific course objectives.	Instructor has no stated or perceived goals and/or objectives for the class and activities do not support course objectives.
Organization of lesson plan	Instructor is very well organized and builds the lesson utilizing previous lessons to scaffold students' learning of the material.	Instructor has a lesson plan prepared which follows course outlines and provides learning opportunities.	Instructor has a lesson prepared but it does not support course objectives, or the lesson plan loses focus at points.	Instructor has a lesson plan which is rambling, disjointed or did not relate to the objectives of this course.
Use of Class Time	Instructor utilized every moment of student contact as a learning opportunity. Time was allocated perfectly for planned activities.	Instructor's use of class time was well-planned and well-paced for this course.	Instructor spent more time off subject than on; in addition, time for activities was miscalculated so as to be too rushed or too slow for the students, or the instructor was a few minutes late or let the class go slightly early.	Instructor wasted valuable class time or seriously misallocated time in directions that do not support the purpose of this course, or the instructor was significantly late or let the class go significantly early.
Classroom Management	Instructor is in control of all activities conducted in class and instructor monitors students' activities and manages discussions very well.	Instructor maintains adequate control of the classroom environment and monitors students' activities and class discussions. The students were prepared for class and were kept on task.	Instructor controls the class too much so as to be stifling or not enough so as to appear too lax. Some students may lack class materials and/or the instructor failed to keep them on task in a few instances.	Instructor loses control of the classroom environment and/or student activities so as to produce a sense of chaos that does not support the purpose of this course. The students are unprepared and/or the instructor failed to keep them on task.
Subject Matter Expertise	Instructor demonstrates superior knowledge of the subject matter and explains it well to the students.	Instructor has adequate knowledge of the subject matter and can explain it sufficiently well for students.	Instructor knows the subject matter somewhat well but is unable to explain it well to the students.	Instructor appears to be lacking in basic knowledge about this subject matter.
Teaching Methodologies: Pedagogy Andragogy	Instructor demonstrates superior knowledge of current teaching methodology and applies in ways that stimulate independent learning in the students.	Instructor adequately applies current teaching methodologies and in doing so, helps students learn the subject matter.	Although the Instructor appears to know some of the current teaching methodologies, they are not applied consistently in class.	Instructor seems unaware of current teaching methodologies and because of it, hinders student learning.
Presentation & Delivery	Instructor's presentation is professional, clear and eloquent. In addition, delivery is stimulating and dynamic.	Instructor's presentation is clear and direct; in addition, delivery is adequate and engaging.	Instructor's presentation is unclear and somewhat confusing; in addition, delivery is weak.	Instructor's presentation is monotone, uninteresting, unprofessional and/or very confusing; in addition, delivery is boring and dull or difficult to understand.
Student Involvement	Instructor provides ample opportunity for student involvement through questions, activities, reflection and/or small group work.	Instructor provides for student involvement through questions, class activities, discussions, and/or group work.	Instructor provides very few opportunities for students to become involved, to work with the subject matter or to ask questions	Instructor does not provide opportunities for students to become involved, does not promote questions or discussion nor allows for group work.

Rapport	Instructor demonstrates superior rapport with the students; Instructor knows their names and appears to have built a strong classroom atmosphere of collegiality and respect.	Instructor demonstrates adequate rapport with students; Instructor knows their names and has an adequately comfortable classroom atmosphere.	Instructor knows students' names but does not interact sufficiently with them so as to build a strong classroom atmosphere.	Instructor appears reflect a lack of respect towards students and does not know their names; classroom atmosphere is sterile and/or cold.

FACULTY EVALUATION FORM O
ONLINE/HYBRID COURSES

FACULTY NAME: [_____] Select ▼ [20]

COURSE AND SECTION NUMBER: [_____] Select ▼

COURSE TITLE: [_____]

SCHOOL/SERVICE AREA: [_____] **DEPARTMENT:** [_____]

EVALUATOR'S NAME: [_____] **TITLE:** [_____]

WEEK OF INSTRUCTION*: [_____] **# OF ACTIVE STUDENTS:** [_____]

*a week of instruction or the equivalent, as determined in consultation with the instructor

DIRECTIONS: Every item must contain specific comments including an example to illustrate the evaluator's point and suggestions for improvement if applicable. Each category includes a concise, descriptive prompt; however, the evaluator's comments are not limited to those descriptors. Shade the gradated evaluation scale in the most relevant numerical area.

OBSERVED WEEK OF INSTRUCTION* AND RELEVANCE TO COURSE OUTLINE:

[_____]

COURSE MANAGEMENT SYSTEM (CMS) COMPONENTS BEING USED:

Annoucements ☐   Discussions ☐   Assignments ☐   Groups ☐
Quizzes/Tests ☐   Content Pages ☐   Surveys ☐
Other: [_____]

INSTRUCTIONAL TECHNIQUES BEING USED:

Instructor-Created Materials (e.g. video lecture, webinar, document) ☐
Videos ☐   Class Discussion ☐   Content Collected from Other Sources ☐
Group Activities (collaborative learning) ☐   Self-Assessment/Reflection ☐
Other: [_____]   Formative Feedback (e.g. assessing learning) ☐

Select a rating that is most relevant from the drop down box.
8-10 = Strong / 6-7 = Competent / 4-5 = Marginal / 1-3 = Unsatisfactory

GOALS/OBJECTIVES: Select ▼
Objectives for the week are clearly stated in the week of instruction*, are measurable, and connect to course objectives.
COMMENTS:

[_____]

Check here if continued on Addendum ☐

Course:

EXPERTISE IN SUBJECT AREA: [Select ▼]

Expertise is demonstrated through knowledge of content and effective selection and presentation of materials to facilitate learning. Content authored by the instructor and/or introduction to content collected from other sources demonstrates mastery of subject matter.

COMMENTS:

Check here if continued on Addendum ☐

ORGANIZATION OF WEEK OF INSTRUCTION*: [Select ▼]

Structure of observed instruction supports student learning through clear organization that is easy to navigate. Content and activities flow in a logical progression, are accessed with minimal clicks, and are clearly labeled and arranged to facilitate student learning.

COMMENTS:

Check here if continued on Addendum ☐

TEACHING METHODOLOGIES: [Select ▼]

Activities are well suited to the online environment, student centered, and ask students to engage with content to facilitate learning. Technology is used appropriately and effectively.

COMMENTS:

Check here if continued on Addendum ☐

COMMUNICATION AND RAPPORT: [Select ▾]

In communication with students, instructor demonstrates respect and professionalism. Instructor provides an opportunity in the CMS for students to ask questions and receive helpful responses.

COMMENTS:

[_____]

Click here if continued on Addendum ☐

DEVELOPMENT OF A LEARNING COMMUNITY: [Select ▾]

Instructor fosters a sense of community in the online classroom through meaningful student-to-student interactions.

COMMENTS:

[_____]

Click here if continued on Addendum ☐

REGULAR EFFECTIVE CONTACT/INTERACTION: [Select ▾]

Instructor initiates interaction with students in the CMS throughout the week to discuss course content and determine that students are comprehending course material and participating regularly. The amount of contact is equivalent to a face-to-face section of the course (i.e. in a 3-unit course, the instructor provides 3 hours of contact). Methods of Regular Effective Contact include participating in online discussions, delivering online lectures or other instructional materials, posting weekly announcements, and giving timely feedback to students.

COMMENTS:

[_____]

Click here if continued on Addendum ☐

Faculty Name:

Course:

OVERALL ACTIVITY OBSERVATION SCALE: Select ▾

SUMMARY EVALUATION:

Comments:

Click here if continued on Addendum ☐

Evaluator's Signature: _____ Date:

Dean's Signature: _____ Date: _____

Dean's Comments (Optional):

_____
_____
_____
_____

Faculty Signature: _____ Date:

Faculty Comments (Optional):

_____
_____
_____
_____

Faculty Evaluation Rubric - Form O For Online & Hybrid Courses

Ratings are based on the *<u>observed week of instruction</u> or the equivalent, as determined in consultation with the instructor.

Area Being evaluated	Strong (S)	Competent (C)	Marginal (M)	Unsatisfactory (U)
Goals/ Objectives	Lesson objectives are easy to find and logically placed, such as at the beginning of the week's materials. They are clearly worded, use measurable verbs (e.g. *analyze*, *demonstrate*, *evaluate*, *compare*), and connect to course objectives.	Lesson objectives are provided. They are sufficiently clear to explain to students what they will be able to do by the end of the week. Most objectives are measurable (e.g. *analyze*, *demonstrate*, *evaluate*, *compare*) and connect to course objectives.	Lesson objectives are confusing and/or vague and therefore do not clearly explain to students what they will be able to do by the end of the week. Objectives are not measureable (e.g. *analyze*, *demonstrate*, *evaluate*, *compare*) and/or do not connect to course objectives.	Lesson objectives are not communicated to students.
Expertise in Subject Area	Instructor demonstrates superior expertise in the subject area through instructor-prepared lecture materials and/or introduction to content collected from other sources (e.g. using knowledge and expertise to introduce a video in a way that will facilitate learning).	Instructor demonstrates adequate expertise in the subject area through instructor-prepared lecture materials and/or introduction to content collected from other sources (e.g. using knowledge and expertise to introduce a video in a way that will facilitate learning).	Instructor does not demonstrate adequate subject-matter expertise in presenting and explaining content to students.	Instructor does not demonstrate fundamental subject-matter expertise in presenting and explaining content to students.
Organization of Week of Instruction*	Week of instruction is well organized and easy to navigate. Items are clearly labeled and flow logically so that students can focus on learning rather than finding and accessing items.	Week of instruction is adequately organized and easy to navigate. The majority of items are clearly labeled, and most of the week flows logically so that students can focus on learning rather than finding and accessing items.	Week of instruction is not adequately organized and is not easy to navigate or is inconsistent. Students cannot easily navigate the week's content and activities without extra clicks and searching to find items.	Week of instruction is not organized for students, creating a barrier to learning. Students may be asked to find the week's materials in a variety of locations and without adequate instructor guidance.

Teaching Methodologies	Instructor uses activities that ask students to work with content in meaningful ways. Learning is engaging and student-centered, and technology is appropriate for this course and used effectively to facilitate student learning.	Instructor uses activities that ask students to work with content rather than restate it. Learning is student-centered, and technology is appropriate for this course.	Instructor uses activities that mostly require students to restate content. Learning is occasionally student-centered. Technology choices may not be appropriate for this course or may not be used in a way that facilitates student learning.	Instructor does not use activities that ask students to work with content or does not use activities that facilitate learning. Learning is not student-centered, and/or technology is not appropriate for this course.
Communication and Rapport	Students have one or more places in the course to ask questions, and the instructor responds professionally and helpfully. In these and all communication, instructor builds an atmosphere of collegiality and respect in all communications with students.	Students have a place in the course to ask questions, and the instructor responses are adequately helpful. In these and all communication, instructor mostly builds an atmosphere of collegiality and respect in communication with students.	Students do not have an obvious place in the course to ask questions, and/or the instructor does not consistently respond professionally and helpfully. In these and all communication, instructor does not sufficiently and consistently build an atmosphere of collegiality and respect in communication with students.	Instructor does not communicate with students and/or does not demonstrate respect and professionalism.
Development of a Learning Community	Instructor develops a strong sense of community in the course by providing ample opportunities for meaningful student-to-student interaction.	Instructor develops a sense of community in the course by providing opportunities for meaningful student-to-student interaction.	Instructor provides occasional opportunities for student-to-student interaction, but these activities are not necessarily designed to develop meaningful interaction.	Instructor does not develop a sense of community in the course. Student-to-student interaction has not been integrated into the course.

Regular Effective Contact/ Interaction	Instructor initiates interaction with students throughout the week of instruction to discuss course content and student progress. Instructor provides ample contact through a variety of methods, such as joining class discussions, posting announcements, delivering online lectures, and giving feedback.	Instructor initiates interaction with students to discuss course content and student progress. Instructor provides adequate contact through several methods, such as joining class discussions, posting announcements, delivering online lectures, and giving feedback.	Instructor initiates minimal interaction with students to discuss course content and student progress. The amount of contact is not adequate for the number of units, and/or the contact methods or quality may be inadequate to meet college requirements.	Instructor does not provide adequate Regular Effective Contact for this course.

FULL-TIME FACULTY SUMMARY EVALUATION
FORM A I ACADEMIC

All PC and Mac users please note: This form must be opened using **Adobe Reader**; any forms opened/used in "Preview Mode" will not function properly.

FACULTY NAME: ☐ TENURED   ☐ NON-TENURED

SCHOOL: <Slct>/20

Faculty member is encouraged to attach supplemental materials if they so desire (i.e. resume, curriculum vitae, lists of conferences attended, copies of written publications, transcripts of course work and syllabus of each assigned course).

I. **STRENGTHS AND AREAS FOR IMPROVEMENT:** Use the drop box to the left of each item to indicate items that are beyond normal standards, i.e., <u>Superior</u> (S), or <u>Unsatisfactory</u> (U). Written comments must reflect the rationale for either selection. If the item is acceptable or if it does not apply, please leave the item blank.

   A. **TEACHING EFFECTIVENESS:**

   1. Demonstrates professional knowledge of the subject and changes in the field.
   2. Plans and organizes each assigned course.
   3. Applies appropriate teaching techniques and methods in classroom instruction.
   4. Evaluates student achievement periodically and applies appropriate grading policies.
   5. Promotes student retention.
   6. Provides a quality learning environment.
   7. Uses instructional supplies and equipment appropriately.
   8. Submits rosters, documents, syllabi, and reports in a comprehensive and timely manner.
   9. Uses effective communication in the classroom.

COMMENTS:

Page 68

B. INSTITUTIONAL COMMITMENT:

1. Participates in School/Center/Unit activities/committees.
2. Participates in co-curricular activities.
3. Participates in general college activities/committees.
4. Observes policy and procedural requirements.
5. Implements curriculum development and projects as needed.
6. Participates in program review, master planning, grants.
7. Participates in faculty selection, orientation, and evaluation.
8. Provides community groups and individuals with information regarding programs/courses.
9. Contributes to the quality of the community.

COMMENTS:

C. PROFESSIONAL ACTIVITIES:

1. Attends conferences and workshops.
2. Enrolls in course work and clinics.
3. Publishes written material (i.e. books, articles, monographs).
4. Participates in exhibitions, concerts, develops or directs productions.
5. Maintains memberships in professional organizations.
6. Provides lectures, demonstrations and seminars as needed.
7. Participates in sabbatical leave and/or faculty exchanges.
8. Receives grants and honors.
9. Participates in other creative and scholarly activities.

COMMENTS:

Page 69

D. STUDENT RELATIONS:

1. Demonstrates an understanding of student rights.
2. Acknowledges student needs.
3. Promotes understanding of and a sensitivity to diversity in students.
   (i.e. academic, social, economic, cultural, disability and ethnic backgrounds).
4. Respects student opinions and concepts.
5. Develops a meaningful level of student involvement in the classroom.
6. Contributes to student advisement.
7. Promotes student success.

COMMENTS:

E. COLLEGIAL RELATIONS:

1. Demonstrates a general understanding of institutional roles of other faculty, staff
   and administration.
2. Promotes an understanding of and a sensitivity to diversity in faculty, staff and administration
   (i.e. academic, social, economic, cultural, disability and ethnic backgrounds).
3. Respects the rights of other faculty, staff and administrators to voice opinions.
4. Seeks ways to work cooperatively and productively.

COMMENTS:

II. OVERALL EVALUATION:

☐ Satisfactory   ☐ Improvement Needed (Attach Plan)   ☐ Unsatisfactory

SUMMARY COMMENTS:

III. NEEDS IMPROVEMENT PLAN:
(Note: For Improvement Needed, attach a written plan reflecting the following):

A. Problem Area
B. Correction Requested
C. Date to be Completed
D. Method of Evaluation

IV. EVALUATORS' SIGNATURES:

Committee Chair/Peer	Date
Peer Member	Date
At-Large Faculty Member	Date
Dean/Administrator	Date
Faculty Member	Date

Note: The faculty member's signature on this document indicates his/her awareness of the above report and not necessarily his/her concurrence with this evaluation.

Page 71

TENURED FACULTY SUMMARY EVALUATION FORM A
ACADEMIC

All PC and Mac users please note: This form must be opened using **Adobe Reader**; any forms opened/used in "Preview Mode" will not function properly.

FACULTY NAME: ☐ TENURED

SCHOOL/CENTER: Spring 20

Faculty member is encouraged to attach supplemental materials if they so desire (i.e. resume, curricululm vitae, lists of conferences attended, copies of written publications, transcripts of course work and syllabus of each assigned course).

I. **STRENGTHS AND AREAS FOR IMPROVEMENT:** Use the drop box to the left of each item to indicate items that are beyond normal standards, i.e., **Superior** (S), or **Unsatisfactory** (U). Written comments must reflect the rationale for either selection. If the item is acceptable or if it does not apply, please leave the item blank.

   A. **TEACHING EFFECTIVENESS:**

      1. Demonstrates professional knowledge of the subject and changes in the field
      2. Plans and organizes each assigned course
      3. Applies appropriate teaching techniques and methods in classroom instruction
      4. Evaluates student achievement periodically and applies appropriate grading policies
      5. Promotes student retention
      6. Provides a quality learning environment
      7. Uses instructional supplies and equipment appropriately
      8. Submits rosters, documents, syllabi, and reports in a comprehensive and timely manner
      9. Uses effective communication in the classroom

COMMENTS:

B. INSTITUTIONAL COMMITMENT:

1. Participates in School/Center/Unit activities/committees
2. Participates in co-curricular activities
3. Participates in general college activities/committees
4. Observes policy and procedural requirements
5. Implements curriculum development and projects as needed
6. Participates in program review, master planning, grants
7. Participates in faculty selection, orientation, and evaluation
8. Provides community groups and individuals with information regarding programs/courses
9. Contributes to the quality of the community

COMMENTS:

C. PROFESSIONAL ACTIVITIES:

1. Attends conferences and workshops
2. Enrolls in course work and clinics
3. Publishes written material (i.e. books, articles, monographs).
4. Participates in exhibitions, concerts, develops or directs productions
5. Maintains memberships in professional organizations
6. Provides lectures, demonstrations and seminars as needed
7. Participates in sabbatical leave and/or faculty exchanges
8. Receives grants and honors
9. Participates in other creative and scholarly activities

COMMENTS:

D. STUDENT RELATIONS:

1. Demonstrates an understanding of student rights
2. Acknowledges student needs
3. Promotes understanding of and a sensitivity to diversity in students
   (i.e. academic, social, economic, cultural, disability and ethnic backgrounds)
4. Respects student opinions and concepts
5. Develops a meaningful level of student involvement in the classroom
6. Contributes to student advisement
7. Promotes student success

COMMENTS:

E. COLLEGIAL RELATIONS:

1. Demonstrates a general understanding of institutional roles of other faculty, staff and administration
2. Promotes an understanding of and a sensitivity to diversity in faculty, staff and administration
   (i.e. academic, social, economic, cultural, disability and ethnic backgrounds)
3. Respects the rights of other faculty, staff and administrators to voice opinions
4. Seeks ways to work cooperatively and productively

COMMENTS:

Page 74

II. OVERALL EVALUATION:

☐ Satisfactory ☐ Improvement Needed (Attach Plan) ☐ Unsatisfactory

SUMMARY COMMENTS:

III. NEEDS IMPROVEMENT PLAN:

(Note: For Improvement Needed, attach a written plan reflecting the following):

A. Problem Area
B. Correction Requested
C. Date to be Completed
D. Method of Evaluation

IV. EVALUATORS' SIGNATURES:

Peer Evaluator	Date

Dean/Administrator	Date

Faculty Member	Date

Note: The faculty member's signature on this document indicates his/her awareness of the above report and not necessarily his/her concurrence with this evaluation.

