

**Tenure Review**  
**&**  
**Faculty Evaluation**  
**Manual**

An agreement between  
the Southwestern Community College District (SCCD)  
and  
the Southwestern College Education Association  
(S.C.E.A)

--- April 2006 ---

# TABLE OF CONTENTS

|  |           |
|--|-----------|
| <b>Tenure Review Philosophy.....</b>   | <b>4</b>  |
| <b>Introduction to Tenure Review Policy.....</b>   | <b>5</b>  |
| <b>Criteria for Evaluating Instructional and Non-Instructional Faculty.....</b>  | <b>7</b>  |
| <b>Evaluation Procedures for Probationary/Contract Instructional and Non-Instructional<br/>Employees for Reappointment and Tenure.....</b> | <b>9</b>  |
| <b>Suggested Tenure Review Timeline for Instructional and Non-Instructional Faculty... </b>  | <b>14</b> |
| <b>Expectations &amp; Procedures for an Ethical Tenure Review Process.....</b>   | <b>17</b> |
| <b>Evaluation Procedures for Tenured Instructional Faculty.....</b>  | <b>19</b> |
| <b>Evaluation Procedure for Tenured Non-Instructional Faculty.....</b>   | <b>22</b> |
| <b>Evaluation Procedures for Faculty Teaching Online/Hybrid Courses.....</b>   | <b>25</b> |
| <b>Evaluation Procedures for Part-Time Instructional Faculty.....</b>  | <b>29</b> |
| <b>Evaluation Procedures for Part-Time Non-Instructional Faculty.....</b>  | <b>32</b> |
| <b>Evaluation Procedures for Non-Credit Instructors Exclusively.....</b>   | <b>35</b> |

**Tenure Review Forms:**

|   |           |
|---|-----------|
| <b>Confidentiality Sign off Form.....</b>         | <b>37</b> |
| <b>Tenure Review Committee Calendar Form.....</b> | <b>38</b> |
| <b>Tenure Review Early Alert Form.....</b>        | <b>39</b> |
| <b>Tenure Review Recommendation Form.....</b>     | <b>40</b> |

**Contract/Tenured Evaluation Forms for Instructional Faculty:**

|   |           |
|---|-----------|
| <b>Faculty Evaluation Course Syllabus Checklist.....</b>    | <b>42</b> |
| <b>Faculty Self Evaluation Statement (all).....</b>         | <b>44</b> |
| <b>Faculty Evaluation Form A (Academic).....</b>            | <b>45</b> |
| <b>Faculty Evaluation Rubric A (Academic).....</b>          | <b>49</b> |
| <b>Faculty Evaluation Form O (Online).....</b>              | <b>51</b> |
| <b>Faculty Evaluation Rubric O (Online).....</b>            | <b>55</b> |
| <b>Faculty Summary Evaluation Form A (Academic).....</b>    | <b>57</b> |
| <b>Student Evaluation Form A (Academic – In Class).....</b> | <b>61</b> |
| <b>Student Evaluation Form O (Academic – Online).....</b>   | <b>62</b> |

**Contract/Tenured Evaluation Forms for Non-Instructional Faculty:**

|  |           |
|--|-----------|
| <b>Faculty Self Evaluation Statement (all).....</b>                              | <b>64</b> |
| <b>Faculty Evaluation Form B (Biblio/Library Services).....</b>                  | <b>65</b> |
| <b>Faculty Evaluation Form C (Counseling &amp; Other Non-instructional).....</b> | <b>67</b> |
| <b>Faculty Evaluation Rubric C (Non-Instructional - all) –.....</b>              | <b>71</b> |
| <b>Faculty Summary Evaluation Form B (Biblio/Library Services).....</b>          | <b>73</b> |
| <b>Faculty Summary Evaluation Form C (Counseling/Non-Instructional).....</b>     | <b>77</b> |
| <b>Faculty Summary Evaluation Form L (LDS/Speech Pathologist).....</b>           | <b>81</b> |
| <b>Faculty Summary Evaluation N (Campus Nurse).....</b>                          | <b>85</b> |
| <b>Faculty Summary Evaluation R (Articulation Officer).....</b>                  | <b>89</b> |
| <b>Faculty Summary Evaluation Form S (Assessment Specialist).....</b>            | <b>93</b> |
| <b>Student Evaluation Form (Counselors &amp; Non-Instructional Faculty).....</b> | <b>97</b> |

**Evaluation Forms for Part-Time Faculty:**

|   |            |
|---|------------|
| <b>Faculty Self Evaluation Statement .....</b>  | <b>99</b>  |
| <b>Part-Time Syllabus &amp; Materials Checklist (Academic).....</b>                   | <b>100</b> |
| <b>Part-Time Faculty Evaluation Form A (Academic) .....</b>                           | <b>102</b> |
| <b>Part-Time Faculty Evaluation Rubric A (Academic) .....</b>                         | <b>106</b> |
| <b>Part-Time Faculty Evaluation Form B (Biblio/Library Services) .....</b>            | <b>108</b> |
| <b>Part-Time Faculty Evaluation Form C (Counseling &amp; Non-Instructional) .....</b> | <b>110</b> |
| <b>Student Evaluation Form A (Academic – In Class) .....</b>                          | <b>114</b> |
| <b>Student Evaluation Form O (Academic – Online) .....</b>                            | <b>115</b> |
| <b>Student Evaluation Form C (Counseling &amp; Non-Instructional Faculty) .....</b>   | <b>116</b> |
| <b>Part-Time Faculty Performance Summary Evaluation Form (all) .....</b>              | <b>117</b> |

---

---

## TENURE REVIEW & FACULTY EVALUATION MANUAL

---

### Tenure Review Philosophy

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.

---

## TENURE REVIEW & FACULTY EVALUATION MANUAL

---

### 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 (S.C.E.A.), 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 S.C.E.A.;
- 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 S.C.E.A. 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 cognizant 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 Vice President for Academic Affairs and the Vice President for Student Services due to the number of Tenure Review Committees upon which these persons serve. The Vice President, while a member of each Tenure Review Committee, is not required to meet with

the Committee on a regular basis, but will meet annually with each Committee prior to the completion of the Committee's recommendations.

The Tenure Review chair is responsible for preparing a suggested schedule of committee meetings, and a required list of activities and visitations, with a copy to the probationary faculty member as well as to 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 S.C.E.A. 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 cognizant Vice President prior to invoking the Grievance Procedure.
3. If the evaluations of a candidate by committee members reveal that improvement is needed in order for the committee to make a recommendation that the candidate be retained, the Tenure Review Coordinator, the cognizant VP and the Superintendent/President shall be informed of the candidate's performance and kept updated on his or her progress.
4. The evaluation by individual committee members shall be based upon the committee's classroom or activity evaluations, 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 evaluations 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. Staff members with first-hand knowledge may be requested to provide written information regarding candidate's performance.

5. 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.
6. 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.
7. The Staff 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.

---

---

## TENURE REVIEW & FACULTY EVALUATION MANUAL

---

---

### 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, men and women 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 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.

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:
  - a) Currency and depth of knowledge of teaching field or non-instructional areas;
  - b) Use of effective communication, written and oral;
  - c) 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) Careful attention to effective organizational skills in the classroom or worksite; and
  - e) Consistent responsibility in fulfilling 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. 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 publications, conference presentation, artistic exhibits, classroom research or other assignment-related research, development of new curriculum/programs/services, 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.



---

## TENURE REVIEW & FACULTY EVALUATION MANUAL

---

### **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 to each employee upon his/her employment in the District and will also be made available in electronic form.
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, visitation 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 cognizant Vice President, the School or Center Dean or Program Director.
  - b) Two tenured faculty members (both from the candidate's discipline or department where possible, one from the School if necessary) shall be nominated by the appropriate School Dean in consultation with the Department Chair, approved by the department faculty (preferably at a department meeting) and confirmed by the Academic Senate President.
  - c) A third tenured faculty member will be appointed from another School 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 coordinator's signature on the District Approved Tenure Review Training Verification form will serve as evidence that the committee member has fulfilled this obligation. Each member of the tenure review committee must sign a District Approved Confidentiality Statement prior to beginning the tenure review process.
- e) It is strongly recommended that faculty evaluating online/hybrid instruction have knowledge and/or experience in online/hybrid methodology.
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.
7. Faculty working at a Center will be evaluated by the following administrators: two years by the Center Dean, one year by the discipline Dean and one year by the Vice President as stated in section #19 below.

#### **Responsibilities of the Parties:**

8. 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.
9. 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.

10. 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.
11. The Tenure Review Committee chair shall be responsible for the construction of a suggested schedule of meetings, activities, and visitations/observations and for inviting the Tenure Review Coordinator to the first two mandatory meetings of the committee. A copy of this schedule shall be delivered to the probationary faculty member and to 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 forward the completed packet of forms to the office of the cognizant Vice President, who will then review the packet and forward it to the Superintendent/President's office along with his/her recommendation.

12. 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 and the completed packet to the Tenure Review Office. All original Tenure Review documents shall be housed in Human Resources. Copies of the 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 destroyed or sent to Human Resources.
13. 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 cognizant Vice President and/or official SCEA representative.

#### **Tenure Review Process & Policies:**

14. During each year of tenure review, the entire committee will meet to review the timelines and determine visitation 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.
15. The Tenure Review Timeline for the current academic year shall be used when determining the schedule and meeting times as well as evaluations.
16. The District-Approved Tenure Review Committee Calendar Form must be used to document the composition of the committee, the visitation 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.
17. 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, 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 cognizant 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.

18. At a minimum, a 50-minute classroom or activity visitation shall be made by each of the four members each year except when the Vice President shall make the classroom visitation in lieu of the Dean in at least one of the four years.
19. In specialty programs that require an Academic Director (eg: Nursing, etc.), the Director may serve in the capacity of the Dean, in which case the Dean 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 immediate supervisor 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 20 and 21 above.
23. The private life of a probationary faculty member, including religious, political, and organizational affiliations, or sexual preference, 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.

25. Anonymous letters, emails or other material shall not be used in the tenure review process in any form, nor shall such materials be referenced in any evaluation or Tenure Review Committee records. Such materials shall be destroyed upon receipt.
26. 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.
27. 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 Vice President of Academic Affairs and/or Vice President of Student Services, 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.
28. By mutual agreement of the Governing Board and S.C.E.A., negotiations on this Article may be reopened at any time.