Page 75

1	Which of the following best describes **you** in this class?	
	5 = I am keeping up with the work. I am doing all of the assigned reading. I am doing all of the assignments, quizzes and exams and submitting them on time. I am participating actively in the class.	
	4 = I am keeping up with most of the work. I am doing most of the assigned reading. I am doing all of the assignments, quizzes and exams and submitting them on time. I am participating actively in the class.	
	3 = I am a little behind in the work. I am doing a lot of the assigned reading. I've missed the deadline on one or more assignments, quizzes or exams but turned in everything. I am participating some of the time.	
	2 = I am struggling to keep up with the work in this class. I've done about half of the assigned reading. I've missed several assignment deadlines and not submitted some of the assignments or exams. I don't participate often.	
	1 = I have not been able to keep up with the work in this class and am behind in the reading. I've missed several assignments, quizzes or exams. I don't actively participate because I don't have time or don't understand.	
2	The instructor organizes this class well.	
3	The instructor clearly states the objectives of the course and each topic.	
4	The content of the course and the material covered is directly related to the objectives of the course.	
5	When the teacher uses A Course Management System (for example Canvas) and or class-related web sites, they work well.	
6	The instructor's use of technology is effective (such as slide presentations, web sites, video, DVD, MP3, podcasts)	
7	The instructor clearly describes course assignments.	
8	The instructor clearly states due dates for assignments, quizzes and exams.	
9	The instructor clearly states how students will be graded.	
10	Graded assignments, quizzes and/or exams cover the course material.	
11	Examinations and quizzes are clearly worded.	
12	The instructor stimulates interest in the subject.	
13	The assignments are helpful in acquiring a better understanding of course material.	
14	The instructor provides a good mix of learning activities.	
15	The instructor seems to know a lot about the subject matter.	
16	The instructor encourages participation.	
17	The instructor seems to enjoy teaching.	
18	The instructor expresses himself/herself well.	
19	The instructor is open to student ideas about the topics in the course and responds to student questions.	
20	The instructor seems to care about how well I learn the material.	
21	I can get the help I need from the instructor.	
22	I feel respected by the instructor.	
23	I would recommend this instructor to another student.	
24	I would recommend this course to another student.	
25	Any comments about the organization of the course or the effectiveness of the instructor?	

5 = completely agree 4 = strongly agree 3 = agree most of the time 2 = disagree 1 = strongly disagree

NOTE: questions 1, 5, and 24 are not included in the evaluation scoring.

1	Which of the following best describes **you** in this class?	
	5 = I am keeping up with the work. I am doing <u>all</u> of the assigned reading. I am doing <u>all</u> of the assignments, quizzes and exams and submitting them on time. I am participating actively in the class.	
	4 = I am keeping up with most of the work. I am doing <u>most </u>of the assigned reading. I am doing <u>all</u> of the assignments, quizzes and exams and submitting them on time. I am participating actively in the class.	
	3 = I am a little behind in the work. I am doing a lot of the assigned reading. I've missed the deadline on one or more assignments, quizzes or exams but turned in everything. I am participating some of the time.	
	2 = I am struggling to keep up with the work in this class. I've done about half of the assigned reading. I've missed several assignment deadlines and not submitted some of the assignments or exams. I don't participate often.	
	1 = I have not been able to keep up with the work in this class and am behind in the reading. I've missed several assignments, quizzes or exams. I don't actively participate because I don't have time or don't understand.	
2	The instructor organizes this class well.	
3	The instructor clearly states the objectives of the course and each topic.	
4	The content of the course and the material covered is directly related to the objectives of the course.	
5	When the teacher uses A Course Management System (for example Canvas) and or class-related web sites, they work well.	
6	The instructor's use of technology is effective (such as slide presentations, web sites, video, DVD, MP3, podcasts)	
7	The instructor clearly describes course assignments.	
8	The instructor clearly states due dates for assignments, quizzes and exams.	
9	The instructor clearly states how students will be graded.	
10	Graded assignments, quizzes and/or exams cover the course material.	
11	Examinations and quizzes are clearly worded.	
12	The instructor stimulates interest in the subject.	
13	The assignments are helpful in acquiring a better understanding of course material.	
14	The instructor provides a good mix of learning activities.	
15	The instructor seems to know a lot about the subject matter.	
16	The instructor encourages participation.	
17	The instructor seems to enjoy teaching.	
18	The instructor expresses himself/herself well.	
19	The instructor is open to student ideas about the topics in the course and responds to student questions.	
20	The instructor seems to care about how well I learn the material.	
21	I can get the help I need from the instructor.	
22	I feel respected by the instructor.	
23	I would recommend <u>this instructor</u> to another student.	
24	I would recommend <u>this course</u> to another student.	
25	Any comments about the organization of the course or the effectiveness of the instructor?	

5 = completely agree 4 = strongly agree 3 = agree most of the time 2 = disagree 1 = strongly disagree

NOTE: questions 1, 5, and 24 are not included in the evaluation scoring.

Tenured Faculty Evaluation
Request for Evaluation Postponement
Due to Extenuating Circumstances

All PC and Mac users please note: This form must be opened using **Adobe Reader**; any forms opened/used in **"Preview Mode"** will not function properly.

Date: _____

To: Cognizant Vice President _____

From: Dean/Director and _____

Faculty Member _____

School/Unit _____

This memo is to notify you that the Dean/Director is requesting a postponement for the evaluation of the above named tenured faculty member. Upon the postponed evaluation being completed, the three-year evaluation cycle will reset.

Please review the attached documents* from the Dean/Director (required) and the tenured faculty (required) and provide your response in writing to approve or disapprove the request along with the reason(s) that support your decision within five working days. The Dean/Director shall deliver a copy of this written response to the respective tenured faculty member.

_____ _____
Signature of Dean/Director   Date

_____ _____
Signature of Faculty Member   Date

*Deans/Directors must provide a written rationale of extenuating circumstances for the postponement (attached) and a written response from the tenured faculty member (attached).

Response from Vice President   ☐ Approve   ☐ Disapprove

Rationale:

_____

_____

_____

_____ _____
Signature of Vice President   Date

Response from SCEA President   ☐ Approve   ☐ Disapprove

Rationale:

_____

_____

_____

_____ _____
Signature of SCEA President   Date

**The SCEA President and Cognizant Vice President must both approve for a postponement to occur.

TF_Request for Eval Postponement.docx (11/2014) js

Approved

Contract/Tenured

Non-Instructional Faculty

Evaluation

Forms

FULL-TIME FACULTY SELF EVALUATION STATEMENT

SOUTHWESTERN COLLEGE

All PC and Mac users please note: This form must be opened using **Adobe Reader**; any forms opened/used in "Preview Mode" will not function properly.

Faculty_____ School_____

Department/Discipline_____

Faculty members will submit a copy of their updated Curriculum Vitae (CV) as part of their evaluation process as well as a copy of this Self Evaluation Statement.

The purpose of this sheet is for the faculty member to be able to highlight accomplishments as well outline areas of interest that the instructor would like to pursue.

1. Please describe strengths related to your TEACHING or PERFORMANCE EFFECTIVENESS as well as areas in which you may like to improve or further develop.

Check here if continued on Addendum ☐

2. Please describe strengths related to your INSTITUTIONAL COMMITMENT as well as areas in which you may like to improve or further develop.

Check here if continued on Addendum ☐

3. Please describe strengths related to your PROFESSIONAL ACTIVITIES as well as areas in which you may like to improve or further develop.

Check here if continued on Addendum ☐

Page 80

4. Please describe strengths related to your STUDENT RELATIONS as well as areas in which you may like to improve or further develop.

Check here if continued on Addendum ☐

5. Please describe strengths related to your COLLEGIAL RELATIONS as well as areas in which you may like to improve or further develop.

Check here if continued on Addendum ☐

6. Please provide any other information you feel would help in your evaluation.

Check here if continued on Addendum ☐

☐ I have participated in the assessment of STUDENT LEARNING OUTCOMES (SLOs) and this is how I have used the results of SLOs to improve my teaching methodologies and the learning of students (check all boxes that apply):

    ☐ considered SLO(s) data in determining and improving the effectiveness of curriculum and pedagogical methods.

    ☐ discussed various methodologies with colleagues (such as at Department meetings, Division meetings, Opening Day meetings, and/or in general).

    ☐ evaluated student progress toward attainment of SLO(s).

    ☐ considered what additional resources are needed to achieve progress toward meeting SLO(s).

    ☐ other (provide further information):

Check here if continued on Addendum ☐

FULL-TIME FACULTY EVALUATION
FORM B | BIBLIO/LIBRARY SERVICES FACULTY

LIBRARIAN/FACULTY NAME: <Slct> 20

SCHOOL/SERVICE AREA: **DEPARTMENT:**

EVALUATOR'S NAME: **TITLE:** <Select>

DATE OF VISITATION:

All PC and Mac users please note: This form must be opened using **Adobe Reader**; any forms opened/used in "Preview Mode" will not function properly.

DIRECTIONS: Every item must contain specific comments including an example to illustrate the evaluator's point and suggestions for improvement if applicable. Check the reference techniques that you observed being used.

TECHNIQUES BEING USED:

☐ Individual Student Assistance   ☐ Internet   ☐ Library Automation System

☐ Electronic Databases   ☐ Electronic Books   ☐ Audio/Visual

☐ Other: _____

---

1. Conduct reference interview and follow-through. <Select>

Select a rating that is most relevant from the drop down box (left).
8 – 10 = Strong | 6 – 7 = Competent | 4 – 5 = Marginal | 1 – 3 = Unsatisfactory.

Comments:

Check here if continued on Addendum ☐

---

2. Acts in a manner that encourages patrons to ask questions. <Select>

Comments:

Check here if continued on Addendum ☐

Page 82

Evaluation Scale: 8 – 10 = Strong | 6 – 7 = Competent | 4 – 5 = Marginal | 1 – 3 = Unsatisfactory

3. Knows and follows Reference Desk, and Library policies. <Select>

Comments:

Check here if continued on Addendum ☐

4. Exhibits teamwork regarding working at the Reference Desk. <Select>

Comments:

Check here if continued on Addendum ☐

5. Exhibits knowledge of reference sources, continues to develop knowledge of collections and resources. <Select>

Comments:

Check here if continued on Addendum ☐

Page 83

Evaluation Scale: 8 – 10 = Strong | 6 – 7 = Competent | 4 – 5 = Marginal | 1 – 3 = Unsatisfactory

OVERALL NON-INSTRUCTIONAL ACTIVITY OBSERVATION SCALE: <Select>

SUMMARY EVALUATION COMMENTS:

Check here if continued on Addendum ☐

Evaluator's Signature: _____ Date: _____

Dean's Signature: _____ Date: _____

Dean Comments (Optional): _____

_____

_____

_____

_____

_____

Faculty Signature: _____ Date: _____

Faculty Comments (Optional): _____

_____

_____

_____

_____

_____

FULL-TIME FACULTY EVALUATION
FORM C | COUNSELING & NON-INSTRUCTIONAL FACULTY

FACULTY NAME: <Slct> 20

NON-INSTRUCTIONAL ACTIVITY OBSERVED:

SCHOOL/SERVICE AREA: **DEPARTMENT:**

EVALUATOR'S NAME: **TITLE:** <Select>

DATE OF VISITATION: **# OF STUDENTS:**

All PC and Mac users please note: This form must be opened using **Adobe Reader**; any forms opened/used in "**Preview Mode**" will not function properly.

DIRECTIONS: Every item, as it pertains to instructional/non-instructional faculty members, must contain specific comments including an example to illustrate the evaluator's point and suggestions for improvement if applicable. Each category includes a concise parenthetical, descriptive prompt; however, the evaluator's comments are not limited to those descriptors. Please select the most relevant rating from each drop down box.

OBSERVED NON-INSTRUCTIONAL ACTIVITY AND RELEVANCE TO SERVICE AREA:

INSTRUCTIONAL TECHNIQUES BEING USED:

☐ Lecture   ☐ Class Discussion   ☐ Small Group Activities
☐ Individual Student Assistance   ☐ Interactive Activity   ☐ Internet
☐ Audio/Visual   ☐ Web-enhanced   ☐ E-counseling/Online Session

GOALS/OBJECTIVES: <Select>

Select a rating that is most relevant from the drop down box (left).
8 – 10 = Strong | 6 – 7 = Competent | 4 – 5 = Marginal | 1 – 3 = Unsatisfactory.

(Clearly stated verbally or written)

Comments:

Check here if continued on Addendum ☐

Page 85

Evaluation Scale: 8 – 10 = Strong | 6 – 7 = Competent | 4 – 5 = Marginal | 1 – 3 = Unsatisfactory

ORGANIZATION OF SESSION: <Select>

(Organized progression from each activity to the next)

Comments:

Check here if continued on Addendum ☐

USE OF TIME: <Select>

For non-instructional activity (Punctuality and use of non-instructional activity time):

Comments:

Check here if continued on Addendum ☐

Non-instructional Activity TIME MANAGEMENT: <Select>

(Control of non-instructional activity/contact time)

Comments:

Check here if continued on Addendum ☐

Page 86

Evaluation Scale: 8 – 10 = Strong | 6 – 7 = Competent | 4 – 5 = Marginal | 1 – 3 = Unsatisfactory

EXPERTISE IN SUBJECT AREA: <Select>

(Mastery of and currency in subject matter)

Comments:

Check here if continued on Addendum ☐

COUNSELING DELIVERY MODES: <Select>

(Mastery of learning styles & cognitive processes)

Comments:

Check here if continued on Addendum ☐

PRESENTATION AND DELIVERY: <Select>

(Awareness of demeanor, vocabulary and articulation)

Comments:

Check here if continued on Addendum ☐

Page 87

Evaluation Scale: 8 – 10 = Strong | 6 – 7 = Competent | 4 – 5 = Marginal | 1 – 3 = Unsatisfactory

STUDENT INVOLVEMENT: <Select>

(Evidence of active engagement and participation by students)

Comments:

Check here if continued on Addendum ☐

LEARNING ENVIRONMENT: <Select>

(Creates an environment conducive to learning)

Comments:

Check here if continued on Addendum ☐

RAPPORT: <Select>

(Evidence of mutual respect and professionalism)

Comments:

Check here if continued on Addendum ☐

Page 88

Evaluation Scale: 8 – 10 = Strong | 6 – 7 = Competent | 4 – 5 = Marginal | 1 – 3 = Unsatisfactory

OVERALL NON-INSTRUCTIONAL ACTIVITY OBSERVATION SCALE: <Select>

SUMMARY EVALUATION:

Comments:

Check here if continued on Addendum ☐

Evaluator's Signature: _____ Date: _____

Dean's Signature: _____ Date: _____

Dean Comments (Optional): _____

_____

_____

_____

_____

_____

Faculty Signature: _____ Date: _____

Faculty Comments (Optional): _____

_____

_____

_____

_____

_____

Page 89

Faculty Evaluation Rubric - Form C
For Counseling & Non-Instructional

Area Being evaluated	Strong (S)	Competent (C)	Marginal (M)	Unsatisfactory (U)
Goals & Objectives	Instructor specifically writes goals on board and/or states class goals, which support course objectives.	Instructor's goals are sufficiently clear and adhere to course objectives.	Instructor's explanation of goals is weak, missing or does not support specific course objectives.	Instructor has no stated or perceived goals and/or objectives for the class and activities do not support course objectives.
Organization of Session	Instructor is very well organized and utilizes previous information to scaffold student's learning	Instructor has session prepared which follows course outlines and provides adequate information to student	Instructor has a session prepared but it does not support course objectives, or the lesson plan loses focus at points.	Instructor has a lesson plan which is rambling, disjointed or did not relate to the objectives of this course.
Use of Class Time	Instructor utilized every moment of student contact as a learning opportunity. Time was allocated perfectly for planned activities.	Instructor's use of class time was well-planned and well-paced for this course.	Instructor spent more time off subject than on; in addition, time for activities was miscalculated so as to be too rushed or too slow for the students, or the instructor was a few minutes late or let the class go slightly early.	Instructor wasted valuable class time or seriously misallocated time in directions that do not support the purpose of this course, or the instructor was significantly late or let the class go significantly early.
Classroom Management	Instructor is in control of all activities conducted in class and instructor monitors students' activities and manages discussions very well.	Instructor maintains adequate control of the classroom environment and monitors students' activities and class discussions. The students were prepared for class and were kept on task.	Instructor controls the class too much so as to be stifling or not enough so as to appear too lax. Some students may lack class materials and/or the instructor failed to keep them on task in a few instances.	Instructor loses control of the classroom environment and/or student activities so as to produce a sense of chaos that does not support the purpose of this course. The students are unprepared and/or the instructor failed to keep them on task.
Expertise	Instructor demonstrates superior knowledge of the subject matter and explains it well to the students.	Instructor has adequate knowledge of the subject matter and can explain it sufficiently well for students.	Instructor knows the subject matter somewhat well but is unable to explain it well to the students.	Instructor appears to be lacking in basic knowledge about this subject matter.
Counseling Delivery Techniques	Instructor demonstrates superior knowledge of current teaching methodology and applies in ways that stimulate independent learning in the students.	Instructor adequately applies current teaching methodologies and in doing so, helps students learn the subject matter.	Although the Instructor appears to know some of the current teaching methodologies, they are not applied consistently in class.	Instructor seems unaware of current teaching methodologies and because of it, hinders student learning.
Presentation & Delivery	Instructor's presentation is professional, clear and eloquent. In addition, delivery is stimulating and dynamic.	Instructor's presentation is clear and direct; in addition, delivery is adequate and engaging.	Instructor's presentation is unclear and somewhat confusing; in addition, delivery is weak.	Instructor's presentation is monotone, uninteresting, unprofessional and/or very confusing; in addition, delivery is boring and dull or difficult to understand.
Student Involvement	Instructor provides ample opportunity for student involvement through questions, activities, reflection and/or small group work.	Instructor provides for student involvement through questions, class activities, discussions, and/or group work.	Instructor provides very few opportunities for students to become involved, to work with the subject matter or to ask questions	Instructor does not provide opportunities for students to become involved, does not promote questions or discussion nor allows for group work.

Rapport	Instructor demonstrates superior rapport with the students; Instructor knows their names and appears to have built a strong classroom atmosphere of collegiality and respect.	Instructor demonstrates adequate rapport with students; Instructor knows their names and has an adequately comfortable classroom atmosphere.	Instructor knows students' names but does not interact sufficiently with them so as to build a strong classroom atmosphere.	Instructor appears reflect a lack of respect towards students and does not know their names; classroom atmosphere is sterile and/or cold.

FULL-TIME FACULTY EVALUATION
FORM LAS - LEARNING ASSISTANCE FACULTY COORDINATOR

FACULTY NAME: [_____] Select ▼ 20

NON-INSTRUCTIONAL ACTIVITY OBSERVED: [_____]

SCHOOL/SERVICE AREA: [_____] **DEPARTMENT:** [_____]

EVALUATOR'S NAME: [_____] **TITLE:** [_____]

DATE OF VISITATION: [_____] **# OF PARTICIPANTS:** [_____]

DIRECTIONS: Every item, as it pertains to non-instructional faculty members, must contain specific comments including an example to illustrate the evaluator's point and suggestions for improvement if applicable. Each category includes a concise parenthetical, descriptive prompt; however, the evaluator's comments are not limited to those descriptors. Please select the most relevant rating from each drop down box.