|  |   |                 |
|--|---|-----------------|
|  | Candidates will receive a copy at least one week prior to the beginning of the evaluation period.   |                 |
| End of Sept. to the end of Oct.        | The Tenure Review Portfolio, which contains 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 be receive at least one week's notice of the due date in writing. | TR Candidate    |
| Beginning of October *                 | Evaluation period begins: Classroom visitations / activity observations conducted   | each member     |
| Within one week of observation         | Post- evaluation reports are individually discussed with Candidate. A copy is given to the Candidate within two days of signing. The evaluation is kept safe with either the committee member, the committee chair or the School secretary until the Summary Evaluation meeting takes place.  | each member     |
| Early October*                         | Student evaluations for Non-Instructional Faculty conducted   | School Dean     |
| Early October*                         | Student evaluations for Instructional Faculty conducted   | Human Resources |
| First week of Nov.*                    | Human Resources notifies School Offices that the student evaluation results are available for pickup.   | Human Resources |
| By Mid November                        | Evaluation period ends (a 6 week evaluation window)   |                 |
| Mid November*-Mandatory                | The Committee meets <u>without the Candidate</u> to review all class evaluations and materials. The Summary Evaluation is drafted by the group. Tenure Review Coordinator must be invited to review the evaluations & summary comments as well as to ensure that the packet is complete.  | Committee Chair |
| Mid Nov. to early Dec.                 | If a committee has concerns, an "Early Alert" form, which is on public folders, must be sent to the Tenure Review Coordinator, who will in turn share this info with the Cognizant Vice President and Superintendent/President.   | Committee Chair |
| Mid Nov. to early Dec.                 | Additional class visitations completed if deemed necessary.   | Each member     |
| By the last day of classes - Mandatory | Committee meets <u>with Candidate</u> to review summary evaluation and inform the Candidate of the Committee's recommendation<br><br>Note: Tenure Review Coordinator is not normally invited to this meeting but will attend if requested.  | Committee Chair |
| By last day of the semester            | The completed Tenure Review Packet is forwarded to the cognizant Vice President for his/her review. After this review, the Vice President will forward the entire packet along with the recommendation memo to the Superintendent/President for final   | Committee Chair |

|                                   |   |   |
|-----------------------------------|---|---|
|                                   | <p>approval.</p> <p><u>The completed tenure review packet will be placed in a file folder and will include in this order:</u></p> <ul style="list-style-type: none"> <li>• A typed cover sheet on the front of each packet identifying the names of the Candidate, the School and the committee members.</li> <li>• one Recommendation form on white paper</li> <li>• one Summary Evaluation form on yellow paper</li> <li>• four Faculty Evaluation forms on green paper</li> <li>• syllabi checklists on pink paper (one for every course the instructor is currently teaching)</li> <li>• One Faculty Self Evaluation Statement on blue paper as well as a copy of the Candidate's updated CV</li> </ul> |   |
| By early January                  | All Tenure Review packets have been reviewed, by the Cognizant Vice President and are forwarded to the Superintendent/President's Office.   | Vice President  |
| In mid January*                   | <p>Superintendent/President reviews all the Tenure Review Packets and forwards recommendations for inclusion on the March Governing Board agenda.</p> <p>Superintendent/President's Office sends the original recommendation letters to Human Resources for distribution.</p> <p>Tenure Review Packets and copies of the recommendation letters to the Candidates are forwarded to the Tenure Review Office for duplication and filing.</p>   | <p>Supt/President</p> <p>Supt/President's Office</p> <p>Supt/President's Office</p> |
| By end of January*                | All completed and reviewed Tenure Review Packets will be forwarded to Human Resources after copies of the Summary Evaluations are made for the Tenure Review files.   | TR Coordinator  |
| By the first week in February     | All list of faculty names for inclusion on the March Governing Board agenda for approval of tenure year is sent for inclusion on the March Governing Board agenda after consultation with Human Resources and the TR Coordinator to assure accuracy. A copy is forwarded to both Human Resources and the Tenure Review Coordinator.   | Supt/President's Office   |
| 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.

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



---

## TENURE REVIEW & FACULTY EVALUATION MANUAL

---

### **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 time frame.
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 that 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 cognizant 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 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 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 process.

### Tenure Candidates

1. Tenure Review candidates shall read all tenure materials, and follow guidelines, and timetables.
2. Tenure candidates shall respond to evaluator's requests and recommendations in a timely manner.
3. Behavior that interferes with the tenure 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 cognizant Vice President and/or the SCEA President 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.

---

---

## **TENURE REVIEW & FACULTY EVALUATION MANUAL**

---

---

### **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 cognizant Dean. The evaluation process should proceed as follows:

1. 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.
2. 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.
3. A tenured peer evaluator will be selected by the faculty member being evaluated from a list of three peers nominated by the School 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.
4. The peer evaluator will have an initial meeting with the faculty member being evaluated to receive the updated CV, the course syllabi 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.
5. A student evaluation will be conducted using the prescribed form (Student Evaluation of Faculty Form A or Form O). The evaluation will be administered by a student chosen by the faculty member and completed evaluation questionnaires will be forwarded to the appropriate School Office, which will ensure their timely delivery to Human Resources.
6. The peer will meet with the faculty member being evaluated to review the updated CV, the course materials, and the results of the student evaluations. 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.
7. If a "Needs Improvement" is given, a staff development plan will be developed by the faculty member being evaluated, the peer and the School Dean. 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.

8. If requested by the faculty member being evaluated, or the peer, or the Dean, classroom visitation(s) will be conducted for a minimum of 50 minutes. The person requesting the visitation shall designate the visitor (s) and may select the peer, his/her cognizant Dean, or both. All visitation reports shall be documented on the most appropriate District-approved Faculty Evaluation form and will be included in the evaluation file.

If the Dean requests a visitation, both the Dean and the peer will visit the class. The faculty member may request a visit from the peer and/or the Dean. If the peer requests a visit, only the peer shall visit the class. Any classroom visitations shall be conducted for a minimum of 50 minutes.

9. 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, visitation reports, if any, 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.
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 cognizant 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 cognizant Dean.
  - b) The cognizant 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 visitations.
  - c) If the cognizant 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 cognizant 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.

---

---

## TENURE REVIEW & FACULTY EVALUATION MANUAL

---

---

### 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,
- content and materials by the faculty peer, and
- assignment management by the cognizant Dean/Supervisor

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 cognizant Dean/Supervisor. 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 (S.C.E.A.), the following steps should be followed in the evaluation of tenured non-instructional faculty on ten-month contract.