OBSERVED NON-INSTRUCTIONAL ACTIVITY AND RELEVANCE TO SERVICE AREA:

[_____]

FACULTY TECHNIQUES BEING USED:

Lecture ☐   Discussion ☐   Small group activities ☐

Handouts ☐   Interactive activity ☐   Audio/Visual ☐

Web-enhanced ☐

Other: [_____]

Select a rating that is most relevant from the drop down box.
8-10 = Strong / 6-7 = Competent / 4-5 = Marginal / 1-3 = Unsatisfactory

USE OF TIME: Select ▼

(Punctuality and use of non-instructional activity time)

Comments:

[_____]

Check here if continued on Addendum ☐

Faculty Name: [_____]   Faculty Evaluation Form LAS **Page -2-**

Non-instructional activity being observed: [_____]

EXPERTISE IN SUBJECT AREA: [Select ▼]
(Mastery of and currency in subject matter)
Comments:

[   ]

Check here if continued on Addendum ☐

PRESENTATION AND DELIVERY: [Select ▼]

(Awareness of demeanor, vocabulary, and articulation)
Comments:

[   ]

Check here if continued on Addendum ☐

LEARNING ENVIRONMENT: [Select ▼]

(Creates an environment conducive to learning)
Comments:

[   ]

Check here if continued on Addendum ☐

Page 93

Faculty Name: [   ]   Faculty Evaluation Form LAS Page -3-

Non-instructional activity being observed: [   ]

RAPPORT AND TEAMWORK: [Select ▾]

(Evidence of mutual respect and professionalism; exhibits interpersonal skills and teamwork)

Comments:

[   ]

Check here if continued on Addendum ☐

OVERALL ACTIVITY OBSERVATION SCALE: [Select ▾]

SUMMARY EVALUATION:

Comments:

[   ]

Check here if continued on Addendum ☐

Evaluator's Signature: _____   **Date:** [   ]

Dean's Signature: _____   **Date:** [   ]

Dean's Comments (Optional):

_____
_____
_____
_____
_____

Faculty Signature: _____   **Date:** [   ]

Faculty Comments (Optional):

_____
_____
_____
_____
_____

FULL-TIME FACULTY EVALUATION
FORM R - ARTICULATION OFFICER

FACULTY NAME: Select   [20]

NON-INSTRUCTIONAL ACTIVITY OBSERVED:

SCHOOL/SERVICE AREA: **DEPARTMENT:**

EVALUATOR'S NAME: **TITLE:**

DATE OF VISITATION: **# OF PARTICIPANTS:**

DIRECTIONS: Every item, as it pertains to non-instructional faculty members, must contain specific comments including an example to illustrate the evaluator's point and suggestions for improvement if applicable. Each category includes a concise parenthetical, descriptive prompt; however, the evaluator's comments are not limited to those descriptors. Please select the most relevant rating from each drop down box.

OBSERVED NON-INSTRUCTIONAL ACTIVITY AND RELEVANCE TO SERVICE AREA:

FACULTY TECHNIQUES BEING USED:

Lecture ☐   Discussion ☐   Small group activities ☐

Handouts ☐   Interactive activity ☐   Audio/Visual ☐

Web-enhanced ☐

Other: _____

Select a rating that is most relevant from the drop down box.
8-10 = Strong / 6-7 = Competent / 4-5 = Marginal / 1-3 = Unsatisfactory

USE OF TIME: Select

(Punctuality and use of non-instructional activity time)

Comments:

Check here if continued on Addendum ☐

Non-instructional activity being observed:

**EXPERTISE IN
SUBJECT AREA:**   Select
(Mastery of and currency in subject matter)
Comments:

Check here if continued on Addendum ☐

**INTERPERSONAL
SKILLS:**   Select

(Builds effective working relationships with faculty and staff; evidence of mutual respect and professionalism; presentation style facilitates comprehension)
Comments:

Check here if continued on Addendum ☐

PREPAREDNESS: Select
(Provides appropriate and relevant resources and materials to support communication with faculty and staff; appears well prepared for meetings)

Comments:

Check here if continued on Addendum ☐

Non-instructional activity being observed: _____

COMMUNICATION: Select

(Communicates clearly and effectively; actively listens and addresses audience's questions; communication style facilitates comprehension)

Comments:

```



```

Check here if continued on Addendum ☐

OVERALL ACTIVITY OBSERVATION SCALE: Select

SUMMARY EVALUATION:

Comments:

```



```

Check here if continued on Addendum ☐

Evaluator's Signature: _____   Date: _____

Dean's Signature: _____   Date: _____

Dean's Comments (Optional):

_____
_____
_____
_____

Faculty Signature: _____   Date: _____

Faculty Comments (Optional):

_____
_____
_____
_____

FULL-TIME FACULTY SUMMARY EVALUATION
FORM B | BIBLIO/LIBRARY SERVICES FACULTY

All PC and Mac users please note: This form must be opened using **Adobe Reader**; any forms opened/used in "Preview Mode" will not function properly.

LIBRARIAN: ☐ TENURED ☐ NON-TENURED

SCHOOL: \<Slct>/20

Faculty member is encouraged to attach supplemental materials if they so desire (i.e. resume, curriculum vitae, lists of conferences attended, copies of written publications, transcripts of course work and syllabus of each assigned course).

I. **STRENGTHS AND AREAS FOR IMPROVEMENT:** Use the drop box to the left of each item to indicate items that are beyond normal standards, i.e., **Superior** (S), or **Unsatisfactory** (U). Written comments must reflect the rationale for either selection. If the item is acceptable or if it does not apply, please leave the item blank.

A. **PERFORMANCE EFFECTIVENESS:**

1. Demonstrates professional knowledge of methods of librarianship and an awareness of changes in new technology.
2. Effectively plans, organizes and completes specific work assignments.
3. Applies effective teaching techniques and methods in instructional environments.
4. Contributes to the Library's collection development department program.
5. Prepares informational guides, instructional assignments, bibliographies, and other learning materials for the Library's instructional program.
6. Assists Faculty members with their research needs and encourages their participation in the book selection process.
7. Promotes literacy and an appreciation of literature.
8. Prepares exhibits, brochures, newsletters and other materials publicizing library services.
9. Submits documents, reports and statistics in a comprehensive and timely manner.

COMMENTS:

Page 98

B. INSTITUTIONAL COMMITMENT:

1. Participates in School/Center/Unit activities/committees.
2. Participates in co-curricular activities.
3. Participates in general college activities/committees.
4. Observes policy and procedural requirements.
5. Participates in program development and projects as needed.
6. Participates in program review, master planning, grants.
7. Participates in faculty selection, orientation, and evaluation.
8. Participates in appropriate community service activities.
9. Contributes to the quality of the community.

COMMENTS:

C. PROFESSIONAL ACTIVITIES:

1. Participates in professional development activities (i.e. coursework, workshops, seminars).
2. Presents/Develops lectures, papers, workshops, seminars as needed.
3. Maintains membership in professional organizations.
4. Participates in Sabbatical Leave and/or Faculty Exchanges.
5. Participates in other creative and scholarly activities (i.e. publishings, grants, awards).

COMMENTS:

Page 99

D. **STUDENT RELATIONS:**

1. Demonstrates an understanding of student rights.
2. Acknowledges student needs.
3. Promotes understanding of and a sensitivity to diversity in students.
   (i.e. academic, social, economic, cultural, disability and ethnic backgrounds).
4. Respects student opinions and concepts.
5. Provides student advisement.
6. Promotes student success and encourages the development of life-long learning habits.

COMMENTS:

E. **COLLEGIAL RELATIONS:**

1. Demonstrates a general understanding of institutional roles of other faculty, staff
   and administration.
2. Promotes an understanding of and a sensitivity to diversity in faculty, staff and administration
   (i.e. academic, social, economic, cultural, disability and ethnic backgrounds).
3. Respects the rights of other faculty, staff and administrators to voice opinions.
4. Seeks ways to work cooperatively and productively.

COMMENTS:

Page 100

II. OVERALL EVALUATION:

☐ Satisfactory   ☐ Improvement Needed (Attach Plan)   ☐ Unsatisfactory

SUMMARY COMMENTS:

```




```

III. NEEDS IMPROVEMENT PLAN:
(Note: For Improvement Needed, attach a written plan reflecting the following):

A. Problem Area
B. Correction Requested
C. Date to be Completed
D. Method of Evaluation

IV. EVALUATORS' SIGNATURES:

_____	_____
Committee Chair/Peer	Date
_____	_____
Peer Member	Date
_____	_____
At-Large Faculty Member	Date
_____	_____
Dean/Administrator	Date

_____   _____
Faculty Member   Date

Note: The faculty member's signature on this document indicates his/her awareness of the above report and not necessarily his/her concurrence with this evaluation.

SWC
SOUTHWESTERN COLLEGE

FULL-TIME FACULTY SUMMARY EVALUATION
FORM C | COUNSELING

All PC and Mac users please note: This form must be opened using **Adobe Reader**; any forms opened/used in "Preview Mode" will not function properly.

COUNSELOR:	☐ TENURED	☐ NON-TENURED

SCHOOL: \<Slct>/20

Faculty member is encouraged to attach supplemental materials if they so desire (i.e. resume, curriculum vitae, lists of conferences attended, copies of written publications, transcripts of course work and syllabus of each assigned course).

I. **STRENGTHS AND AREAS FOR IMPROVEMENT:** Use the drop box to the left of each item to indicate items that are beyond normal standards, i.e., <u>Superior</u> (S), or <u>Unsatisfactory</u> (U). Written comments must reflect the rationale for either selection. If the item is acceptable or if it does not apply, please leave the item blank.

    A. **PERFORMANCE EFFECTIVENESS:**

        1. Demonstrates professional knowledge of counseling techniques and changes in the field.
        2. Provides students with academic, career, personal counseling and/or support services.
        3. Plans and organizes each counseling assignment.
        4. Applies appropriate techniques and methods in instructional environments.
        5. Evaluates student progress toward attainment of goals.
        6. Promotes student retention.
        7. Submits documents and reports in a comprehensive and timely manner.
        8. Works with faculty members in understanding and solving the problems of students.
        9. Communicates effectively with students.

COMMENTS:

Page 102

B. INSTITUTIONAL COMMITMENT:

1. Participates in School/Center/Unit activities/committees.
2. Participates in co-curricular activities.
3. Participates in general college activities/committees.
4. Observes policy and procedural requirements.
5. Participates in program development and projects as needed.
6. Participates in program review, master planning, grants.
7. Participates in faculty selection, orientation, and evaluation.
8. Provides community groups and individuals with information regarding programs/courses.
9. Contributes to the quality of the community.

COMMENTS:

C. PROFESSIONAL ACTIVITIES:

1. Participates in professional development activities (i.e. coursework, workshops, seminars).
2. Presents/Develops lectures, papers, workshops, seminars as needed.
3. Maintains membership in professional organizations.
4. Participates in Sabbatical Leave and/or Faculty Exchanges.
5. Participates in other creative and scholarly activities (i.e. publishings, grants, awards).

COMMENTS:

D. STUDENT RELATIONS:

1. Demonstrates an understanding of student rights.
2. Acknowledges student needs.
3. Promotes understanding of and a sensitivity to diversity in students.
   (i.e. academic, social, economic, cultural, disability and ethnic backgrounds).
4. Respects student opinions and concepts.
5. Develops a meaningful level of student involvement in identifying educational goals.
6. Provides student advisement.
7. Promotes student success.

COMMENTS:

E. COLLEGIAL RELATIONS:

1. Demonstrates a general understanding of institutional roles of other faculty, staff
   and administration.
2. Promotes an understanding of and a sensitivity to diversity in faculty, staff and administration
   (i.e. academic, social, economic, cultural, disability and ethnic backgrounds).
3. Respects the rights of other faculty, staff and administrators to voice opinions.
4. Seeks ways to work cooperatively and productively.

COMMENTS:

Page 104

II. OVERALL EVALUATION:

☐ Satisfactory   ☐ Improvement Needed (Attach Plan)   ☐ Unsatisfactory

SUMMARY COMMENTS:

III. NEEDS IMPROVEMENT PLAN:
(Note: For Improvement Needed, attach a written plan reflecting the following):

A. Problem Area
B. Correction Requested
C. Date to be Completed
D. Method of Evaluation

IV. EVALUATORS' SIGNATURES:

Committee Chair/Peer	Date
Peer Member	Date
At-Large Faculty Member	Date
Dean/Administrator	Date
Faculty Member	Date

Note: The faculty member's signature on this document indicates his/her awareness of the above report and not necessarily his/her concurrence with this evaluation.

FULL-TIME FACULTY SUMMARY EVALUATION
FORM L | LEARNING DISABILITIES SPECIALISTS/
SPEECH LANGUAGE PATHOLOGIST

SOUTHWESTERN COLLEGE

All PC and Mac users please note: This form must be opened using **Adobe Reader**; any forms opened/used in "Preview Mode" will not function properly.

LEARNING SPECIALIST: ☐ TENURED   ☐ NON-TENURED

SCHOOL: <Slct>/20

Faculty member is encouraged to attach supplemental materials if they so desire (i.e. resume, curriculum vitae, lists of conferences attended, copies of written publications, transcripts of course work and syllabus of each assigned course).

I.   **STRENGTHS AND AREAS FOR IMPROVEMENT:** Use the drop box to the left of each item to indicate items that are beyond normal standards, i.e., Superior (S), or Unsatisfactory (U). Written comments must reflect the rationale for either selection. If the item is acceptable or if it does not apply, please leave the item blank.

   A.   **PERFORMANCE EFFECTIVENESS:**

   1. Demonstrates professional knowledge of the subject(s), diagnostic practices/therapy and changes in the field.
   2. Plans and organizes each instructional assignment.
   3. Applies appropriate teaching in instructional environments.
   4. Evaluates student progress toward remediation of learning disabilities/communicative disorders.
   5. Promotes student retention
   6. Provides quality assessment, instruction and learning support activities.
   7. Utilizes assessment/instructional supplies and equipment effectively.
   8. Submits documents and reports in a comprehensive and timely manner.
   9. Works with faculty and staff in understanding and adapting to the needs of disabled students.

COMMENTS:

Page 106

B. INSTITUTIONAL COMMITMENT:

1. Participates in School/Center/Unit activities/committees.
2. Participates in co-curricular activities.
3. Participates in general college activities/committees.
4. Observes policy and procedural requirements.
5. Participates in program development and projects as needed.
6. Participates in program review, master planning, grants.
7. Participates in faculty selection, orientation, and evaluation.
8. Provides community groups and individuals with information regarding programs/courses and services
9. Contributes to the quality of the community

COMMENTS:

C. PROFESSIONAL ACTIVITIES:

1. Participates in professional development activities (i.e. coursework, workshops, seminars).
2. Presents/Develops lectures, papers, workshops, seminars as needed.
3. Maintains membership in professional organizations.
4. Participates in Sabbatical Leave and/or Faculty Exchanges.
5. Participates in other creative and scholarly activities (i.e. publishings, grants, awards).

COMMENTS:

Page 107

D. STUDENT RELATIONS:

1. Demonstrates an understanding of student rights.
2. Acknowledges student needs.
3. Promotes understanding of and a sensitivity to diversity in students
   (i.e. academic, social, economic, cultural, disability and ethnic backgrounds)
4. Respects student opinions and concepts
5. Develops a meaningful level of student involvement in the classroom
6. Contributes to student advisement
7. Promotes student success

COMMENTS:

E. COLLEGIAL RELATIONS:

1. Demonstrates a general understanding of institutional roles of other faculty, staff and
   administration.
2. Promotes an understanding of and a sensitivity to diversity in faculty, staff and administration
   (i.e. academic, social, economic, cultural, disability and ethnic backgrounds).
3. Respects the rights of other faculty, staff and administrators to voice opinions.
4. Seeks ways to work cooperatively and productively.

COMMENTS:

II. OVERALL EVALUATION:

☐ Satisfactory   ☐ Improvement Needed (Attach Plan)   ☐ Unsatisfactory

SUMMARY COMMENTS:

III. NEEDS IMPROVEMENT PLAN:
(Note: For Improvement Needed, attach a written plan reflecting the following):

A. Problem Area
B. Correction Requested
C. Date to be Completed
D. Method of Evaluation

IV. EVALUATORS' SIGNATURES:

Committee Chair/Peer	Date
Peer Member	Date
At-Large Faculty Member	Date
Dean/Administrator	Date
Faculty Member	Date

Note: The faculty member's signature on this document indicates his/her awareness of the above report and not necessarily his/her concurrence with this evaluation.

FACULTY SUMMARY EVALUATION FORM LAS
LEARNING ASSISTANCE FACULTY COORDINATOR

INSTRUCTOR: [ ] ☐ TENURED ☐ NON-TENURED

SCHOOL: [ ] FALL 20 [ ] SPRING 20 [ ]

Evaluator will observe faculty member while performing regular duties and will comment. Faculty member is encouraged to attach supplemental materials if they so desire (i.e. resume, curriculum vitae, lists of conferences attended, copies of written publications, transcripts of course work and syllabus of each assigned course).

I. **STRENGTHS AND AREAS FOR IMPROVEMENT:** Use the drop box to the left of each item to indicate items that are <u>beyond normal standards</u>, <u>Superior</u> (S), or <u>Unsatisfactory</u> (U). Written comments must reflect the rationale for either selection. If the item is acceptable or it if does not apply, please leave the item blank.

A. **PERFORMANCE EFFECTIVENESS:**

▾ 1. Demonstrates professional knowledge of learning assistance, including tutoring
▾ 2. Plans, organizes and completes specific work assignments
▾ 3. Applies effective teaching techniques and methods in instructional environments
▾ 4. Prepares informational guides, instructional assignments, training materials, evaluation materials, policies and procedures for LAS
▾ 5. Implements best practices in training and evaluation of tutors and tutoring programs
▾ 6. Submits documents and reports in a timely manner

COMMENTS:

Page 110

B. INSTITUTIONAL COMMITMENT:

- ▼ 1. Participates in School/Center/Unit activities/committees
- ▼ 2. Participates in co-curricular activities
- ▼ 3. Participates in general college activities/committees
- ▼ 4. Participates in area development and projects as needed
- ▼ 5. Observes policies and procedural requirements
- ▼ 6. Participates in program review, master planning, grants
- ▼ 7. Participates in faculty selection, orientation, and evaluation, as appropriate
- ▼ 8. Provides community groups and individuals with information regarding area of service
- ▼ 9. Contributes to the quality of the community

COMMENTS:

C. PROFESSIONAL ACTIVITIES:

- ▼ 1. Attends conferences and workshops
- ▼ 2. Enrolls in course work and clinics
- ▼ 3. Publishes written material (i.e. books, articles, monographs).
- ▼ 4. Participates in exhibitions, concerts, develops or directs productions
- ▼ 5. Maintains memberships in professional organizations
- ▼ 6. Provides lectures, demonstrations and seminars as needed
- ▼ 7. Participates in sabbatical leave and/or faculty exchanges
- ▼ 8. Receives grants and honors
- ▼ 9. Participates in other creative and scholarly activities

COMMENTS:

Page 111

D. EFFECTIVENESS AS A FACILITATOR:

▼ 1. Demonstrates an understanding of participants' roles
▼ 2. Sets expectations for participants within the program's guidelines
▼ 3. Acknowledges participants' needs
▼ 4. Promotes understanding of and sensitivity to diversity
   (i.e. academic, social, economic, cultural, disability and ethnic backgrounds)
▼ 5. Respects participants' opinions and concepts
▼ 6. Develops a meaningful level of participants' involvement
▼ 7. Contributes to participants' development
▼ 8. Promotes participants' success
▼ 9. Engages participants and encourages teamwork

COMMENTS:

E. COLLEGIAL RELATIONS:

▼ 1. Demonstrates a general understanding of institutional roles of other faculty, staff and
   administrators
▼ 2. Promotes an understanding of and a sensitivity to diversity in faculty, staff and administration
   (i.e. academic, social, economic, cultural, disability and ethnic backgrounds).
▼ 3. Respects the rights of other faculty, staff and administrators to voice opinions
▼ 4. Seeks ways to work cooperatively and productively

COMMENTS:

II. OVERALL EVALUATION:

☐ Satisfactory   ☐ Improvement Needed (Attach Plan)   ☐ Unsatisfactory

SUMMARY COMMENTS:

III. NEEDS IMPROVEMENT PLAN:
(Note: For Improvement Needed, attach a written plan reflecting the following):

A. Problem Area
B. Correction Requested
C. Date to be Completed
D. Method of Evaluation

IV. EVALUATORS' SIGNATURES:

_____   _____
Committee Chair/Peer   Date

_____   _____
Peer Member   Date

_____   _____
At-Large Faculty Member   Date

_____   _____
Dean/Administrator   Date

_____   _____
Faculty Member   Date

Note: The faculty member's signature on this document indicates his/her awareness of the above report and
not necessarily his/her concurrence with this evaluation.