1. Each tenured non-instructional faculty will be evaluated every two years (every third year after June 30, 1991).
2. The faculty member will complete the Faculty Self-Evaluation Statement for the designated position and will submit a copy of an updated CV to the evaluator selected.
3. 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 cognizant Dean or designated Supervisor.

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.

4. Prior to the fourth week of the spring semester, the peer evaluator will have an initial meeting with the faculty member being evaluated to review the Faculty Self-Evaluation Statement, the updated CV, the student support services assignment and materials and documents to support the assignment and the evaluation process. A critique of materials and documents will be completed by the peer and will be included in the evaluation file. At this time, assignment activity or activities will be identified for possible observation.

5. A student evaluation will be conducted where appropriate using the approved evaluation form. Student evaluations will be conducted only for designated non-instructional faculty whose primary functions involve direct student contact.

Student evaluation forms will be available at the time the service and will be provided by the faculty being evaluated. Student evaluation forms will be collected and forwarded to the appropriate Dean/Supervisor.

6. 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, and the results of the student evaluations. The Dean/Supervisor may be included in the review meeting.
7. If requested by the faculty member being evaluated, or the peer, or the Dean/Supervisor, an evaluation will be conducted utilizing the approved District forms for such. The person requesting the evaluation shall designate the visitor (s) and may select the peer, the Dean/Supervisor, or both. All evaluations will be included in the evaluation file. Where student confidentiality is in jeopardy, an evaluation will not take place.
8. By the end of the spring semester, the peer evaluator and the Dean/Supervisor 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/Supervisor.

If consensus is not reached, an expanded committee including the original peer evaluator, the Dean/Supervisor 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 Vice President for Student Services and the Vice President for Academic Affairs for resolution.

9. 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 immediate Supervisor.
  - b) The immediate Supervisor shall review the complaints with the faculty member being evaluated. If the immediate Supervisor deems it appropriate, the immediate Supervisor and the evaluated shall determine a procedure by which the immediate Supervisor 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 immediate Supervisor 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 immediate Supervisor.

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.



---

---

## TENURE REVIEW & FACULTY EVALUATION MANUAL

---

---

### Evaluation Procedures for Faculty Teaching Online/Hybrid Courses

The purpose of evaluating faculty teaching online and/or hybrid courses is to maintain quality education experience for our student 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 course content and materials designed and/or utilized by the faculty, and
- A Faculty Summary Evaluation.

It is agreed that in this new era of education, the college community must find ways to meet students' educational needs in new and innovative ways using modern technology, which necessitates a change in evaluation procedures. While the timeline for evaluation remains the same as for any probationary/contract or tenured faculty member, there are three significantly different tenets with which all faculty teaching hybrid and online courses agree. They are as follows:

- Faculty members who accept an online and/or hybrid class assignment agree to the use of the online evaluation procedures described in this section.
- Faculty members who accept an online and/or hybrid class assignment also agree to the use of the approved Online Forms contained in this document for their evaluation.
- Faculty members who accept an online and/or hybrid class assignment will complete a training specifically designed for online instructors and will demonstrate completion with the SWC Online Teaching Certificate or equivalent\*. (\* = currently in development)

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

#### Online Evaluation Procedures for Probationary/Contract Faculty Members:

1. Faculty members who wish to teach online or hybrid courses will complete a SWC Online Teaching Certificate as proof of ability to do so. Faculty members will have one year to complete the certification.
2. Each semester and for the duration of the tenure review process, faculty members undergoing Tenure Review will be limited to teaching up to 60% of their regular teaching load to online or hybrid courses. The Committee shall evaluate Online as well as face to face courses equally.

3. The committee structure online or hybrid courses for shall be the same as any other probationary/contract tenure review committee.
4. The timelines used for online or hybrid courses shall be the same as those used for any other probationary/contract tenure review faculty.
5. The probationary/contract faculty member will include a hard copy of the online or hybrid course syllabus and sample materials for each online/hybrid course taught in their tenure review portfolio and will also make the course(s) available to the faculty members and administrator evaluating them.
6. The students enrolled in an online class will be given the online student evaluations in a timely manner 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 both the peer and the faculty being evaluated. A copy will be given to the Tenure Review Candidate.
7. The approved Faculty Evaluation Form O (For Online courses) will be completed by the tenure review committee members and School Dean for online courses by accessing the online course. Each tenure review committee member and the Dean will arrange a meeting to review the course evaluation within one week of evaluating the online course. A copy of the evaluation will be given to the Candidate at that time.
8. When the tenured faculty member completes his/her evaluation of the Tenure Review Candidate's online or hybrid course, the tenured faculty member will post a query on the probationary member's Blackboard/Course Management System discussion board component under Questions for Instructor that includes the following at minimum: "I have completed my online evaluation of your course. I will contact you to set up a time to review the evaluation and will complete the evaluation review within the next week." This posted response will serve as documentation that the online or hybrid course was evaluated within the evaluation timelines.
9. 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.

#### Online Evaluation Procedures for Tenured Faculty Members:

1. Faculty members will have completed the SWC Online Teaching Certificate in order to be eligible for an online or hybrid course assignment. Faculty members will have one year to complete the certification.
2. The committee structure for online or hybrid courses shall be the same as any other Tenured Faculty member evaluation and as such, will include a peer from the faculty's discipline or department and the cognizant Dean.