FACULTY SUMMARY EVALUATION FORM N
CAMPUS NURSE

All PC and Mac users please note: This form must be opened using **Adobe Reader**; any forms opened/used in "Preview Mode" will not function properly.

NURSE: ☐ TENURED ☐ NON-TENURED

SCHOOL/CENTER: <Slct> /20

Faculty member is encouraged to attach supplemental materials if they so desire (i.e. resume, curricululm vitae, lists of conferences attended, copies of written publications, transcripts of course work and syllabus of each assigned course).

I. **STRENGTHS AND AREAS FOR IMPROVEMENT:** Use the drop box to the left of each item to indicate items that are beyond normal standards, i.e., **Superior** (S), or **Unsatisfactory** (U). Written comments must reflect the rationale for either selection. If the item is acceptable or if it does not apply, please leave the item blank.

   A. **PERFORMANCE EFFECTIVENESS:**

   1. Demonstrates professional knowledge of health education and changes in the medical field
   2. Provides students with quality health services and health education
   3. Assesses student health needs and provides referrals when appropriate
   4. Plans and organizes each workshop or project
   5. Applies appropriate techniques and methods in both instructional and nursing environments
   6. Submits documents and reports in a comprehensive and timely manner
   7. Assists faculty and staff members in understanding the health needs of students

COMMENTS:

B. INSTITUTIONAL COMMITMENT:

1. Participates in Student Services activities/committees
2. Participates in co-curricular activities, eg. Nursing Program
3. Participates in general college activities/committees
4. Observes policy and procedural requirements regarding Health Services
5. Participates in program development, projects and reports as needed
6. Participates in program review, master planning, grants
7. Participates in faculty selection, orientation, and evaluation
8. Provides community groups and individuals with information regarding Health Services and trends and contributes to the quality of the community

COMMENTS:

C. PROFESSIONAL ACTIVITIES:

1. Participates in professional development activities (i.e. coursework, workshops, seminars)
2. Presents/Develops lectures, papers, workshops, seminars as needed
3. Maintains membership in professional organizations
4. Participates in Sabbatical Leave and/or Faculty Exchanges
5. Participates in other creative and scholarly activities (i.e. publishings, grants, awards)

COMMENTS:

D. STUDENT RELATIONS:

1. Demonstrates an understanding of student rights and confidentiality
2. Acknowledges student health needs
3. Promotes understanding of and a sensitivity to diversity in students
   (i.e. academic, social, economic, cultural, disability and ethnic backgrounds)
4. Respects student opinions and concepts
5. Develops a meaningful level of student awareness of health issues
6. Contributes to student development
7. Promotes student success

COMMENTS:

E. COLLEGIAL RELATIONS:

1. Demonstrates a general understanding of institutional roles of other faculty, staff and administration
2. Promotes an understanding of and a sensitivity to diversity in faculty, staff and administration
   (i.e. academic, social, economic, cultural, disability and ethnic backgrounds)
3. Respects the rights of other faculty, staff and administrators to voice opinions
4. Seeks ways to work cooperatively and productively

COMMENTS:

Page 116

II. OVERALL EVALUATION:

☐ Satisfactory   ☐ Improvement Needed (Attach Plan)   ☐ Unsatisfactory

SUMMARY COMMENTS:

III. NEEDS IMPROVEMENT PLAN:
(Note: For Improvement Needed, attach a written plan reflecting the following):

A. Problem Area
B. Correction Requested
C. Date to be Completed
D. Method of Evaluation

IV. EVALUATORS' SIGNATURES:

| _____ | _____ |
| Committee Chair/Peer | Date |

| _____ | _____ |
| Peer Member | Date |

| _____ | _____ |
| At-Large Faculty Member | Date |

| _____ | _____ |
| Dean/Administrator | Date |

| _____ | _____ |
| Faculty Member | Date |

Note: The faculty member's signature on this document indicates his/her awareness of the above report and not necessarily his/her concurrence with this evaluation.

FACULTY SUMMARY EVALUATION FORM R
ARTICULATION OFFICER

All PC and Mac users please note: This form must be opened using **Adobe Reader**; any forms opened/used in "Preview Mode" will not function properly.

ARTICULATION
OFFICER:

☐ TENURED   ☐ NON-TENURED

SCHOOL/CENTER: <Slct>   /20

Faculty member is encouraged to attach supplemental materials if they so desire (i.e. resume, curriculum vitae, lists of conferences attended, copies of written publications, transcripts of course work and syllabus of each assigned course).

I.   **STRENGTHS AND AREAS FOR IMPROVEMENT:** Use the drop box to the left of each item to indicate items that are beyond normal standards, i.e., **Superior** (S), or **Unsatisfactory** (U). Written comments must reflect the rationale for either selection. If the item is acceptable or if it does not apply, please leave the item blank.

   A. PERFORMANCE EFFECTIVENESS:

   1.   Demonstrates professional knowledge of articulation programs and current trends in the field
   2.   Meets established articulation timelines in conjunction with curriculum timelines
   3.   Coordinates and disseminates of current articulation information for administrators, staff, Part-Time, faculty and students
   4.   Actively seeks to increase number of articulation agreements with colleges and universities
   5.   Responds to articulation requests from colleges and universities
   6.   Provides articulation training to faculty, administrators and staff
   7.   Manages all articulation and reports, i.e., ASSIST, OSCAR, AICCU, CSU, GE Breadth, IGETC, SDSU report, UCTCA report
   8.   Serves as a liaison between Office of Instruction, all schools, and other appropriate departments for accurate communication of articulation information

COMMENTS:

B. INSTITUTIONAL COMMITMENT:

1. Participates in articulation-related activities and/or committees
2. Participates in general college activities/committees (i.e., curriculum committee, program review)
3. Observes District and State-wide policies and procedures governing Community Colleges, UC, CSU and Community College curriculum
4. Provides community groups and individuals with information regarding articulation
5. Ensures adherence to CSU Executive Orders and IGETC guidelines
6. Participates in program review and institutional planning
7. Contributes to the quality of the college community

COMMENTS:

C. PROFESSIONAL ACTIVITIES:

1. Attends local & state-wide conferences and workshops
2. Maintains memberships in professional organization
3. Provides lectures, demonstrations and seminars as needed
4. Participates in sabbatical leave and/or faculty exchanges
5. Participates in other creative and scholarly activities

COMMENTS:

Page 119

D. STUDENT RELATIONS:

1. Demonstrates an understanding of student rights
2. Acknowledges student needs in relation to articulation guidelines
3. Promotes understanding of and a sensitivity to diversity in students
    (i.e. academic, social, economic, cultural, disability and ethnic backgrounds)
4. Respects student opinions and concepts
5. Contributes to student development
6. Promotes student success

COMMENTS:

```



```

E. COLLEGIAL RELATIONS:

1. Demonstrates a general understanding of institutional roles of other faculty, staff and
    administration and provides leadership on articulation issues
2. Promotes an understanding of and a sensitivity to diversity in faculty, staff and administration
    (i.e. academic, social, economic, cultural, disability and ethnic backgrounds)
3. Respects the rights of other faculty, staff and administrators to voice opinions
4. Seeks ways to work cooperatively and productively

COMMENTS:

```



```

Page 120

II. OVERALL EVALUATION:

☐ Satisfactory   ☐ Improvement Needed (Attach Plan)   ☐ Unsatisfactory

SUMMARY COMMENTS:

III. NEEDS IMPROVEMENT PLAN:

(Note: For Improvement Needed, attach a written plan reflecting the following):

A. Problem Area
B. Correction Requested
C. Date to be Completed
D. Method of Evaluation

IV. EVALUATORS' SIGNATURES:

_____   _____
Committee Chair/Peer   Date

_____   _____
Peer Member   Date

_____   _____
At-Large Faculty Member   Date

_____   _____
Dean/Administrator   Date

_____   _____
Faculty Member   Date

Note: The faculty member's signature on this document indicates his/her awareness of the above report and not necessarily his/her concurrence with this evaluation.

FACULTY SUMMARY EVALUATION FORM S
ASSESSMENT SPECIALIST

SWC
SOUTHWESTERN COLLEGE

All PC and Mac users please note: This form must be opened using **Adobe Reader**; any forms opened/used in "Preview Mode" will not function properly.

ASSESSMENT
SPECIALIST: ☐ TENURED   ☐ NON-TENURED

SCHOOL/CENTER: <Slct>   /20

Faculty member is encouraged to attach supplemental materials if they so desire (i.e. resume, curicululm vitae, lists of conferences attended, copies of written publications, transcripts of course work and syllabus of each assigned course).

I.   **STRENGTHS AND AREAS FOR IMPROVEMENT:** Use the drop box to the left of each item to indicate items that are beyond normal standards, i.e., **Superior (S)**, or **Unsatisfactory (U)**. Written comments must reflect the rationale for either selection. If the item is acceptable or if it does not apply, please leave the item blank.

   A. **PERFORMANCE EFFECTIVENESS:**

      1.   Demonstrates professional knowledge of assessment practices and changes in the field
      2.   Provides assessment and prerequisite or advisory information to students/staff
      3.   Plans and organizes each assignment
      4.   Applies assessment systems/methods in support of student success
      5.   Provides quality assessment and prerequisite services for students/staff
      6.   Identifies and recommends appropriate assessment instruments
      7.   Coordinates the assessment program with college departments and instructional departments
      8.   Submits documents and reports in a comprehensive and timely manner
      9.   Assists faculty and staff in understanding the assessment process

COMMENTS:

B. INSTITUTIONAL COMMITMENT:

1. Participates in department activities/committees
2. Participates in co-curricular activities
3. Participates in general college activities/committees
4. Observes policy and procedural requirements
5. Participates in program develoment and projects as needed
6. Participates in program review, master planning, and/or grants
7. Participates in community groups and individuals with information regarding assessment

COMMENTS:

C. PROFESSIONAL ACTIVITIES:

1. Participates in professional development activities (i.e. coursework, workshops, seminars)
2. Presents/Develops lectures, papers, workshops, seminars as needed
3. Maintains membership in professional organizations
4. Participates in Sabbatical Leave and/or Faculty Exchanges
5. Participates in other creative and scholarly activities (i.e. publishings, grants, awards)

COMMENTS:

Page 123

D. STUDENT RELATIONS:

    1. Demonstrates an understanding of student rights
    2. Acknowledges student needs
    3. Promotes understanding of and a sensitivity to diversity in students
       (i.e. academic, social, economic, cultural, disability and ethnic backgrounds)
    4. Respects student opinions and concepts
    5. Develops a meaningful level of student involvement in the learning environment(s)
    6. Contributes to student development
    7. Promotes student success

COMMENTS:

E. COLLEGIAL RELATIONS:

    1. Demonstrates a general understanding of institutional roles of other faculty, staff and administration
    2. Promotes an understanding of and a sensitivity to diversity in faculty, staff and administration
       (i.e. academic, social, economic, cultural, disability and ethnic backgrounds)
    3. Respects the rights of other faculty, staff and administrators to voice opinions
    4. Seeks ways to work cooperatively and productively

COMMENTS:

Page 124

II. OVERALL EVALUATION:

☐ Satisfactory   ☐ Improvement Needed (Attach Plan)   ☐ Unsatisfactory

SUMMARY COMMENTS:

III. NEEDS IMPROVEMENT PLAN:
(Note: For Improvement Needed, attach a written plan reflecting the following):

A. Problem Area
B. Correction Requested
C. Date to be Completed
D. Method of Evaluation

IV. EVALUATORS' SIGNATURES:

_____	_____
Committee Chair/Peer	Date
_____	_____
Peer Member	Date
_____	_____
At-Large Faculty Member	Date
_____	_____
Dean/Administrator	Date

_____	_____
Faculty Member	Date

Note: The faculty member's signature on this document indicates his/her awareness of the above report and not necessarily his/her concurrence with this evaluation.

TENURED FACULTY SUMMARY EVALUATION FORM B
BIBLIO/LIBRARY SERVICES FACULTY

All PC and Mac users please note: This form must be opened using **Adobe Reader**; any forms opened/used in "Preview Mode" will not function properly.

LIBRARIAN: ☐ TENURED

SCHOOL/CENTER: Spring 20

Faculty member is encouraged to attach supplemental materials if they so desire (i.e. resume, curricululm vitae, lists of conferences attended, copies of written publications, transcripts of course work and syllabus of each assigned course).

I. **STRENGTHS AND AREAS FOR IMPROVEMENT:** Use the drop box to the left of each item to indicate items that are beyond normal standards, i.e., **Superior** (S), or **Unsatisfactory** (U). Written comments must reflect the rationale for either selection. If the item is acceptable or if it does not apply, please leave the item blank.

A. **PERFORMANCE EFFECTIVENESS:**

1. Demonstrates professional knowledge of methods of librarianship and an awareness of changes in new technology
2. Effectively plans, organizes and completes specific work assignments
3. Applies effective teaching techniques and methods in instructional environments
4. Contributes to the Library's collection development department program
5. Prepares informational guides, instructional assignments, bibliographies, and other learning materials for the Library's instructional program
6. Assists Faculty members with their research needs and encourages their participation in the book selection process
7. Promotes literacy and an appreciation of literature
8. Prepares exhibits, brochures, newsletters and other materials publicizing library services
9. Submits documents, reports and statistics in a comprehensive and timely manner

COMMENTS:

B. INSTITUTIONAL COMMITMENT:

1. Participates in School/Center/Unit activities/committees
2. Participates in co-curricular activities
3. Participates in general college activities/committees
4. Observes policy and procedural requirements
5. Participates in program development and projects as needed
6. Participates in program review, master planning, grants
7. Participates in faculty selection, orientation, and evaluation
8. Participates in appropriate community service activities
9. Contributes to the quality of the community

COMMENTS:

C. PROFESSIONAL ACTIVITIES:

1. Participates in professional development activities (i.e. coursework, workshops, seminars)
2. Presents/Develops lectures, papers, workshops, seminars as needed
3. Maintains membership in professional organizations
4. Participates in Sabbatical Leave and/or Faculty Exchanges
5. Participates in other creative and scholarly activities (i.e. publishings, grants, awards)

COMMENTS:

D. STUDENT RELATIONS:

1. Demonstrates an understanding of student rights
2. Acknowledges student needs
3. Promotes understanding of and a sensitivity to diversity in students
   (i.e. academic, social, economic, cultural, disability and ethnic backgrounds)
4. Respects student opinions and concepts
5. Provides student advisement
6. Promotes student success and encourages the development of life-long learning habits

COMMENTS:

E. COLLEGIAL RELATIONS:

1. Demonstrates a general understanding of institutional roles of other faculty, staff and administration
2. Promotes an understanding of and a sensitivity to diversity in faculty, staff and administration
   (i.e. academic, social, economic, cultural, disability and ethnic backgrounds)
3. Respects the rights of other faculty, staff and administrators to voice opinions
4. Seeks ways to work cooperatively and productively

COMMENTS:

II. OVERALL EVALUATION:

☐ Satisfactory   ☐ Improvement Needed (Attach Plan)   ☐ Unsatisfactory

SUMMARY COMMENTS:

III. NEEDS IMPROVEMENT PLAN:
(Note: For Improvement Needed, attach a written plan reflecting the following):

A. Problem Area
B. Correction Requested
C. Date to be Completed
D. Method of Evaluation

IV. EVALUATORS' SIGNATURES:

_____   _____
Peer Evaluator   Date

_____   _____
Dean/Administrator   Date

_____   _____
Faculty Member   Date

Note: The faculty member's signature on this document indicates his/her awareness of the above report and not necessarily his/her concurrence with this evaluation.

SWC
SOUTHWESTERN COLLEGE

TENURED FACULTY SUMMARY EVALUATION FORM C
COUNSELING

All PC and Mac users please note: This form must be opened using **Adobe Reader; any forms opened/used in "Preview Mode" will not function properly.**

COUNSELOR: ☐ TENURED

SCHOOL/CENTER: Spring 20

Faculty member is encouraged to attach supplemental materials if they so desire (i.e. resume, curricululm vitae, lists of conferences attended, copies of written publications, transcripts of course work and syllabus of each assigned course).

I. **STRENGTHS AND AREAS FOR IMPROVEMENT:** Use the drop box to the left of each item to indicate items that are beyond normal standards, i.e., **Superior** (S), or **Unsatisfactory** (U). Written comments must reflect the rationale for either selection. If the item is acceptable or if it does not apply, please leave the item blank.

A. **PERFORMANCE EFFECTIVENESS:**

1. Demonstrates professional knowledge of counseling techniques and changes in the field
2. Provides students with academic, career, personal counseling and/or support services
3. Plans and organizes each counseling assignment
4. Applies appropriate techniques and methods in instructional environments
5. Evaluates student progress toward attainment of goals
6. Promotes student retention
7. Submits documents and reports in a comprehensive and timely manner
8. Works with faculty members in understanding and solving problems of students
9. Communicates effectively with students

COMMENTS:

B. INSTITUTIONAL COMMITMENT:

1. Participates in School/Center/Unit activities/committees
2. Participates in co-curricular activities
3. Participates in general college activities/committees
4. Observes policy and procedural requirements
5. Participates in program development and projects as needed
6. Participates in program review, master planning, grants
7. Participates in faculty selection, orientation, and evaluation
8. Provides community groups and individuals with information regarding programs/courses
9. Contributes to the quality of the community

COMMENTS:

C. PROFESSIONAL ACTIVITIES:

1. Participates in professional development activities (i.e. coursework, workshops, seminars)
2. Presents/Develops lectures, papers, workshops, seminars as needed
3. Maintains membership in professional organizations
4. Participates in Sabbatical Leave and/or Faculty Exchanges
5. Participates in other creative and scholarly activities (i.e. publishings, grants, awards)

COMMENTS:

D. STUDENT RELATIONS:

    1. Demonstrates an understanding of student rights
    2. Acknowledges student needs
    3. Promotes understanding of and a sensitivity to diversity in students
       (i.e. academic, social, economic, cultural, disability and ethnic backgrounds)
    4. Respects student opinions and concepts
    5. Develops a meaningful level of student involvement in identifying educational goals
    6. Provides student advisement
    7. Promotes student success

COMMENTS:

E. COLLEGIAL RELATIONS:

    1. Demonstrates a general understanding of institutional roles of other faculty, staff and administration
    2. Promotes an understanding of and a sensitivity to diversity in faculty, staff and administration
       (i.e. academic, social, economic, cultural, disability and ethnic backgrounds)
    3. Respects the rights of other faculty, staff and administrators to voice opinions
    4. Seeks ways to work cooperatively and productively

COMMENTS:

II. OVERALL EVALUATION:

☐ Satisfactory   ☐ Improvement Needed (Attach Plan)   ☐ Unsatisfactory

SUMMARY COMMENTS:

III. NEEDS IMPROVEMENT PLAN:

(Note: For Improvement Needed, attach a written plan reflecting the following):

A. Problem Area
B. Correction Requested
C. Date to be Completed
D. Method of Evaluation

IV. EVALUATORS' SIGNATURES:

_____   _____
Peer Evaluator   Date

_____   _____
Dean/Administrator   Date

_____

_____   _____
Faculty Member   Date

Note: The faculty member's signature on this document indicates his/her awareness of the above report and
not necessarily his/her concurrence with this evaluation.

All PC and Mac users please note: This form must be opened using **Adobe Reader**; any forms opened/used in "Preview Mode" will not function properly.

LEARNING SPECIALIST: ☐ TENURED

SCHOOL/CENTER: Spring 20

Faculty member is encouraged to attach supplemental materials if they so desire (i.e. resume, curricululm vitae, lists of conferences attended, copies of written publications, transcripts of course work and syllabus of each assigned course).

I. **STRENGTHS AND AREAS FOR IMPROVEMENT:** Use the drop box to the left of each item to indicate items that are beyond normal standards, i.e., **Superior** (S), or **Unsatisfactory** (U). Written comments must reflect the rationale for either selection. If the item is acceptable or if it does not apply, please leave the item blank.

A. **PERFORMANCE EFFECTIVENESS:**

1. Demonstrates professional knowledge of the subject(s), diagnostic practices/therapy and changes in the field
2. Plans and organizes each instructional assignment
3. Applies appropriate teaching in instructional environments
4. Evaluates student progress toward remediation of learning disabilities/communicative disorders
5. Promotes student retention
6. Provides quality assessment, instruction and learning support activities
7. Utilizes assessment/instructional supplies and equipment effectively
8. Submits documents and reports in a comprehensive and timely manner
9. Works with faculty and staff in understanding and adapting to the needs of disabled students

COMMENTS:

Page 134

B. INSTITUTIONAL COMMITMENT:

1. Participates in School/Center/Unit activities/committees
2. Participates in co-curricular activities
3. Participates in general college activities/committees
4. Observes policy and procedural requirements
5. Participates in program development and projects as needed
6. Participates in program review, master planning, grants
7. Participates in faculty selection, orientation, and evaluation
8. Provides community groups and individuals with information regarding programs/courses and services
9. Contributes to the quality of the community

COMMENTS:

C. PROFESSIONAL ACTIVITIES:

1. Participates in professional development activities (i.e. coursework, workshops, seminars)
2. Presents/Develops lectures, papers, workshops, seminars as needed
3. Maintains membership in professional organizations
4. Participates in Sabbatical Leave and/or Faculty Exchanges
5. Participates in other creative and scholarly activities (i.e. publishings, grants, awards)

COMMENTS:

Page 135

D. **STUDENT RELATIONS:**

1. Demonstrates an understanding of student rights
2. Acknowledges student needs
3. Promotes understanding of and a sensitivity to diversity in students
   (i.e. academic, social, economic, cultural, disability and ethnic backgrounds)
4. Respects student opinions and concepts
5. Develops a meaningful level of student involvement in the classroom
6. Contributes to student advisement
7. Promotes student success

COMMENTS:

E. **COLLEGIAL RELATIONS:**

1. Demonstrates a general understanding of institutional roles of other faculty, staff and administration
2. Promotes an understanding of and a sensitivity to diversity in faculty, staff and administration
   (i.e. academic, social, economic, cultural, disability and ethnic backgrounds)
3. Respects the rights of other faculty, staff and administrators to voice opinions
4. Seeks ways to work cooperatively and productively

COMMENTS:

Page 136

II. OVERALL EVALUATION:

☐ Satisfactory   ☐ Improvement Needed (Attach Plan)   ☐ Unsatisfactory

SUMMARY COMMENTS:

[   ]

III. NEEDS IMPROVEMENT PLAN:
(Note: For Improvement Needed, attach a written plan reflecting the following):

A. Problem Area
B. Correction Requested
C. Date to be Completed
D. Method of Evaluation

IV. EVALUATORS' SIGNATURES:

_____   _____
Peer Evaluator   Date

_____   _____
Dean/Administrator   Date

_____   _____
Faculty Member   Date

Note: The faculty member's signature on this document indicates his/her awareness of the above report and
not necessarily his/her concurrence with this evaluation.

Page 137

TENURED FACULTY SUMMARY EVALUATION FORM LAS
LEARNING ASSISTANCE FACULTY COORDINATOR

INSTRUCTOR: [   ] ☐ TENURED

SCHOOL: [   ]   SPRING 20 [   ]

Evaluator will observe faculty member while performing regular duties and will comment. Faculty member is encouraged to attach supplemental materials if they so desire (i.e. resume, curriculum vitae, lists of conferences attended, copies of written publications, transcripts of course work and syllabus of each assigned course).

I.   **STRENGTHS AND AREAS FOR IMPROVEMENT**: Use the drop box to the left of each item to indicate items that are <u>beyond normal standards</u>, **Superior** (S), or <u>Unsatisfactory</u> (U). Written comments must reflect the rationale for either selection. If the item is acceptable or it if does not apply, please leave the item blank.

   A. PERFORMANCE EFFECTIVENESS:

   [▼] 1.   Demonstrates professional knowledge of learning assistance, including tutoring
   [▼] 2.   Plans, organizes and completes specific work assignments
   [▼] 3.   Applies effective teaching techniques and methods in instructional environments
   [▼] 4.   Prepares informational guides, instructional assignments, training materials, evaluation materials, policies and procedures for LAS
   [▼] 5.   Implements best practices in training and evaluation of tutors and tutoring programs
   [▼] 6.   Submits documents and reports in a timely manner

COMMENTS:

[   ]

Page 138

B. INSTITUTIONAL COMMITMENT:

▼ 1. Participates in School/Center/Unit activities/committees
▼ 2. Participates in co-curricular activities
▼ 3. Participates in general college activities/committees
▼ 4. Participates in area development and projects as needed
▼ 5. Observes policies and procedural requirements
▼ 6. Participates in program review, master planning, grants
▼ 7. Participates in faculty selection, orientation, and evaluation, as appropriate
▼ 8. Provides community groups and individuals with information regarding area of service
▼ 9. Contributes to the quality of the community

COMMENTS:

C. PROFESSIONAL ACTIVITIES:

▼ 1. Attends conferences and workshops
▼ 2. Enrolls in course work and clinics
▼ 3. Publishes written material (i.e. books, articles, monographs).
▼ 4. Participates in exhibitions, concerts, develops or directs productions
▼ 5. Maintains memberships in professional organizations
▼ 6. Provides lectures, demonstrations and seminars as needed
▼ 7. Participates in sabbatical leave and/or faculty exchanges
▼ 8. Receives grants and honors
▼ 9. Participates in other creative and scholarly activities

COMMENTS:

Page 139

D. EFFECTIVENESS AS A FACILITATOR:

1. Demonstrates an understanding of participants' roles
2. Sets expectations for participants within the program's guidelines
3. Acknowledges participants' needs
4. Promotes understanding of and sensitivity to diversity
   (i.e. academic, social, economic, cultural, disability and ethnic backgrounds)
5. Respects participants' opinions and concepts
6. Develops a meaningful level of participants' involvement
7. Contributes to participants' development
8. Promotes participants' success
9. Engages participants and encourages teamwork

COMMENTS:

E. COLLEGIAL RELATIONS:

1. Demonstrates a general understanding of institutional roles of other faculty, staff and administrators
2. Promotes an understanding of and a sensitivity to diversity in faculty, staff and administration (i.e. academic, social, economic, cultural, disability and ethnic backgrounds).
3. Respects the rights of other faculty, staff and administrators to voice opinions
4. Seeks ways to work cooperatively and productively

COMMENTS:

Page 140

II. OVERALL EVALUATION:

☐ Satisfactory   ☐ Improvement Needed (Attach Plan)   ☐ Unsatisfactory

SUMMARY COMMENTS:

III. NEEDS IMPROVEMENT PLAN:
(Note: For Improvement Needed, attach a written plan reflecting the following):

A. Problem Area
B. Correction Requested
C. Date to be Completed
D. Method of Evaluation

IV. EVALUATORS' SIGNATURES:

| _____ | _____ |
| Peer Evaluator | Date |

| _____ | _____ |
| Dean/Administrator | Date |

| _____ | _____ |
| Faculty Member | Date |

Note: The faculty member's signature on this document indicates his/her awareness of the above report and not necessarily his/her concurrence with this evaluation.

TenuredSummaryEvalFormLAS (08/2016) jw   4 of 4

TENURED FACULTY SUMMARY EVALUATION FORM N
CAMPUS NURSE

All PC and Mac users please note: This form must be opened using **Adobe Reader**; any forms opened/used in "Preview Mode" will not function properly.

NURSE: _____   ☐ TENURED

SCHOOL/CENTER: _____   Spring 20___

Faculty member is encouraged to attach supplemental materials if they so desire (i.e. resume, curricululm vitae, lists of conferences attended, copies of written publications, transcripts of course work and syllabus of each assigned course).

I. **STRENGTHS AND AREAS FOR IMPROVEMENT:** Use the drop box to the left of each item to indicate items that are beyond normal standards, i.e., **Superior** (S), or **Unsatisfactory** (U). Written comments must reflect the rationale for either selection. If the item is acceptable or if it does not apply, please leave the item blank.

A. **PERFORMANCE EFFECTIVENESS:**

1. Demonstrates professional knowledge of health education and changes in the medical field
2. Provides students with quality health services and health education
3. Assesses student health needs and provides referrals when appropriate
4. Plans and organizes each workshop or project
5. Applies appropriate techniques and methods in both instructional and nursing environments
6. Submits documents and reports in a comprehensive and timely manner
7. Assists faculty and staff members in understanding the health needs of students

COMMENTS:

```
[blank comment box]
```

Page 142

B. INSTITUTIONAL COMMITMENT:

1. Participates in Student Services activities/committees
2. Participates in co-curricular activities, eg. Nursing Program
3. Participates in general college activities/committees
4. Observes policy and procedural requirements regarding Health Services
5. Participates in program development, projects and reports as needed
6. Participates in program review, master planning, grants
7. Participates in faculty selection, orientation, and evaluation
8. Provides community groups and individuals with information regarding Health Services and trends and contributes to the quality of the community

COMMENTS:

C. PROFESSIONAL ACTIVITIES:

1. Participates in professional development activities (i.e. coursework, workshops, seminars)
2. Presents/Develops lectures, papers, workshops, seminars as needed
3. Maintains membership in professional organizations
4. Participates in Sabbatical Leave and/or Faculty Exchanges
5. Participates in other creative and scholarly activities (i.e. publishings, grants, awards)

COMMENTS:

Page 143

D. STUDENT RELATIONS:

1. Demonstrates an understanding of student rights and confidentiality
2. Acknowledges student health needs
3. Promotes understanding of and a sensitivity to diversity in students
   (i.e. academic, social, economic, cultural, disability and ethnic backgrounds)
4. Respects student opinions and concepts
5. Develops a meaningful level of student awareness of health issues
6. Contributes to student development
7. Promotes student success

COMMENTS:

E. COLLEGIAL RELATIONS:

1. Demonstrates a general understanding of institutional roles of other faculty, staff and administration
2. Promotes an understanding of and a sensitivity to diversity in faculty, staff and administration
   (i.e. academic, social, economic, cultural, disability and ethnic backgrounds)
3. Respects the rights of other faculty, staff and administrators to voice opinions
4. Seeks ways to work cooperatively and productively

COMMENTS:

II. OVERALL EVALUATION:

☐ Satisfactory   ☐ Improvement Needed (Attach Plan)   ☐ Unsatisfactory

SUMMARY COMMENTS:

```



```

III. NEEDS IMPROVEMENT PLAN:
(Note: For Improvement Needed, attach a written plan reflecting the following):

A. Problem Area
B. Correction Requested
C. Date to be Completed
D. Method of Evaluation

IV. EVALUATORS' SIGNATURES:

_____   _____
Peer Evaluator   Date

_____   _____
Dean/Administrator   Date

_____   _____
Faculty Member   Date

Note: *The faculty member's signature on this document indicates his/her awareness of the above report and not necessarily his/her concurrence with this evaluation.*

TENURED FACULTY SUMMARY EVALUATION FORM R
ARTICULATION OFFICER

All PC and Mac users please note: This form must be opened using **Adobe Reader**; any forms opened/used in "Preview Mode" will not function properly.

ARTICULATION
OFFICER:

☐ TENURED

SCHOOL/CENTER: Spring 20

Faculty member is encouraged to attach supplemental materials if they so desire (i.e. resume, curricululm vitae, lists of conferences attended, copies of written publications, transcripts of course work and syllabus of each assigned course).

I. **STRENGTHS AND AREAS FOR IMPROVEMENT:** Use the drop box to the left of each item to indicate items that are beyond normal standards, i.e., <u>Superior</u> (S), or <u>Unsatisfactory</u> (U). Written comments must reflect the rationale for either selection. If the item is acceptable or if it does not apply, please leave the item blank.

A. **PERFORMANCE EFFECTIVENESS:**

1. Demonstrates professional knowledge of articulation programs and current trends in the field
2. Meets established articulation timelines in conjunction with curriculum timelines
3. Coordinates and disseminates of current articulation information for administrators, staff, Part-Time, faculty and students
4. Actively seeks to increase number of articulation agreements with colleges and universities
5. Responds to articulation requests from colleges and universities
6. Provides articulation training to faculty, administrators and staff
7. Manages all articulation and reports, i.e., ASSIST, OSCAR, AICCU, CSU, GE Breadth, IGETC, SDSU report, UCTCA report
8. Serves as a liaison between Office of Instruction, all schools, and other appropriate departments for accurate communication of articulation information

COMMENTS:

```
[blank comment box]
```

TenuredSummaryEvalFormR (Updated to pdf & Rev. 08/2016) jw   1 of 4

Page 146

B. INSTITUTIONAL COMMITMENT:

1. Participates in articulation-related activities and/or committees
2. Participates in general college activities/committees (i.e., curriculum committee, program review)
3. Observes District and State-wide policies and procedures governing Community Colleges, UC, CSU and Community College curriculum
4. Provides community groups and individuals with information regarding articulation
5. Ensures adherence to CSU Executive Orders and IGETC guidelines
6. Participates in program review and institutional planning
7. Contributes to the quality of the college community

COMMENTS:

C. PROFESSIONAL ACTIVITIES:

1. Attends local & state-wide conferences and workshops
2. Maintains memberships in professional organization
3. Provides lectures, demonstrations and seminars as needed
4. Participates in sabbatical leave and/or faculty exchanges
5. Participates in other creative and scholarly activities

COMMENTS:

Page 147

D. STUDENT RELATIONS:

1. Demonstrates an understanding of student rights
2. Acknowledges student needs in relation to articulation guidelines
3. Promotes understanding of and a sensitivity to diversity in students
   (i.e. academic, social, economic, cultural, disability and ethnic backgrounds)
4. Respects student opinions and concepts
5. Contributes to student development
6. Promotes student success

COMMENTS:

E. COLLEGIAL RELATIONS:

1. Demonstrates a general understanding of institutional roles of other faculty, staff and administration and provides leadership on articulation issues
2. Promotes an understanding of and a sensitivity to diversity in faculty, staff and administration (i.e. academic, social, economic, cultural, disability and ethnic backgrounds)
3. Respects the rights of other faculty, staff and administrators to voice opinions
4. Seeks ways to work cooperatively and productively

COMMENTS:

Page 148

II. OVERALL EVALUATION:

☐ Satisfactory   ☐ Improvement Needed (Attach Plan)   ☐ Unsatisfactory

SUMMARY COMMENTS:

III. NEEDS IMPROVEMENT PLAN:
(Note: For Improvement Needed, attach a written plan reflecting the following):

A. Problem Area
B. Correction Requested
C. Date to be Completed
D. Method of Evaluation

IV. EVALUATORS' SIGNATURES:

_____   _____
Peer Evaluator   Date

_____   _____
Dean/Administrator   Date

_____   _____
Faculty Member   Date

Note: The faculty member's signature on this document indicates his/her awareness of the above report and not necessarily his/her concurrence with this evaluation.

TENURED FACULTY SUMMARY EVALUATION FORM S
ASSESSMENT SPECIALIST

All PC and Mac users please note: This form must be opened using **Adobe Reader**; any forms opened/used in "**Preview Mode**" will not function properly.

ASSESSMENT
SPECIALIST: ☐ TENURED

SCHOOL/CENTER: Spring 20

Faculty member is encouraged to attach supplemental materials if they so desire (i.e. resume, curricululm vitae, lists of conferences attended, copies of written publications, transcripts of course work and syllabus of each assigned course).

I.   **STRENGTHS AND AREAS FOR IMPROVEMENT:** Use the drop box to the left of each item to indicate items that are beyond normal standards, i.e., **Superior** (S), or **Unsatisfactory** (U). Written comments must reflect the rationale for either selection. If the item is acceptable or if it does not apply, please leave the item blank.

   A. **PERFORMANCE EFFECTIVENESS:**

   1. Demonstrates professional knowledge of assessment practices and changes in the field
   2. Provides assessment and prerequisite or advisory information to students/staff
   3. Plans and organizes each assignment
   4. Applies assessment systems/methods in support of student success
   5. Provides quality assessment and prerequisite services for students/staff
   6. Identifies and recommends appropriate assessment instruments
   7. Coordinates the assessment program with college departments and instructional departments
   8. Submits documents and reports in a comprehensive and timely manner
   9. Assists faculty and staff in understanding the assessment process

COMMENTS:

Page 150

B. INSTITUTIONAL COMMITMENT:

1. Participates in department activities/committees
2. Participates in co-curricular activities
3. Participates in general college activities/committees
4. Observes policy and procedural requirements
5. Participates in program develoment and projects as needed
6. Participates in program review, master planning, and/or grants
7. Participates in community groups and individuals with information regarding assessment

COMMENTS:

C. **PROFESSIONAL ACTIVITIES:**

1. Participates in professional development activities (i.e. coursework, workshops, seminars)
2. Presents/Develops lectures, papers, workshops, seminars as needed
3. Maintains membership in professional organizations
4. Participates in Sabbatical Leave and/or Faculty Exchanges
5. Participates in other creative and scholarly activities (i.e. publishings, grants, awards)

COMMENTS:

D. STUDENT RELATIONS:

1. Demonstrates an understanding of student rights
2. Acknowledges student needs
3. Promotes understanding of and a sensitivity to diversity in students
   (i.e. academic, social, economic, cultural, disability and ethnic backgrounds)
4. Respects student opinions and concepts
5. Develops a meaningful level of student involvement in the learning environment(s)
6. Contributes to student development
7. Promotes student success

COMMENTS:

E. COLLEGIAL RELATIONS:

1. Demonstrates a general understanding of institutional roles of other faculty, staff and administration
2. Promotes an understanding of and a sensitivity to diversity in faculty, staff and administration
   (i.e. academic, social, economic, cultural, disability and ethnic backgrounds)
3. Respects the rights of other faculty, staff and administrators to voice opinions
4. Seeks ways to work cooperatively and productively

COMMENTS:

II. OVERALL EVALUATION:

☐ Satisfactory   ☐ Improvement Needed (Attach Plan)   ☐ Unsatisfactory

SUMMARY COMMENTS:

III. NEEDS IMPROVEMENT PLAN:

(Note: For Improvement Needed, attach a written plan reflecting the following):

A. Problem Area
B. Correction Requested
C. Date to be Completed
D. Method of Evaluation

IV. EVALUATORS' SIGNATURES:

_____   _____
Peer Evaluator   Date

_____   _____
Dean/Administrator   Date

_____   _____
Faculty Member   Date

Note: The faculty member's signature on this document indicates his/her awareness of the above report and not necessarily his/her concurrence with this evaluation.