3. The timelines used online or hybrid courses shall be the same as those used for any other Tenured Faculty member evaluation.
4. The Tenured Faculty member will make the online or hybrid course(s) available to the peer who is evaluating him/her as well as to the cognizant Dean.
5. Students enrolled in the online or hybrid class will be given the online student evaluations in a timely manner 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 being evaluated. A copy will be given to the faculty member being evaluated.
6. The District approved Faculty Evaluation Form O (for Online & Hybrid Courses) will be completed by tenured peer and/or cognizant Dean by accessing the online or hybrid course. The peer and/or the Dean will arrange a meeting to review the course evaluation within one week of evaluating the online or hybrid course. A copy of the evaluation will be given to the Faculty member being evaluated at that time.
7. When the tenured faculty member completes his/her evaluation of his peer's online or hybrid course, the tenured faculty member will post a query on the faculty member's Blackboard discussion board component under Questions for Instructor that includes the following at minimum: "I have completed my online evaluation of your course. I will contact you to set up a time to review the evaluation and will complete the evaluation review within the next week." This posted response will serve as documentation that the online course was evaluated within the evaluation timelines.
8. 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.

Online Evaluation Procedures for Part-Time Faculty Members:

1. Part-Time Faculty members will be approved for online or hybrid courses by the respective cognizant School Dean in consultation with Department Chair prior to receiving an assignment for one.
2. Part-Time Faculty members will have completed the SWC Online Teaching Certificate\* in order to be eligible for an online or hybrid class assignment. (\*= still in development) Faculty have one year to complete the certification.
3. The evaluation procedure for online and hybrid courses shall be the same as any other Part-Time Faculty member.
4. The timelines used for online and hybrid courses shall be the same as those used for any other Part-Time Faculty member.
5. 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 and will also make the course(s) available to the faculty/Department Chair and/or administrator evaluating them.

6. The students enrolled in the online or hybrid class will be given the online student evaluations in a timely manner 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.
7. The approved Online Faculty Evaluation form will be completed by the tenure review committee members or peer and cognizant Dean by accessing the online course. The Department Chair or peer and/or the Dean will arrange a meeting to review the course evaluation within one week of evaluating the online course. A copy of the evaluation will be given to the Part-Time Faculty member at that time.
8. When the tenured faculty member completes his/her evaluation of the Part-Time Faculty member's online or hybrid course, the Tenured Faculty member will post a query on the Part-Time Faculty member's Blackboard discussion board component under Questions for Instructor that includes the following at minimum:

*"I have completed my online evaluation of your course. I will contact you to set up a time to review the evaluation and will complete the evaluation review within the next week."*

This posted response will serve as documentation that the online course was evaluated within the evaluation timelines.
9. Both the Student Evaluation report and the Online Faculty Evaluations will be shared at a meeting 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 and will be shared with the faculty member at the final meeting when the Summary Evaluation is reviewed.
10. The Vesting Policy applies to all courses including those courses taught online as well as hybrid courses.

---

---

## TENURE REVIEW & FACULTY EVALUATION MANUAL

---

---

### 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 SWC Part-Time faculty.
4. To encourage continued growth in instructor performance.

Part-Time instructors who are employed under the Salary Schedule for Academic Part-Time Equity, in appendix B of the S.C.E.A. Contract, will be evaluated under the following policy and procedures:

1. Responsibility — The overall responsibility for establishing a program for evaluation of Part-Time instructors lies with the Vice President for Academic Affairs. The direct supervision of Part-Time instructors lies with the School Dean or designee. Instructors assigned only evening, extension or Saturday section (s) may be evaluated by the Evening Administrator.
2. Procedures for Instructors in their first six semesters of teaching at Southwestern College:

All new Part-Time instructors, including those new to a discipline regardless of length of employment in other disciplines at SWC, shall undergo a full performance evaluation no less than three times during the first six semesters teaching courses at Southwestern College.

At the beginning of each semester, it will be the responsibility of Human Resources to determine those day, evening, extension and Saturday Part-Time instructors 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 School Dean or designee. The School Dean, in consultation with the Department Chair, will select a full-time faculty member(s) to serve as faculty peer evaluator(s) for the School Part-Time faculty.

A full performance evaluation will include classroom visitation, student evaluations, syllabus and course materials review, self-evaluation, and performance evaluation summary according to the following guidelines and procedures. 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 should complete the 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 visitation, 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 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 Visitation:

A Part-Time instructor shall be visited no less than three times during the first six semesters of teaching at Southwestern College. The instructor shall receive written notification of a classroom visitation evaluation, which may occur after the second week of class and before the last week of instruction. The Part-Time instructor will be evaluated through classroom visitation using the appropriate District-approved evaluation form listed in the Tenure Review & Faculty Evaluation Manual.

The first classroom visitation will be conducted by the School Dean or Department Chair; the second classroom visitation will be conducted by the designated full-time faculty member; the third classroom visitation will be conducted by the Department Chair or the School Dean.

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

An additional class visitation, when warranted, may be authorized and arranged by the cognizant School 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. 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 School Dean.

e.) Summary Evaluation:

The summary section of the Part-Time Faculty Evaluation Report form will be completed and signed by the Dean:

- 1) If the 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 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 summary evaluation is Improvement Needed or Unsatisfactory, the cognizant School Dean or designee 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 class visitation, student, and syllabus evaluations at the time of this meeting.

### 3. Procedures for On-going Part-Time Evaluations

After the sixth consecutive semester of teaching, a Part-Time instructor will be evaluated on an on-going basis every sixth subsequent semester. At the discretion of the Dean, the evaluation may include the following: 1) student evaluations; 2) in-class evaluation; 3) self-evaluation statement; 4) course syllabus and materials review; and/or 5) 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.

### 4. Out-Of-Sequence Part-Time Evaluation

- a) At the discretion of, and upon mutual agreement between the cognizant Dean and the cognizant 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.
- b) A full-performance evaluation may include the following: 1) student evaluations; 2) in-class evaluation; 3) course syllabus and materials review; and/or 4) 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 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 S.C.E.A. contract, Policy No. 5109 (the Staff Diversity Plan), and Policy No. 5303 (Overload Assignments) of the Policy Manual, the School Dean retains the right of assignment.