Return to the front counter in the [designate] Office

STUDENT EVALUATION OF FACULTY FORM C

Counselor's Name:_____

_____

Mark all that apply:

The primary purpose of the counseling session was:

[A] Academic
- ⊂ 1 ⊃ **Complete/Revise a Student Education Plan (SEP)**
- ⊂ 2 ⊃ **Obtain information on certificate, associate degree and/or transfer program(s)**
- ⊂ 3 ⊃ **Complete an IGETC or T.A.G. agreement**
- ⊂ 4 ⊃ **None of the above.**

[B] Career
- ⊂ 1 ⊃ **Career information/Counseling**
- ⊂ 2 ⊃ **Career follow-up appointment**
- ⊂ 3 ⊃ **None of the above**

[C] Personal
- ⊂ 1 ⊃ **Family**
- ⊂ 2 ⊃ **Financial**
- ⊂ 3 ⊃ **Other:**_____
- ⊂ 4 ⊃ **None of the above**

✎USE No # 2 PENCIL ONLY
- • ERASE COMPLETELY TO CHANGE
  - CORRECT   INCORRECT
  - [✓] [--] [✓]

INSTRUCTIONS:
Mark "1" if you strongly agree with the statement.
Mark "2" if you agree with the statement.
Mark "3" if you disagree with the statement.
Mark "4" if you strongly disagree with the statement.
Mark "5" if you have no opinion or if the statement doesn't apply.

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	NO OPINION
1. Interacted with me to determine whether I am understanding the information provided	⊂ 1 ⊃	⊂ 2 ⊃	⊂ 3 ⊃	⊂ 4 ⊃	⊂ 5 ⊃
2. Provided understandable answers to questions	⊂ 1 ⊃	⊂ 2 ⊃	⊂ 3 ⊃	⊂ 4 ⊃	⊂ 5 ⊃
3. Listened to my problem or question	⊂ 1 ⊃	⊂ 2 ⊃	⊂ 3 ⊃	⊂ 4 ⊃	⊂ 5 ⊃
4. Treated me fairly and with respect	⊂ 1 ⊃	⊂ 2 ⊃	⊂ 3 ⊃	⊂ 4 ⊃	⊂ 5 ⊃
5. Was easy to approach, patient and willing to help	⊂ 1 ⊃	⊂ 2 ⊃	⊂ 3 ⊃	⊂ 4 ⊃	⊂ 5 ⊃
6. Showed interest in exploring options and in achieving my goals	⊂ 1 ⊃	⊂ 2 ⊃	⊂ 3 ⊃	⊂ 4 ⊃	⊂ 5 ⊃
7. Reflected familiarity with college services available to students	⊂ 1 ⊃	⊂ 2 ⊃	⊂ 3 ⊃	⊂ 4 ⊃	⊂ 5 ⊃
8. Presented information in a clear and well-organized manner	⊂ 1 ⊃	⊂ 2 ⊃	⊂ 3 ⊃	⊂ 4 ⊃	⊂ 5 ⊃
9. Made objectives for my program clear	⊂ 1 ⊃	⊂ 2 ⊃	⊂ 3 ⊃	⊂ 4 ⊃	⊂ 5 ⊃
10. The services I am receiving are helping me reach my educational goals	⊂ 1 ⊃	⊂ 2 ⊃	⊂ 3 ⊃	⊂ 4 ⊃	⊂ 5 ⊃
11. I would recommend this counselor to other students	⊂ 1 ⊃	⊂ 2 ⊃	⊂ 3 ⊃	⊂ 4 ⊃	⊂ 5 ⊃
12. I left the counseling session feeling that my needs had been met in the time allotted	⊂ 1 ⊃	⊂ 2 ⊃	⊂ 3 ⊃	⊂ 4 ⊃	⊂ 5 ⊃
13. My overall evaluation of this counselor was positive	⊂ 1 ⊃	⊂ 2 ⊃	⊂ 3 ⊃	⊂ 4 ⊃	⊂ 5 ⊃

14. Comments:

STUDENT EVALUATION OF LIBRARY FACULTY

SWC
SOUTHWESTERN COLLEGE

Librarian's Name:_____

The primary purpose of the library visit was:

[A] Academic ⊂1⊃ Find a book or textbook
⊂2⊃ Get help with research, such as databases, Internet, or citing sources
⊂3⊃ Attend a library orientation for my class
⊂4⊃ Other:_____
[B] Personal ⊂1⊃ Find career information
⊂2⊃ Research a personal topic
⊂3⊃ Other:_____

INSTRUCTIONS: Mark "1" if you strongly agree with the statement. Mark "2" if you agree with the statement. Mark "3" if you disagree with the statement. Mark "4" if you strongly disagree with the statement. Mark "5" if you have no opinion or if the statement doesn't apply.	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	NO OPINION
1. Interacted with me to determine whether I understood the information provided	⊂1⊃	⊂2⊃	⊂3⊃	⊂4⊃	⊂5⊃
2. Provided understandable answers to questions	⊂1⊃	⊂2⊃	⊂3⊃	⊂4⊃	⊂5⊃
3. Listened to my problem or question	⊂1⊃	⊂2⊃	⊂3⊃	⊂4⊃	⊂5⊃
4. Treated me fairly and with respect	⊂1⊃	⊂2⊃	⊂3⊃	⊂4⊃	⊂5⊃
5. Was easy to approach, patient, and willing to help	⊂1⊃	⊂2⊃	⊂3⊃	⊂4⊃	⊂5⊃
6. Helped me learn how I can find information myself	⊂1⊃	⊂2⊃	⊂3⊃	⊂4⊃	⊂5⊃
7. Presented information in a clear and well-organized manner	⊂1⊃	⊂2⊃	⊂3⊃	⊂4⊃	⊂5⊃
8. Taught me something new about the library or research	⊂1⊃	⊂2⊃	⊂3⊃	⊂4⊃	⊂5⊃
9. Improved my understanding of academic sources and evaluating the quality of information	⊂1⊃	⊂2⊃	⊂3⊃	⊂4⊃	⊂5⊃
10. I am more confident about finding and using information I need	⊂1⊃	⊂2⊃	⊂3⊃	⊂4⊃	⊂5⊃
11. I would recommend this librarian to other students	⊂1⊃	⊂2⊃	⊂3⊃	⊂4⊃	⊂5⊃
12. I left the library feeling that my needs had been met in the time allotted	⊂1⊃	⊂2⊃	⊂3⊃	⊂4⊃	⊂5⊃
13. My overall evaluation of this librarian was positive	⊂1⊃	⊂2⊃	⊂3⊃	⊂4⊃	⊂5⊃
14. Comments:					

Tenured Faculty Evaluation
Request for Evaluation Postponement
Due to Extenuating Circumstances

All PC and Mac users please note: This form must be opened using Adobe
Reader; any forms opened/used in "Preview Mode" will not function properly.

Date: _____

To: Cognizant Vice President _____

From: Dean/Director and _____

Faculty Member _____

School/Unit _____

This memo is to notify you that the Dean/Director is requesting a postponement for the evaluation
of the above named tenured faculty member. Upon the postponed evaluation being completed,
the three-year evaluation cycle will reset.

Please review the attached documents* from the Dean/Director (required) and the tenured faculty
(required) and provide your response in writing to approve or disapprove the request along with
the reason(s) that support your decision within five working days. The Dean/Director shall deliver
a copy of this written response to the respective tenured faculty member.

_____   _____
Signature of Dean/Director   Date

_____   _____
Signature of Faculty Member   Date

*Deans/Directors must provide a written rationale of extenuating circumstances for the postponement (attached) and a
written response from the tenured faculty member (attached).

Response from Vice President   ☐ Approve   ☐ Disapprove

Rationale:

_____

_____

_____

_____

_____   _____
Signature of Vice President   Date

Response from SCEA President   ☐ Approve   ☐ Disapprove

Rationale:

_____

_____

_____

_____

_____   _____
Signature of SCEA President   Date

**The SCEA President and Cognizant Vice President must both approve for a postponement to occur.

TF_Request for Eval Postponement.docx (110614) jsi

Approved

Part-Time Faculty

Evaluation

Forms

PART-TIME FACULTY SELF EVALUATION STATEMENT

All PC and Mac users please note: This form must be opened using **Adobe Reader**; any forms opened/used in "Preview Mode" will not function properly.

Faculty_____ School_____

Department/Discipline_____

Faculty members will submit a copy of their updated Curriculum Vitae (CV) as part of their evaluation process as well as a copy of this Self Evaluation Statement.

The purpose of this sheet is for the faculty member to be able to highlight accomplishments as well outline areas of interest that the instructor would like to pursue.

1. In your opinion, what strengths do you feel you have? Explain briefly.

Check here if continued on Addendum ☐

2. What areas do you plan to develop? Explain briefly.

Check here if continued on Addendum ☐

3. In narrative form, tell us about your recent professional activities.

Check here if continued on Addendum ☐

☐ I have participated in the assessment of STUDENT LEARNING OUTCOMES (SLOs) and this is how I have used the results of SLOs to improve my teaching methodologies and the learning of students (check all boxes that apply):

  ☐ considered SLO(s) data in determining and improving the effectiveness of curriculum and pedagogical methods.

  ☐ discussed various methodologies with colleagues (such as at Department meetings, Division meetings, Opening Day meetings, and/or in general).

  ☐ evaluated student progress toward attainment of SLO(s).

  ☐ considered what additional resources are needed to achieve progress toward meeting SLO(s).

  ☐ other (provide further information):

Check here if continued on Addendum ☐

PT_FacSelfEvalStatement.docx (Rev. 04/2016) ky

Faculty Course Syllabus and Materials Review Form A
Academic Faculty

SWC
SOUTHWESTERN COLLEGE

All PC and Mac users please note: This form must be opened using **Adobe Reader;** any forms opened/used in "Preview Mode" will not function properly.

Faculty: _____   Discipline: _____

Course: _____   School: _____

In accordance with evaluation procedures for instructional faculty, the instructor shall provide copies of a course syllabus for each course that the unit member is teaching during the semester of evaluation. The primary purpose of this review is to provide constructive feedback to faculty members regarding their course syllabi and materials. The following review also provides sample statements regarding college policies to assist faculty members in improving their syllabi. Instructors are expected to distribute the course syllabi to the students in their classes on the first day.

SYLLABUS:

Satisfactory	Needs Work	
☐	☐	Course description and objectives, either verbatim from the course outline or an abridged version that references the course outline.
☐	☐	Student Learning Outcomes stated.
☐	☐	Calendar of activities as applicable: topics, themes, etc.
☐	☐	Calendar of examinations, field trips, project due dates, oral presentations as applicable.
☐	☐	Required and supplementary textbooks and necessary course materials.
☐	☐	Attendance and tardiness policy: Students are expected to attend every class meeting, to arrive on time and stay throughout the class period. Students may be dropped from class for excessive tardiness, for failure to attend class the first day or during the entire first week of the class, or if the total number of absences exceeds twice the number of hours the class meets per week.
☐	☐	Behavior/discipline requirements as deemed necessary (e.g. permission to tape lectures, personal electronic equipment).
☐	☐	Out-of-class assignment policy (e.g. homework, papers, field trips).
☐	☐	Method of evaluating student progress toward, and achievement of, course objectives, including method by which the final grade is determined
☐	☐	Faculty contact information: voice mail, SWC email, office hours and/or consultation availability, and appointment procedure
☐	☐	Disability Support Services (DSS) Accommodation Statement (please use verbatim): "Southwestern College recommends that students with disabilities or specific learning needs contact their professors during the first two weeks of class to discuss academic accommodations. If a student believes they may have a disability and would like more information, they are encouraged to contact Disability Support Services (DSS) at (619) 482-6512 (voice), (619) 207-4480 (video phone), or email at DSS@swccd.edu. Alternate forms of this syllabus and other course materials are available upon request."

SyllabusChecklistFormA[Pink].docx [Rev. 05/122014] ps

1

Tenure Review Manual - DISTRICT.SCEA.Approved.2020.Final.docx
AEC:CTS;JW
astuart;ctaffolla;jwhitsett   Page 160   8/17/20

Satisfactory	Needs Work	
☐	☐	Plagiarism statement (please use verbatim): "Academic dishonesty of any type by a student provides grounds for: disciplinary action by the instructor or college. In written work, no material may be copied from another without proper quotation marks, footnotes, or appropriate documentation."
☐	☐	**Optional:** Academic Success Center Referral (inclusion highly recommended, please use verbatim): "To further your success, reinforce concepts, and achieve the stated learning objectives for this course, I refer you to Academic Success Center learning assistance services. You will be automatically enrolled in NC 3: Supervised Tutoring, a free noncredit course that does not appear on your transcripts. Services are located in the ASC (420), the Writing Center (420D), the Reading Center (420), Math Center (426), the Library/LRC Interdisciplinary Tutoring Lab, MESA, specialized on-campus School tutoring labs, the Higher Education Center, and the San Ysidro Education Center. Online learning materials and Online Writing Lab (OWL) are available at www.swccd.edu/owl.
☐	☐	**Optional:** Other information which advises students of requirements established by the instructor (or department) for meeting course objectives or deemed necessary to inform the students (e.g. hazardous materials in laboratory, availability of Student Support Services such as tutoring, Math Center, Writing Center, etc.)

Comments:

Evaluator Signature	Date	Faculty Signature	Date

Faculty Course, Syllabus, and Materials Review Form O
Academic Faculty Online Courses

All PC and Mac users please note: This form must be opened using Adobe Reader; any forms opened/used in "Preview Mode" will not function properly.

Faculty: _____   **Discipline:** _____

Course: _____   **School/Center:** _____

In accordance with evaluation procedures for instructional faculty, the instructor shall provide copies of a course syllabus for each course that the unit member is teaching during the semester of evaluation. The primary purpose of this review is to provide constructive feedback to faculty members regarding their course syllabi and materials. This checklist also provides sample statements regarding college policies to assist faculty members in improving their syllabi, and the DEFT syllabus template is available for use but is not mandatory. Instructors are expected to provide the course syllabus to their students in a welcome letter sent before the class begins or within the college CMS by the first day of the semester.

SYLLABUS:

Satisfactory	Needs Work	
☐	☐	Faculty contact information: phone, SWC email, Canvas Inbox, campus/virtual office hours, and/or consultation availability and appointment procedure; preferred method of contact and response time stated.
☐	☐	Course description and objectives: either verbatim from the course outline or an abridged version that references the course outline
☐	☐	Student Learning Outcomes: stated verbatim
☐	☐	Required and supplementary textbooks and course materials, including ISBNs if available
☐	☐	Attendance and participation policy (customized for course): "Attendance in an online course is determined by participation in academically-related activities. You will be considered present if there is evidence of your participation in course activities including, but not limited to, submitting an assignment, taking a test, participating in an online discussion, and working in a group. You will be considered absent if there is no evidence of your participation in the academic activities of this course. Students who do not complete the first online assignment or are absent for more than ___ hours (twice the number of hours indicated for the course in the College Catalog) may be dropped." (For clarity, instructors can convert hours to weeks based on duration of course.)
☐	☐	Instructor-related course policies, including instructor role detailing how Regular Effective Contact will be provided
☐	☐	Student-related course policies, including late work, netiquette, and behavior/conduct
☐	☐	Method of evaluating student progress toward, and achievement of, course objectives, including method by which the final grade is determined
☐	☐	Calendar of topics, activities, projects, and exams for the semester

		Disability Support Services (DSS) Accommodation Statement (please use verbatim with link): "Southwestern College recommends that students with disabilities or specific learning needs contact their professors during the first two weeks of class to discuss academic accommodations. If a student believes they may have a disability and would like more information, they are encouraged to contact Disability Support Services (DSS) at (619) 482-6512 (voice), (619) 207-4480 (video phone), or email at DSS@swccd.edu. Alternate forms of this syllabus and other course materials are available upon request."
☐	☐	Student Support Services Statement (please use verbatim with links): "Student support services are available both on campus and online. For a complete list of services, including the library, tutoring, and counseling, visit the Student Services and Campus Resources webpage. Free online tutoring is available to all currently enrolled Southwestern College students through SWC's Online Writing Lab (OWL) and the Western eTutoring Consortium. When you have questions about Blackboard/Canvas and online learning at SWC, the Online Learning Center is ready to assist you.
☐	☐	Plagiarism Statement (please use verbatim): "Academic dishonesty of any type by a student provides grounds for disciplinary action by the instructor or college. In written work, no material may be copied from another without proper quotation marks and appropriate documentation." Additional explanation specific to discipline or course may be added.
☐	☐	Optional: Other information which advises students of requirements established by the instructor or department for meeting course objectives or otherwise deemed necessary to inform the students

COURSE:

		The online portion of this course, including grading, is primarily conducted in the college-adopted CMS in order to protect student privacy and verify student identity.
☐	☐	

Comments:

_____   _____
Evaluator Signature   Date   Faculty Signature   Date

PART-TIME FACULTY EVALUATION
FORM A | ACADEMIC

☐ VESTED   ☐ NON-VESTED

FACULTY NAME: <Slct>   20

COURSE AND SECTION NUMBER:

COURSE TITLE:

SCHOOL: **DEPARTMENT:**

EVALUATOR'S NAME: **TITLE:** <Select>

DATE OF VISITATION: **# OF STUDENTS:**

All PC and Mac users please note: This form must be opened using **Adobe Reader**; any forms opened/used in "Preview Mode" will not function properly.

DIRECTIONS: Every item must contain specific comments including an example to illustrate the evaluator's point and suggestions for improvement if applicable. Each category includes a concise parenthetical, descriptive prompt; however, the evaluator's comments are not limited to those descriptors. Please select the most relevant rating from each drop down box.

OBSERVED LESSON AND RELEVANCE TO COURSE OUTLINE:

```
┌─────────────────────────────────────────────────────────┐
│                                                         │
│                                                         │
│                                                         │
│                                                         │
│                                                         │
│                                                         │
└─────────────────────────────────────────────────────────┘
```

INSTRUCTIONAL TECHNIQUES BEING USED:

☐ Lecture   ☐ Class Discussion   ☐ Small Group Activities
☐ Individual Student Assistance   ☐ Interactive Activity   ☐ Internet
☐ Audio/Visual   ☐ Web-enhanced

GOALS/OBJECTIVES: <Select>

Select a rating that is most relevant from the drop down box (left).
8 – 10 = Strong | 6 – 7 = Competent | 4 – 5 = Marginal | 1 – 3 = Unsatisfactory.