---

## TENURE REVIEW & FACULTY EVALUATION MANUAL

---

### 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 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 Vice President for Student Services or the Vice President for Academic Affairs(?) The direct supervision of Part-Time non-instructional faculty lies with the School Dean or designee.
2. Procedures—Non-instructional faculty in their first, second, and third semesters of service at Southwestern College:
  - a) A Part-Time non-instructional faculty shall be observed no less than three times during each of his/her six semesters of service at Southwestern College. The non-instructional faculty shall be notified of a three-week period of time in which the evaluation will occur. At the beginning of each semester, it will be the responsibility of the Human Resources to determine those non-instructional faculty that are to be evaluated.

The School Dean, after conferring with School non-instructional faculty, will select a full-time faculty member who can serve as faculty peer evaluator for the School Part-Time faculty. The cognizant Vice President will schedule an annual in-service on evaluation to orient first-time non-instructional faculty evaluators on philosophy, procedures and the college tools of evaluation.

It is the responsibility of the School Dean, Department Chair or designee to carry out the evaluation of Part-Time faculty under his/her cognizance. During the first two semesters of activity, an Part-Time non-instructional faculty will be evaluated through assignment activity observation using the Assignment Activity Observation Report form: during the first semester, the observation will be conducted by the School Dean or designee; in the second semester, the observation will be conducted by the designated contract non-instructional faculty peer evaluator. 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 assignment activity observation, use of materials and documents pertinent to the assignment will be considered and reviewed as part of the evaluation process.
  - c) An additional assignment activity observation, when warranted, may be authorized and arranged by the cognizant School Dean or designee and/or Department Chair. He/she may also authorize student evaluations to be a part of the overall evaluation process.
  - d) The summary section of the Part-Time Faculty Evaluation Report form will be completed and signed by the cognizant School Dean or designee. 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 cognizant School Dean or designee for filing in the Human Resources.
  - e) If the summary report is marked Unsatisfactory, the cognizant School Dean or designee 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.
  - f) In the third semester of service, an Part-Time non-instructional faculty will be evaluated through the student evaluation process. A student evaluation will be conducted using the prescribed form (Student Evaluation of Faculty form or Southwestern College Student Evaluation of Counselors form). The evaluation will be administered by a student chosen by the faculty member being evaluated and questionnaires will be forwarded to the appropriate dean. Human Resources will summarize the results of the student evaluation and return the prescribed form (Part-Time Faculty Summary Evaluation form) to the cognizant School Dean or designee.
3. On-going Evaluation—Non-instructional faculty in their fourth semester or more at Southwestern College: Assignment activity observations or student evaluations may take place at any time at the discretion of the cognizant School Dean or designee. In all cases Part-Time faculty will be evaluated no less than once every five semesters.
  4. Student Comment Forms (if applicable to the assignment)—Near the end of the semester, the cognizant School Dean or designee or the Part-Time non-instructional faculty member may request that students be given an opportunity to complete the Student Comment form. If the request is initiated by the Part-Time non-instructional faculty member, the form is to be completed anonymously and returned to the non-instructional faculty member for his/her exclusive use. If the request is initiated by the cognizant School Dean or designee, the Student Comment form will be returned to the School Dean or designee's office and summarized, and will be included as part of the non-instructional faculty member's overall evaluation.
  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 cognizant Vice President to arrange for another observation by a School Dean or designee. Further, the Part-

Time non-instructional faculty member may request that the School Dean or designee obtain and summarize an evaluation from students using a Student Rating form.

---

---

## TENURE REVIEW & FACULTY EVALUATION MANUAL

---

---

### **Evaluation Procedures for Noncredit Instructors Exclusively:**

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, a class visitation will be conducted by the Dean of School of Continuing Education, Economic and Workforce Development or designee in the immediate subsequent semester.
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 cognizant 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 visitation 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 visitation at least once every three years of service.
6. The College reserves the right to conduct classroom visitations upon receipt of a written complaint and may act upon said complaints after consultation with the cognizant 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 S.C.E.A., negotiations on this Article may be reopened at any time.

**Approved  
Tenure Review  
Evaluation  
Forms**



**CONFIDENTIALITY AGREEMENT FOR  
TENURE REVIEW COMMITTEE MEMBERS**

**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 members 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



Tenure Review Committee Calendar Form
Fall, 20 \_\_\_\_

For Tenure Review Candidate: \_\_\_\_\_

Committee Chair: \_\_\_\_\_, Peer Member
Committee Members: \_\_\_\_\_, Peer Member
\_\_\_\_\_, Member at large
\_\_\_\_\_, School Dean

Dates:

Meeting Date: \_\_\_\_\_ Committee meets without Candidate to select Committee Chair &
Time: \_\_\_\_\_ to establish meeting and visitation schedule. TRC invited. At the end
of the meeting, the Candidate is invited for a "meet & greet" with the
committee members if he/she hasn't met them formally yet.

Candidate's Tenure Review Portfolio due to Committee Chair. Materials
will include an updated CV, Candidate Statement, course syllabi for each
course being taught, and sample class/test materials(s) for each course
taught. Other relevant materials may also submitted at the Candidate's
discretion.

Evaluation Window: Committee members visitation responsibilities; notification of Candidate
via this memo:

Dean \_\_\_\_\_ Class \_\_\_\_\_ section \_\_\_\_\_
Chair, \_\_\_\_\_ Class \_\_\_\_\_ section \_\_\_\_\_
Peer, \_\_\_\_\_ Class \_\_\_\_\_ section \_\_\_\_\_
At-Large, \_\_\_\_\_ Class \_\_\_\_\_ section \_\_\_\_\_

Post-visitiation meetings to be conducted individually within one
week of visit.