(Clearly stated verbally or written; relevant to larger goals; connected to other planned activities)

Comments:

```
┌─────────────────────────────────────────────────────────┐
│                                                         │
│                                                         │
│                                                         │
│                                                         │
│                                                         │
│                                                         │
│                                                         │
│                                                         │
│                                                         │
│                                                         │
│                                                         │
│                            Check here if continued on Addendum ☐ │
└─────────────────────────────────────────────────────────┘
```

Evaluation Scale: 8 – 10 = Strong | 6 – 7 = Competent | 4 – 5 = Marginal | 1 – 3 = Unsatisfactory

ORGANIZATION OF LESSON PLAN: <Select>

(Organized progression from each activity to the next)

Comments:

Check here if continued on Addendum ☐

USE OF CLASS TIME: <Select>

(Punctuality and use of class time)

Comments:

Check here if continued on Addendum ☐

CLASSROOM MANAGEMENT: <Select>

(Control of classroom environment)

Comments:

Check here if continued on Addendum ☐

Evaluation Scale: 8 – 10 = Strong | 6 – 7 = Competent | 4 – 5 = Marginal | 1 – 3 = Unsatisfactory

SUBJECT MATTER EXPERTISE: <Select>

(Mastery of and currency in subject matter)

Comments:

Check here if continued on Addendum ☐

TEACHING METHODOLOGIES (PEDAGOGY/ANDRAGOGY): <Select>

(Mastery of teaching skills and strategies)

Comments:

Check here if continued on Addendum ☐

PRESENTATION AND DELIVERY: <Select>

(Awareness of demeanor, vocabulary and articulation)

Comments:

Check here if continued on Addendum ☐

Evaluation Scale: 8 – 10 = Strong | 6 – 7 = Competent | 4 – 5 = Marginal | 1 – 3 = Unsatisfactory

STUDENT INVOLVEMENT: <Select>

(Evidence of active engagement and participation by students)

Comments:

Check here if continued on Addendum ☐

LEARNING ENVIRONMENT: <Select>

(Creates an environment conducive to learning)

Comments:

Check here if continued on Addendum ☐

RAPPORT: <Select>

(Evidence of mutual respect and professionalism)

Comments:

Check here if continued on Addendum ☐

Tenure Review Manual - DISTRICT.SCEA.Approved.2020.Final.docx
AEC:CTS;JW

Evaluation Scale: 8 – 10 = Strong | 6 – 7 = Competent | 4 – 5 = Marginal | 1 – 3 = Unsatisfactory

OVERALL CLASS VISITATION SCALE: <Select>

SUMMARY EVALUATION:

Comments:

Check here if continued on Addendum ☐

Evaluator's Signature: _____ Date: _____

Dean's Signature: _____ Date: _____

Dean Comments (Optional): _____

_____

_____

_____

_____

_____

Instructor's Signature: _____ Date: _____

Instructor's Comments (Optional): _____

_____

_____

_____

_____

_____

Faculty Evaluation Rubric - Form A (Academic)

Area Being evaluated	Strong (S)	Competent (C)	Marginal (M)	Unsatisfactory (U)
Goals & Objectives	Instructor specifically writes goals on board and/or states class goals, which support course objectives.	Instructor's goals are sufficiently clear and adhere to course objectives.	Instructor's explanation of goals is weak, missing or does not support specific course objectives.	Instructor has no stated or perceived goals and/or objectives for the class and activities do not support course objectives.
Organization of lesson plan	Instructor is very well organized and builds the lesson utilizing previous lessons to scaffold students' learning of the material.	Instructor has a lesson plan prepared which follows course outlines and provides learning opportunities.	Instructor has a lesson prepared but it does not support course objectives, or the lesson plan loses focus at points.	Instructor has a lesson plan which is rambling, disjointed or did not relate to the objectives of this course.
Use of Class Time	Instructor utilized every moment of student contact as a learning opportunity. Time was allocated perfectly for planned activities.	Instructor's use of class time was well-planned and well-paced for this course.	Instructor spent more time off subject than on; in addition, time for activities was miscalculated so as to be too rushed or too slow for the students, or the instructor was a few minutes late or let the class go slightly early.	Instructor wasted valuable class time or seriously misallocated time in directions that do not support the purpose of this course, or the instructor was significantly late or let the class go significantly early.
Classroom Management	Instructor is in control of all activities conducted in class and instructor monitors students' activities and manages discussions very well.	Instructor maintains adequate control of the classroom environment and monitors students' activities and class discussions. The students were prepared for class and were kept on task.	Instructor controls the class too much so as to be stifling or not enough so as to appear too lax. Some students may lack class materials and/or the instructor failed to keep them on task in a few instances.	Instructor loses control of the classroom environment and/or student activities so as to produce a sense of chaos that does not support the purpose of this course. The students are unprepared and/or the instructor failed to keep them on task.
Subject Matter Expertise	Instructor demonstrates superior knowledge of the subject matter and explains it well to the students.	Instructor has adequate knowledge of the subject matter and can explain it sufficiently well for students.	Instructor knows the subject matter somewhat well but is unable to explain it well to the students.	Instructor appears to be lacking in basic knowledge about this subject matter.
Teaching Methodologies: Pedagogy Andragogy	Instructor demonstrates superior knowledge of current teaching methodology and applies in ways that stimulate independent learning in the students.	Instructor adequately applies current teaching methodologies and in doing so, helps students learn the subject matter.	Although the Instructor appears to know some of the current teaching methodologies, they are not applied consistently in class.	Instructor seems unaware of current teaching methodologies and because of it, hinders student learning.
Presentation & Delivery	Instructor's presentation is professional, clear and eloquent. In addition, delivery is stimulating and dynamic.	Instructor's presentation is clear and direct; in addition, delivery is adequate and engaging.	Instructor's presentation is unclear and somewhat confusing; in addition, delivery is weak.	Instructor's presentation is monotone, uninteresting, unprofessional and/or very confusing; in addition, delivery is boring and dull or difficult to understand.
Student Involvement	Instructor provides ample opportunity for student involvement through questions, activities, reflection and/or small group work.	Instructor provides for student involvement through questions, class activities, discussions, and/or group work.	Instructor provides very few opportunities for students to become involved, to work with the subject matter or to ask questions	Instructor does not provide opportunities for students to become involved, does not promote questions or discussion nor allows for group work.

| Rapport | Instructor demonstrates superior rapport with the students; Instructor knows their names and appears to have built a strong classroom atmosphere of collegiality and respect. | Instructor demonstrates adequate rapport with students; Instructor knows their names and has an adequately comfortable classroom atmosphere. | Instructor knows students' names but does not interact sufficiently with them so as to build a strong classroom atmosphere. | Instructor appears reflect a lack of respect towards students and does not know their names; classroom atmosphere is sterile and/or cold. |

FACULTY EVALUATION FORM O
ONLINE/HYBRID COURSES

FACULTY NAME: [_____] [Select ▼] [20]

COURSE AND SECTION NUMBER: [_____] [Select ▼]

COURSE TITLE: [_____]

SCHOOL/SERVICE AREA: [_____] **DEPARTMENT:** [_____]

EVALUATOR'S NAME: [_____] **TITLE:** [_____]

WEEK OF INSTRUCTION*: [_____] **# OF ACTIVE STUDENTS:** [_____]

*a week of instruction or the equivalent, as determined in consultation with the instructor

DIRECTIONS: Every item must contain specific comments including an example to illustrate the evaluator's point and suggestions for improvement if applicable. Each category includes a concise, descriptive prompt; however, the evaluator's comments are not limited to those descriptors. Shade the gradated evaluation scale in the most relevant numerical area.

OBSERVED WEEK OF INSTRUCTION* AND RELEVANCE TO COURSE OUTLINE:

[_____]

COURSE MANAGEMENT SYSTEM (CMS) COMPONENTS BEING USED:
Annoucements ☐   Discussions ☐   Assignments ☐   Groups ☐
Quizzes/Tests ☐   Content Pages ☐   Surveys ☐
Other: [_____]

INSTRUCTIONAL TECHNIQUES BEING USED:
Instructor-Created Materials (e.g. video lecture, webinar, document) ☐
Videos ☐   Class Discussion ☐   Content Collected from Other Sources ☐
Group Activities (collaborative learning) ☐   Self-Assessment/Reflection ☐
Other: [_____]   Formative Feedback (e.g. assessing learning) ☐

Select a rating that is most relevant from the drop down box.
8-10 = Strong / 6-7 = Competent / 4-5 = Marginal / 1-3 = Unsatisfactory

GOALS/OBJECTIVES: [Select ▼]
Objectives for the week are clearly stated in the week of instruction*, are measurable, and connect to course objectives.
COMMENTS:

[_____]

Check here if continued on Addendum ☐

Faculty Name: [   ]   Faculty Evaluation Form O **Page 2**

Course: [   ]

EXPERTISE IN SUBJECT AREA: [Select ▼]

Expertise is demonstrated through knowledge of content and effective selection and presentation of materials to facilitate learning. Content authored by the instructor and/or introduction to content collected from other sources demonstrates mastery of subject matter.

COMMENTS:

[   ]

Check here if continued on Addendum ☐

ORGANIZATION OF WEEK OF INSTRUCTION*: [Select ▼]

Structure of observed instruction supports student learning through clear organization that is easy to navigate. Content and activities flow in a logical progression, are accessed with minimal clicks, and are clearly labeled and arranged to facilitate student learning.

COMMENTS:

[   ]

Check here if continued on Addendum ☐

TEACHING METHODOLOGIES: [Select ▼]

Activities are well suited to the online environment, student centered, and ask students to engage with content to facilitate learning. Technology is used appropriately and effectively.

COMMENTS:

[   ]

Check here if continued on Addendum ☐

COMMUNICATION AND RAPPORT: [Select ▼]

In communication with students, instructor demonstrates respect and professionalism. Instructor provides an opportunity in the CMS for students to ask questions and receive helpful responses.

COMMENTS:

Click here if continued on Addendum ☐

DEVELOPMENT OF A LEARNING COMMUNITY: [Select ▼]

Instructor fosters a sense of community in the online classroom through meaningful student-to-student interactions.

COMMENTS:

Click here if continued on Addendum ☐

REGULAR EFFECTIVE CONTACT/INTERACTION: [Select ▼]

Instructor initiates interaction with students in the CMS throughout the week to discuss course content and determine that students are comprehending course material and participating regularly. The amount of contact is equivalent to a face-to-face section of the course (i.e. in a 3-unit course, the instructor provides 3 hours of contact). Methods of Regular Effective Contact include participating in online discussions, delivering online lectures or other instructional materials, posting weekly announcements, and giving timely feedback to students.

COMMENTS:

Click here if continued on Addendum ☐

OVERALL ACTIVITY OBSERVATION SCALE: Select ▼

SUMMARY EVALUATION:

Comments:

Click here if continued on Addendum ☐

Evaluator's Signature: _____ **Date:** _____

Dean's Signature: _____ **Date:** _____

Dean's Comments (Optional):

_____
_____
_____
_____

Faculty Signature: _____ **Date:** _____

Faculty Comments (Optional):

_____
_____
_____
_____

Ratings are based on the *<u>observed week of instruction</u>* or the equivalent, as determined in consultation with the instructor.

Area Being evaluated	Strong (S)	Competent (C)	Marginal (M)	Unsatisfactory (U)
Goals/ Objectives	Lesson objectives are easy to find and logically placed, such as at the beginning of the week's materials. They are clearly worded, use measurable verbs (e.g. *analyze*, *demonstrate*, *evaluate*, *compare*), and connect to course objectives.	Lesson objectives are provided. They are sufficiently clear to explain to students what they will be able to do by the end of the week. Most objectives are measurable (e.g. *analyze*, *demonstrate*, *evaluate*, *compare*) and connect to course objectives.	Lesson objectives are confusing and/or vague and therefore do not clearly explain to students what they will be able to do by the end of the week. Objectives are not measureable (e.g. *analyze*, *demonstrate*, *evaluate*, *compare*) and/or do not connect to course objectives.	Lesson objectives are not communicated to students.
Expertise in Subject Area	Instructor demonstrates superior expertise in the subject area through instructor-prepared lecture materials and/or introduction to content collected from other sources (e.g. using knowledge and expertise to introduce a video in a way that will facilitate learning).	Instructor demonstrates adequate expertise in the subject area through instructor-prepared lecture materials and/or introduction to content collected from other sources (e.g. using knowledge and expertise to introduce a video in a way that will facilitate learning).	Instructor does not demonstrate adequate subject-matter expertise in presenting and explaining content to students.	Instructor does not demonstrate fundamental subject-matter expertise in presenting and explaining content to students.
Organization of Week of Instruction*	Week of instruction is well organized and easy to navigate. Items are clearly labeled and flow logically so that students can focus on learning rather than finding and accessing items.	Week of instruction is adequately organized and easy to navigate. The majority of items are clearly labeled, and most of the week flows logically so that students can focus on learning rather than finding and accessing items.	Week of instruction is not adequately organized and is not easy to navigate or is inconsistent. Students cannot easily navigate the week's content and activities without extra clicks and searching to find items.	Week of instruction is not organized for students, creating a barrier to learning. Students may be asked to find the week's materials in a variety of locations and without adequate instructor guidance.

Teaching Methodologies	Instructor uses activities that ask students to work with content in meaningful ways. Learning is engaging and student-centered, and technology is appropriate for this course and used effectively to facilitate student learning.	Instructor uses activities that ask students to work with content rather than restate it. Learning is student-centered, and technology is appropriate for this course.	Instructor uses activities that mostly require students to restate content. Learning is occasionally student-centered. Technology choices may not be appropriate for this course or may not be used in a way that facilitates student learning.	Instructor does not use activities that ask students to work with content or does not use activities that facilitate learning. Learning is not student-centered, and/or technology is not appropriate for this course.
Communication and Rapport	Students have one or more places in the course to ask questions, and the instructor responds professionally and helpfully. In these and all communication, instructor builds an atmosphere of collegiality and respect in all communications with students.	Students have a place in the course to ask questions, and the instructor responses are adequately helpful. In these and all communication, instructor mostly builds an atmosphere of collegiality and respect in communication with students.	Students do not have an obvious place in the course to ask questions, and/or the instructor does not consistently respond professionally and helpfully. In these and all communication, instructor does not sufficiently and consistently build an atmosphere of collegiality and respect in communication with students.	Instructor does not communicate with students and/or does not demonstrate respect and professionalism.
Development of a Learning Community	Instructor develops a strong sense of community in the course by providing ample opportunities for meaningful student-to-student interaction.	Instructor develops a sense of community in the course by providing opportunities for meaningful student-to-student interaction.	Instructor provides occasional opportunities for student-to-student interaction, but these activities are not necessarily designed to develop meaningful interaction.	Instructor does not develop a sense of community in the course. Student-to-student interaction has not been integrated into the course.

Regular Effective Contact/ Interaction	Instructor initiates interaction with students throughout the week of instruction to discuss course content and student progress. Instructor provides ample contact through a variety of methods, such as joining class discussions, posting announcements, delivering online lectures, and giving feedback.	Instructor initiates interaction with students to discuss course content and student progress. Instructor provides adequate contact through several methods, such as joining class discussions, posting announcements, delivering online lectures, and giving feedback.	Instructor initiates minimal interaction with students to discuss course content and student progress. The amount of contact is not adequate for the number of units, and/or the contact methods or quality may be inadequate to meet college requirements.	Instructor does not provide adequate Regular Effective Contact for this course.

SWC
SOUTHWESTERN COLLEGE

PART-TIME FACULTY EVALUATION
FORM B | BIBLIO/LIBRARY SERVICES FACULTY

☐ VESTED   ☐ NON-VESTED

LIBRARIAN/FACULTY NAME: <Slct> 20

SCHOOL/SERVICE AREA: DEPARTMENT:

EVALUATOR'S NAME: TITLE: <Select>

DATE OF VISITATION:

All PC and Mac users please note: This form must be opened using **Adobe Reader**; any forms opened/used in "**Preview Mode**" will not function properly.

DIRECTIONS: Every item must contain specific comments including an example to illustrate the evaluator's point and suggestions for improvement if applicable. Check the reference techniques that you observed being used.

TECHNIQUES BEING USED:

☐ Individual Student Assistance   ☐ Internet   ☐ Library Automation System

☐ Electronic Databases   ☐ Electronic Books   ☐ Audio/Visual

☐ Other: _____

---

1. Conduct reference interview and   Select a rating that is most relevant from the drop down box (left).
   follow-through. <Select>   8 – 10 = Strong | 6 – 7 = Competent | 4 – 5 = Marginal | 1 – 3 = Unsatisfactory.

Comments:

                                                        Check here if continued on Addendum ☐

---

2. Acts in a manner that encourages patrons to ask questions. <Select>

Comments:

                                                        Check here if continued on Addendum ☐

Evaluation Scale: 8 – 10 = Strong | 6 – 7 = Competent | 4 – 5 = Marginal | 1 – 3 = Unsatisfactory

3. Knows and follows Reference Desk, and Library policies. <Select>

Comments:

Check here if continued on Addendum ☐

4. Exhibits teamwork regarding working at the Reference Desk. <Select>

Comments:

Check here if continued on Addendum ☐

5. Exhibits knowledge of reference sources, continues to develop knowledge of collections and resources. <Select>

Comments:

Check here if continued on Addendum ☐

Evaluation Scale: 8 – 10 = Strong | 6 – 7 = Competent | 4 – 5 = Marginal | 1 – 3 = Unsatisfactory

OVERALL NON-INSTRUCTIONAL ACTIVITY OBSERVATION SCALE: <Select>

SUMMARY EVALUATION COMMENTS:

Check here if continued on Addendum ☐

Evaluator's Signature: _____ Date: _____

Dean's Signature: _____ Date: _____

Dean Comments (Optional): _____

_____

_____

_____

_____

_____

Faculty Signature: _____ Date: _____

Faculty Comments (Optional): _____

_____

_____

_____

_____

_____

PART-TIME FACULTY EVALUATION
FORM C | COUNSELING & NON-INSTRUCTIONAL FACULTY

☐ VESTED ☐ NON-VESTED

FACULTY NAME: <Slct> 20

NON-INSTRUCTIONAL ACTIVITY OBSERVED:

SCHOOL/SERVICE AREA: **DEPARTMENT:**

EVALUATOR'S NAME: **TITLE:** <Select>

DATE OF VISITATION: **# OF STUDENTS:**

All PC and Mac users please note: This form must be opened using **Adobe Reader**; any forms opened/used in "**Preview Mode**" will not function properly.

DIRECTIONS: Every item, as it pertains to instructional/non-instructional faculty members, must contain specific comments including an example to illustrate the evaluator's point and suggestions for improvement if applicable. Each category includes a concise parenthetical, descriptive prompt; however, the evaluator's comments are not limited to those descriptors. Please select the most relevant rating from each drop down box.

OBSERVED NON-INSTRUCTIONAL ACTIVITY AND RELEVANCE TO SERVICE AREA:

INSTRUCTIONAL TECHNIQUES BEING USED:

☐ Lecture ☐ Class Discussion ☐ Small Group Activities
☐ Individual Student Assistance ☐ Interactive Activity ☐ Internet
☐ Audio/Visual ☐ Web-enhanced ☐ E-counseling/Online Session

GOALS/OBJECTIVES: <Select>

Select a rating that is most relevant from the drop down box (left).
8 – 10 = Strong | 6 – 7 = Competent | 4 – 5 = Marginal | 1 – 3 = Unsatisfactory.