Early October Student Evaluations conducted / Human Resources will distribute

Committee Meeting Dates:

\_\_\_\_\_ Committee meets to review all tenure review materials and to draft
(date, time, place) Summary evaluation report . Bring draft comments to include on
yellow Summary evaluation—hand written okay. TRC invited.
Committee also drafts report to Superintendent/President and Candidate.

\_\_\_\_\_ Committee meets with Tenure Track Candidate to report findings and
(date, time, place) recommendations.

- Cc: Vice President for Human Resources
Cognizant Vice President (Academic Affairs or Student Services)
Tenure Review Coordinator
Committee members
TR Candidate



Tenure Review Evaluation

Early Alert Form

Date: \_\_\_\_\_

To: Tenure Review Coordinator, \_\_\_\_\_

From: Tenure Review Committee Chair, \_\_\_\_\_

This memo is to notify you that our tenure review committee has some concerns regarding the tenure evaluation of candidate \_\_\_\_\_.

Brief synopsis of the concerns: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Please share this concern with the cognizant Vice President, who may consult with the Superintendent President.

\_\_\_\_\_  
Signature of Committee Chair

\_\_\_\_\_  
date

Response from Vice President:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Signature of Vice President

\_\_\_\_\_  
date





**Approved  
Contract/Tenured  
Instructional Faculty  
Evaluation  
Forms**



## Faculty Course Syllabus and Materials Review Form A

Academic Faculty

**Instructor:** \_\_\_\_\_ **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               |   |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Course description and objectives, either verbatim from the course outline or an abridged version that references the course outline  |
| <input type="checkbox"/> | <input type="checkbox"/> | Calendar of activities as applicable: topics, themes, etc.  |
| <input type="checkbox"/> | <input type="checkbox"/> | Calendar of examinations, field trips, project due dates, oral presentations as applicable.   |
| <input type="checkbox"/> | <input type="checkbox"/> | Required and supplementary textbooks and necessary course materials   |
| <input type="checkbox"/> | <input type="checkbox"/> | 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 exceed the twice the number of hours the class meets per week. |
| <input type="checkbox"/> | <input type="checkbox"/> | Behavior/discipline requirements as deemed necessary (e.g. permission to tape lectures, personal electronic equipment)  |
| <input type="checkbox"/> | <input type="checkbox"/> | Out-of-class assignment policy (e.g. homework, papers, field trips)   |
| <input type="checkbox"/> | <input type="checkbox"/> | Method of evaluating student progress toward, and achievement of, course objectives, including method by which the final grade is determined  |
| <input type="checkbox"/> | <input type="checkbox"/> | Faculty contact information: voice mail, SWC email, office hours and/or consultation availability, and appointment procedure  |
| <input type="checkbox"/> | <input type="checkbox"/> | Disability Support Services (DSS) Accommodation Statement<br>"Southwestern College recommends that students with disabilities discuss academic accommodations with their professors during the first two weeks of class. An alternate form of this syllabus and other class handouts is available upon request."  |
| <input type="checkbox"/> | <input type="checkbox"/> | Plagiarism statement: "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."  |

Academic Success Center Referral (inclusion highly recommended):  
 “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/~asc](http://www.swccd.edu/~asc)”

**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

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Instructor

\_\_\_\_\_  
 Date



## **Faculty Self Evaluation Statement**

**Instructor:** \_\_\_\_\_ **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.

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

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



FACULTY EVALUATION FORM A  
ACADEMIC

INSTRUCTOR: SEMESTER (Click Here)

COURSE AND SECTION NUMBER:

COURSE TITLE:

SCHOOL: DEPARTMENT:

EVALUATOR'S NAME: TITLE:

DATE OF VISITATION: # OF STUDENTS:

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. Shade the gradated evaluation scale in the most relevant numerical area.

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 [ ]

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

Table with 4 columns: S (9-10), C (6-7), M (4-5), U (1-3)

GOALS/OBJECTIVES:

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

Comments:

Instructor's Name:  
Course:

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

|                                 | S                        |                          |                          | C                        |                          | M                        |                          | U                        |                          |                          |
|---------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
|                                 | 10                       | 9                        | 8                        | 7                        | 6                        | 5                        | 4                        | 3                        | 2                        | 1                        |
| ORGANIZATION OF<br>LESSON PLAN: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

(Organized progression from each activity to the next)

Comments:

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

|                       | S                        |                          |                          | C                        |                          | M                        |                          | U                        |                          |                          |
|-----------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
|                       | 10                       | 9                        | 8                        | 7                        | 6                        | 5                        | 4                        | 3                        | 2                        | 1                        |
| USE OF CLASS<br>TIME: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

(Punctuality and use of class time)

Comments:

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

|                          | S                        |                          |                          | C                        |                          | M                        |                          | U                        |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
|                          | 10                       | 9                        | 8                        | 7                        | 6                        | 5                        | 4                        | 3                        | 2                        | 1                        |
| CLASSROOM<br>MANAGEMENT: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

(Control of classroom environment)

Comments:

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

|                              | S                        |                          |                          | C                        |                          | M                        |                          | U                        |                          |                          |
|------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
|                              | 10                       | 9                        | 8                        | 7                        | 6                        | 5                        | 4                        | 3                        | 2                        | 1                        |
| SUBJECT MATTER<br>EXPERTISE: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

(Mastery of and currency in subject matter)

Comments:

Instructor's Name:  
Course:

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

TEACHING  
METHODOLOGIES:  
(PEDAGOGY/ADRAGOGY)  
(Mastery of teaching skills and strategies)

| S  |   |   | C |   | M |   | U |   |   |
|----|---|---|---|---|---|---|---|---|---|
| 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

Comments:

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

PRESENTATION  
AND DELIVERY:  
(Awareness of demeanor, vocabulary and articulation)

| S  |   |   | C |   | M |   | U |   |   |
|----|---|---|---|---|---|---|---|---|---|
| 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