(Clearly stated verbally or written)

Comments:

Check here if continued on Addendum ☐

Evaluation Scale: 8 – 10 = Strong | 6 – 7 = Competent | 4 – 5 = Marginal | 1 – 3 = Unsatisfactory

ORGANIZATION OF SESSION: <Select>

(Organized progression from each activity to the next)

Comments:

Check here if continued on Addendum ☐

USE OF TIME: <Select>

For non-instructional activity (Punctuality and use of non-instructional activity time):

Comments:

Check here if continued on Addendum ☐

Non-instructional Activity TIME MANAGEMENT: <Select>

(Control of non-instructional activity/contact time)

Comments:

Check here if continued on Addendum ☐

Evaluation Scale: 8 – 10 = Strong | 6 – 7 = Competent | 4 – 5 = Marginal | 1 – 3 = Unsatisfactory

EXPERTISE IN SUBJECT AREA: <Select>

(Mastery of and currency in subject matter)

Comments:

Check here if continued on Addendum ☐

COUNSELING DELIVERY MODES: <Select>

(Mastery of learning styles & cognitive processes)

Comments:

Check here if continued on Addendum ☐

PRESENTATION AND DELIVERY: <Select>

(Awareness of demeanor, vocabulary and articulation)

Comments:

Check here if continued on Addendum ☐

Evaluation Scale: 8 – 10 = Strong | 6 – 7 = Competent | 4 – 5 = Marginal | 1 – 3 = Unsatisfactory

STUDENT INVOLVEMENT: <Select>

(Evidence of active engagement and participation by students)

Comments:

Check here if continued on Addendum ☐

LEARNING ENVIRONMENT: <Select>

(Creates an environment conducive to learning)

Comments:

Check here if continued on Addendum ☐

RAPPORT: <Select>

(Evidence of mutual respect and professionalism)

Comments:

Check here if continued on Addendum ☐

Evaluation Scale: 8 – 10 = Strong | 6 – 7 = Competent | 4 – 5 = Marginal | 1 – 3 = Unsatisfactory

OVERALL NON-INSTRUCTIONAL ACTIVITY OBSERVATION SCALE: <Select>

SUMMARY EVALUATION:

Comments:

Check here if continued on Addendum ☐

Evaluator's Signature: _____ Date: _____

Dean's Signature: _____ Date: _____

Dean Comments (Optional): _____

_____

_____

_____

_____

_____

Faculty Signature: _____ Date: _____

Faculty Comments (Optional): _____

_____

_____

_____

_____

_____

Faculty Evaluation Rubric - Form C
For Counseling & Non-Instructional

Area Being evaluated	Strong (S)	Competent (C)	Marginal (M)	Unsatisfactory (U)
Goals & Objectives	Instructor specifically writes goals on board and/or states class goals, which support course objectives.	Instructor's goals are sufficiently clear and adhere to course objectives.	Instructor's explanation of goals is weak, missing or does not support specific course objectives.	Instructor has no stated or perceived goals and/or objectives for the class and activities do not support course objectives.
Organization of Session	Instructor is very well organized and utilizes previous information to scaffold student's learning	Instructor has session prepared which follows course outlines and provides adequate information to student	Instructor has a session prepared but it does not support course objectives, or the lesson plan loses focus at points.	Instructor has a lesson plan which is rambling, disjointed or did not relate to the objectives of this course.
Use of Class Time	Instructor utilized every moment of student contact as a learning opportunity. Time was allocated perfectly for planned activities.	Instructor's use of class time was well-planned and well-paced for this course.	Instructor spent more time off subject than on; in addition, time for activities was miscalculated so as to be too rushed or too slow for the students, or the instructor was a few minutes late or let the class go slightly early.	Instructor wasted valuable class time or seriously misallocated time in directions that do not support the purpose of this course, or the instructor was significantly late or let the class go significantly early.
Classroom Management	Instructor is in control of all activities conducted in class and instructor monitors students' activities and manages discussions very well.	Instructor maintains adequate control of the classroom environment and monitors students' activities and class discussions. The students were prepared for class and were kept on task.	Instructor controls the class too much so as to be stifling or not enough so as to appear too lax. Some students may lack class materials and/or the instructor failed to keep them on task in a few instances.	Instructor loses control of the classroom environment and/or student activities so as to produce a sense of chaos that does not support the purpose of this course. The students are unprepared and/or the instructor failed to keep them on task.
Expertise	Instructor demonstrates superior knowledge of the subject matter and explains it well to the students.	Instructor has adequate knowledge of the subject matter and can explain it sufficiently well for students.	Instructor knows the subject matter somewhat well but is unable to explain it well to the students.	Instructor appears to be lacking in basic knowledge about this subject matter.
Counseling Delivery Techniques	Instructor demonstrates superior knowledge of current teaching methodology and applies in ways that stimulate independent learning in the students.	Instructor adequately applies current teaching methodologies and in doing so, helps students learn the subject matter.	Although the Instructor appears to know some of the current teaching methodologies, they are not applied consistently in class.	Instructor seems unaware of current teaching methodologies and because of it, hinders student learning.
Presentation & Delivery	Instructor's presentation is professional, clear and eloquent. In addition, delivery is stimulating and dynamic.	Instructor's presentation is clear and direct; in addition, delivery is adequate and engaging.	Instructor's presentation is unclear and somewhat confusing; in addition, delivery is weak.	Instructor's presentation is monotone, uninteresting, unprofessional and/or very confusing; in addition, delivery is boring and dull or difficult to understand.
Student Involvement	Instructor provides ample opportunity for student involvement through questions, activities, reflection and/or small group work.	Instructor provides for student involvement through questions, class activities, discussions, and/or group work.	Instructor provides very few opportunities for students to become involved, to work with the subject matter or to ask questions	Instructor does not provide opportunities for students to become involved, does not promote questions or discussion nor allows for group work.

Rapport	Instructor demonstrates superior rapport with the students; Instructor knows their names and appears to have built a strong classroom atmosphere of collegiality and respect.	Instructor demonstrates adequate rapport with students; Instructor knows their names and has an adequately comfortable classroom atmosphere.	Instructor knows students' names but does not interact sufficiently with them so as to build a strong classroom atmosphere.	Instructor appears reflect a lack of respect towards students and does not know their names; classroom atmosphere is sterile and/or cold.

INTERDISCIPLINARY TUTORING CENTER PART-TIME FACULTY EVALUATION FORM

Faculty Name: _____ **FALL** _____ **SPRING** _____

NON-INSTRUCTIONAL ACTIVITY OBSERVED: _____

SCHOOL/CENTER/UNIT: _____

EVALUATOR'S NAME: _____ **TITLE:** _____

DATE OF VISITATION: _____

OBSERVED ACTIVITY AND RELEVANCE TO UNIT GOALS:

Scale   (S) Strong   (C) Competent   (M) Marginal   (U) Unsatisfactory

	S			C		M		U		
Understands, applies and enforces Learning Assistance (LAS) policies and procedures:	10☐	9☐	8☐	7☐	6☐	5☐	4☐	3☐	2☐	1☐

Comments:

Has knowledge of and promotes LAS services:		S			C			M			U		
	10☐	9☐	8☐	7☐	6☐		5☐	4☐		3☐	2☐	1☐

Comments:

Effectively assists LAS tutors:		S			C			M			U		
	10☐	9☐	8☐	7☐	6☐		5☐	4☐		3☐	2☐	1☐

Comments:

Maintains appropriate and effective communication:		S			C			M			U		
	10☐	9☐	8☐	7☒	6☐		5☐	4☐		3☐	2☐	1☐

Comments:

Demonstrates knowledge of tutoring techniques during tutoring sessions:		S			C			M			U		
	10☐	9☐	8☐	7☐	6☐		5☐	4☐		3☐	2☐	1☐

Comments:

Seeks ways to work cooperatively and productively:	**S** 10☐ 9☐ 8☐	**C** 7☐ 6☐	**M** 5☐ 4☐	**U** 3☐ 2☐ 1☐

Comments:

OVERALL NON-INSTRUCTIONAL ACTIVITY OBSERVATION SCALE (1-10):

Strong _____   Competent _____   Unsatisfactory _____

SUMMARY EVALUATION:

Comments:

Evaluator's Signature: _____ Date: _____

Dean's Signature: _____ Date: _____

Comments (optional): _____

_____

_____

_____

Faculty Signature: _____ Date: _____

Faculty Comments: _____

Student Evaluation Questions – Form A -- In Class Evaluations

1	Which of the following best describes **you** in this class?	self
	5 = I am keeping up with the work. I am doing <u>all</u> of the assigned reading. I am doing <u>all</u> of the assignments, quizzes and exams and submitting them on time. I am participating actively in the class.	
	4 = I am keeping up with most of the work. I am doing <u>most</u> of the assigned reading. I am doing <u>all</u> of the assignments, quizzes and exams and submitting them on time. I am participating actively in the class.	
	3 = I am a little behind in the work. I am doing a lot of the assigned reading. I've missed the deadline on one or more assignments, quizzes or exams but turned in everything. I am participating some of the time.	
	2 = I am struggling to keep up with the work in this class. I've done about half of the assigned reading. I've missed several assignment deadlines and not submitted some of the assignments or exams. I don't participate often.	
	1 = I have not been able to keep up with the work in this class and am behind in the reading. I've missed several assignments, quizzes or exams. I don't actively participate because I don't have time or don't understand.	
2	The instructor organizes this class well.	o
3	The instructor clearly states the objectives of the course and each topic.	o
4	The content of the course and the material covered is directly related to the objectives of the course.	o
5	When the teacher uses A Course Management System (for example Canvas) and or class-related web sites, they work well.	o
6	The instructor's use of technology is effective (such as slide presentations, web sites, video, DVD, MP3, podcasts)	o
7	The instructor clearly describes course assignments.	o
8	The instructor clearly states due dates for assignments, quizzes and exams.	o
9	The instructor clearly states how students will be graded.	o
10	Graded assignments, quizzes and/or exams cover the course material.	e
11	Examinations and quizzes are clearly worded.	e
12	The instructor stimulates interest in the subject.	e
13	The assignments are helpful in acquiring a better understanding of course material.	e
14	The instructor provides a good mix of learning activities.	e
15	The instructor seems to know a lot about the subject matter.	e
16	The instructor encourages participation.	r
17	The instructor seems to enjoy teaching.	r
18	The instructor expresses himself/herself well.	r
19	The instructor is open to student ideas about the topics in the course and responds to student questions.	r
20	The instructor seems to care about how well I learn the material.	r
21	I can get the help I need from the instructor.	r
22	I feel respected by the instructor.	r
23	I would recommend <u>this instructor</u> to another student.	r
24	I would recommend <u>this course</u> to another student.	c
25	Any comments about the organization of the course or the effectiveness of the instructor?	

5 = completely agree 4 = strongly agree 3 = agree most of the time 2 = disagree 1 = strongly disagree

NOTE: questions 1, 5, and 24 are not included in the evaluation scoring.

1	Which of the following best describes **you** in this class?	self
	5 = I am keeping up with the work. I am doing <u>all</u> of the assigned reading. I am doing <u>all</u> of the assignments, quizzes and exams and submitting them on time. I am participating actively in the class.	
	4 = I am keeping up with most of the work. I am doing <u>most</u> of the assigned reading. I am doing <u>all</u> of the assignments, quizzes and exams and submitting them on time. I am participating actively in the class.	
	3 = I am a little behind in the work. I am doing a lot of the assigned reading. I've missed the deadline on one or more assignments, quizzes or exams but turned in everything. I am participating some of the time.	
	2 = I am struggling to keep up with the work in this class. I've done about half of the assigned reading. I've missed several assignment deadlines and not submitted some of the assignments or exams. I don't participate often.	
	1 = I have not been able to keep up with the work in this class and am behind in the reading. I've missed several assignments, quizzes or exams. I don't actively participate because I don't have time or don't understand.	
2	The instructor organizes this class well.	o
3	The instructor clearly states the objectives of the course and each topic.	o
4	The content of the course and the material covered is directly related to the objectives of the course.	o
5	When the teacher uses A Course Management System (for example Canvas) and or class-related web sites, they work well.	o
6	The instructor's use of technology is effective (such as slide presentations, web sites, video, DVD, MP3, podcasts)	o
7	The instructor clearly describes course assignments.	o
8	The instructor clearly states due dates for assignments, quizzes and exams.	o
9	The instructor clearly states how students will be graded.	o
10	Graded assignments, quizzes and/or exams cover the course material.	e
11	Examinations and quizzes are clearly worded.	e
12	The instructor stimulates interest in the subject.	e
13	The assignments are helpful in acquiring a better understanding of course material.	e
14	The instructor provides a good mix of learning activities.	e
15	The instructor seems to know a lot about the subject matter.	e
16	The instructor encourages participation.	r
17	The instructor seems to enjoy teaching.	r
18	The instructor expresses himself/herself well.	r
19	The instructor is open to student ideas about the topics in the course and responds to student questions.	r
20	The instructor seems to care about how well I learn the material.	r
21	I can get the help I need from the instructor.	r
22	I feel respected by the instructor.	r
23	I would recommend <u>this instructor</u> to another student.	r
24	I would recommend <u>this course</u> to another student.	c
25	Any comments about the organization of the course or the effectiveness of the instructor?	

5 = completely agree 4 = strongly agree 3 = agree most of the time 2 = disagree 1 = strongly disagree

NOTE: questions 1, 5, and 24 are not included in the evaluation scoring.

STUDENT EVALUATION OF FACULTY FORM C

SWC
SOUTHWESTERN COLLEGE

✎ **USE No # 2 PENCIL ONLY**
• ERASE COMPLETELY TO CHANGE
  CORRECT   INCORRECT
  [✓] [--] [✓]

Counselor's Name:_____

Mark all that apply:
The primary purpose of the counseling session was:

[A] Academic   ⊂ 1 ⊃ Complete/Revise a Student Education Plan (SEP)
                    ⊂ 2 ⊃ Obtain information on certificate, associate degree and/or transfer program(s)
                    ⊂ 3 ⊃ Complete an IGETC or T.A.G. agreement
                    ⊂ 4 ⊃ None of the above.

[B] Career   ⊂ 1 ⊃ Career information/Counseling
                    ⊂ 2 ⊃ Career follow-up appointment
                    ⊂ 3 ⊃ None of the above

[C] Personal   ⊂ 1 ⊃ Family
                    ⊂ 2 ⊃ Financial
                    ⊂ 3 ⊃ Other:_____
                    ⊂ 4 ⊃ None of the above

INSTRUCTIONS:
Mark "1" if you strongly agree with the statement.
Mark "2"if you agree with the statement.
Mark "3"if you disagree with the statement.
Mark "4"if you strongly disagree with the statement.
Mark "5"if you have no opinion or if the statement doesn't apply.

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	NO OPINION
1. Interacted with me to determine whether I am understanding the information provided	⊂ 1 ⊃	⊂ 2 ⊃	⊂ 3 ⊃	⊂ 4 ⊃	⊂ 5 ⊃
2. Provided understandable answers to questions	⊂ 1 ⊃	⊂ 2 ⊃	⊂ 3 ⊃	⊂ 4 ⊃	⊂ 5 ⊃
3. Listened to my problem or question	⊂ 1 ⊃	⊂ 2 ⊃	⊂ 3 ⊃	⊂ 4 ⊃	⊂ 5 ⊃
4. Treated me fairly and with respect	⊂ 1 ⊃	⊂ 2 ⊃	⊂ 3 ⊃	⊂ 4 ⊃	⊂ 5 ⊃
5. Was easy to approach, patient and willing to help	⊂ 1 ⊃	⊂ 2 ⊃	⊂ 3 ⊃	⊂ 4 ⊃	⊂ 5 ⊃
6. Showed interest in exploring options and in achieving my goals	⊂ 1 ⊃	⊂ 2 ⊃	⊂ 3 ⊃	⊂ 4 ⊃	⊂ 5 ⊃
7. Reflected familiarity with college services available to students	⊂ 1 ⊃	⊂ 2 ⊃	⊂ 3 ⊃	⊂ 4 ⊃	⊂ 5 ⊃
8. Presented information in a clear and well-organized manner	⊂ 1 ⊃	⊂ 2 ⊃	⊂ 3 ⊃	⊂ 4 ⊃	⊂ 5 ⊃
9. Made objectives for my program clear	⊂ 1 ⊃	⊂ 2 ⊃	⊂ 3 ⊃	⊂ 4 ⊃	⊂ 5 ⊃
10. The services I am receiving are helping me reach my educational goals	⊂ 1 ⊃	⊂ 2 ⊃	⊂ 3 ⊃	⊂ 4 ⊃	⊂ 5 ⊃
11. I would recommend this counselor to other students	⊂ 1 ⊃	⊂ 2 ⊃	⊂ 3 ⊃	⊂ 4 ⊃	⊂ 5 ⊃
12. I left the counseling session feeling that my needs had been met in the time allotted	⊂ 1 ⊃	⊂ 2 ⊃	⊂ 3 ⊃	⊂ 4 ⊃	⊂ 5 ⊃
13. My overall evaluation of this counselor was positive	⊂ 1 ⊃	⊂ 2 ⊃	⊂ 3 ⊃	⊂ 4 ⊃	⊂ 5 ⊃

14. Comments:

STUDENT EVALUATION OF LIBRARY FACULTY

SWC
SOUTHWESTERN COLLEGE

Librarian's Name: _____

The primary purpose of the library visit was:

[A] Academic ⊂ 1 ⊃ Find a book or textbook
⊂ 2 ⊃ Get help with research, such as databases, Internet, or citing sources
⊂ 3 ⊃ Attend a library orientation for my class
⊂ 4 ⊃ Other:_____

[B] Personal ⊂ 1 ⊃ Find career information
⊂ 2 ⊃ Research a personal topic
⊂ 3 ⊃ Other:_____

INSTRUCTIONS:

Mark "1" if you strongly agree with the statement.
Mark "2"if you agree with the statement.
Mark "3"if you disagree with the statement.
Mark "4"if you strongly disagree with the statement.
Mark "5"if you have no opinion or if the statement doesn't apply.

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	NO OPINION
1. Interacted with me to determine whether I understood the information provided	⊂ 1 ⊃	⊂ 2 ⊃	⊂ 3 ⊃	⊂ 4 ⊃	⊂ 5 ⊃
2. Provided understandable answers to questions	⊂ 1 ⊃	⊂ 2 ⊃	⊂ 3 ⊃	⊂ 4 ⊃	⊂ 5 ⊃
3. Listened to my problem or question	⊂ 1 ⊃	⊂ 2 ⊃	⊂ 3 ⊃	⊂ 4 ⊃	⊂ 5 ⊃
4. Treated me fairly and with respect	⊂ 1 ⊃	⊂ 2 ⊃	⊂ 3 ⊃	⊂ 4 ⊃	⊂ 5 ⊃
5. Was easy to approach, patient, and willing to help	⊂ 1 ⊃	⊂ 2 ⊃	⊂ 3 ⊃	⊂ 4 ⊃	⊂ 5 ⊃
6. Helped me learn how I can find information myself	⊂ 1 ⊃	⊂ 2 ⊃	⊂ 3 ⊃	⊂ 4 ⊃	⊂ 5 ⊃
7. Presented information in a clear and well-organized manner	⊂ 1 ⊃	⊂ 2 ⊃	⊂ 3 ⊃	⊂ 4 ⊃	⊂ 5 ⊃
8. Taught me something new about the library or research	⊂ 1 ⊃	⊂ 2 ⊃	⊂ 3 ⊃	⊂ 4 ⊃	⊂ 5 ⊃
9. Improved my understanding of academic sources and evaluating the quality of information	⊂ 1 ⊃	⊂ 2 ⊃	⊂ 3 ⊃	⊂ 4 ⊃	⊂ 5 ⊃
10. I am more confident about finding and using information I need	⊂ 1 ⊃	⊂ 2 ⊃	⊂ 3 ⊃	⊂ 4 ⊃	⊂ 5 ⊃
11. I would recommend this librarian to other students	⊂ 1 ⊃	⊂ 2 ⊃	⊂ 3 ⊃	⊂ 4 ⊃	⊂ 5 ⊃
12. I left the library feeling that my needs had been met in the time allotted	⊂ 1 ⊃	⊂ 2 ⊃	⊂ 3 ⊃	⊂ 4 ⊃	⊂ 5 ⊃
13. My overall evaluation of this librarian was positive	⊂ 1 ⊃	⊂ 2 ⊃	⊂ 3 ⊃	⊂ 4 ⊃	⊂ 5 ⊃
14. Comments:					

SWC
SOUTHWESTERN COLLEGE

PERFORMANCE SUMMARY EVALUATION
PART-TIME FACULTY

☐ **VESTED**   ☐ **NON-VESTED**

INSTRUCTOR: **20** <select>

COURSE(S):

SCHOOL: **DEPARTMENT:**

DEAN/DIRECTOR: **TITLE:**

DEAN/DIRECTOR'S COMMENTS:

   I.   **Instructional Related Performance**

   II. **Non-Instructional Performance**

   III. **Collegiality**

Satisfactory: ☐   **Improvement Needed:** ☐   **Unsatisfactory:** ☐
Eligible for rehire*   Eligible for rehire with reservation**   Ineligible for rehire***

*A **part-time** faculty member must receive an unequivocal "eligible to rehire" on his/her performance evaluation summary for vesting purposes.

A **part-time faculty member who does not turn in census rosters, syllabi and/or final grades will not be eligible for a satisfactory performance evaluation.

***A **part-time** faculty member who, in two consecutive semesters, has received an "eligible for rehire with reservation" or whose classroom visitation evaluations have been marked marginal will automatically become ineligible for rehire or vesting.

Dean/Director's Signature: _____   Date: _____

Comments: _____

_____

_____

Instructor's Signature: _____   Date: _____

Comments: _____

_____

_____

PT_FacSummaryEval.docx [Rev. 08/2014jsi][Rev.5/2018jw]