Comments:

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

STUDENT  
INVOLVEMENT:  
(Evidence of active engagement and participation by students)

| S  |   |   | C |   | M |   | U |   |   |
|----|---|---|---|---|---|---|---|---|---|
| 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

Comments:

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

LEARNING  
ENVIRONMENT:  
(Creates an environment conducive to learning)

| S  |   |   | C |   | M |   | U |   |   |
|----|---|---|---|---|---|---|---|---|---|
| 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

Comments:

Instructor's Name:  
Course:

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

|          |   |   |          |   |          |   |          |   |   |
|----------|---|---|----------|---|----------|---|----------|---|---|
| <b>S</b> |   |   | <b>C</b> |   | <b>M</b> |   | <b>U</b> |   |   |
| 10       | 9 | 8 | 7        | 6 | 5        | 4 | 3        | 2 | 1 |

**RAPPORT:**  
(Evidence of mutual respect and professionalism)

Comments:

**OVERALL CLASS VISITATION SCALE:**

Strong  Competent  Marginal  Unsatisfactory

**SUMMARY EVALUATION:**

Comments:

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Dean's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Comments (optional):

Instructor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Instructor's Comments: \_\_\_\_\_





**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

INSTRUCTOR: SEMESTER (Click Here)
Online [ ] Hybrid [ ]

COURSE AND SECTION NUMBER:

COURSE TITLE:

SCHOOL: DEPARTMENT:

EVALUATOR'S NAME: TITLE:

DATE OF VISITATION: # OF STUDENTS:

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. Shade the graduated evaluation scale in the most relevant numerical area.

OBSERVED LESSON AND RELEVANCE TO COURSE OUTLINE:

COURSE MANAGEMENT SYSTEM COMPONENTS BEING USED:

Announcements [ ] Discussion Board [ ] Assignments [ ] Grouping [ ] Drop Box [ ]
Documents [ ] Calendar [ ] External links [ ] Chatroom [ ] Grades [ ] Other [ ]

INSTRUCTIONAL TECHNIQUES BEING USED:

Lecture [ ] Class Discussion [ ] Small group activities [ ]
Individual Student Assistance [ ] Interactive activity [ ] Audio/Visual [ ]

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

GOALS/OBJECTIVES: 10 [ ] 9 [ ] 8 [ ] | 7 [ ] 6 [ ] | 5 [ ] 4 [ ] | 3 [ ] 2 [ ] 1 [ ]

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

Comments:

Instructor's Name:  
Course:

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

|                                 | S  |   |   | C |   | M |   | U |   |   |
|---------------------------------|----|---|---|---|---|---|---|---|---|---|
| ORGANIZATION<br>OF LESSON PLAN: | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

(Organized progression from each activity to the next)

Comments:

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

|                | S  |   |   | C |   | M |   | U |   |   |
|----------------|----|---|---|---|---|---|---|---|---|---|
| RESPONSE TIME: | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

(Punctuality responding to student queries & work)

Comments:

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

|                                 | S  |   |   | C |   | M |   | U |   |   |
|---------------------------------|----|---|---|---|---|---|---|---|---|---|
| USE OF TIME:IN<br>ONLINE COURSE | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

(Meaningful activities that support course objectives)

Comments:

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

|                       | S  |   |   | C |   | M |   | U |   |   |
|-----------------------|----|---|---|---|---|---|---|---|---|---|
| COURSE<br>MANAGEMENT: | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

(Control of course environment)

Comments:

Instructor's Name:  
Course:

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

**SUBJECT MATTER:  
EXPERTISE**  
(Mastery of and currency in discipline subject matter.)

| S  |   |   | C |   | M |   | U |   |   |
|----|---|---|---|---|---|---|---|---|---|
| 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

Comments:

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

**TEACHING  
METHODOLOGIES:  
(PEDAGOGY ANDragogy)**  
(Mastery of teaching skills and online teaching approaches: constructivist, etc.)

| S  |   |   | C |   | M |   | U |   |   |
|----|---|---|---|---|---|---|---|---|---|
| 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

Comments:

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

**PRESENTATION  
AND DELIVERY:**  
(Awareness of imaging, explanation and delivery of online lecture or lesson)

| S  |   |   | C |   | M |   | U |   |   |
|----|---|---|---|---|---|---|---|---|---|
| 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

Comments:

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

**STUDENT  
INVOLVEMENT:**  
(Evidence of active engagement and participation by students)

| S  |   |   | C |   | M |   | U |   |   |
|----|---|---|---|---|---|---|---|---|---|
| 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

Comments:

Instructor's Name:  
Course:

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

|          | S  |   |   | C |   | M |   | U |   |   |
|----------|----|---|---|---|---|---|---|---|---|---|
| LEARNING | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

ENVIRONMENT:

(Creates an environment conducive to learning)

Comments:

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

|          | S  |   |   | C |   | M |   | U |   |   |
|----------|----|---|---|---|---|---|---|---|---|---|
| RAPPORT: | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

(Evidence of mutual respect and professionalism)

Comments:

OVERALL CLASS VISITATION SCALE:

Strong  Competent  Marginal  Unsatisfactory

SUMMARY EVALUATION:

Comments:

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Dean's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Comments (optional):

Instructor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Instructor's Comments (optional):

## Faculty Evaluation Rubric - Form O For Online & Hybrid Courses

| Area Being evaluated                       | <b>Strong (S)</b>  | <b>Competent (C)</b>   | <b>Marginal (M)</b>   | <b>Unsatisfactory (U)</b>  |
|--|--|--|---|--|
| Goals & Objectives                         | Instructor has well-described goals, which strongly support the online course objectives.  | Instructor's goals are sufficiently clear and adhere to online course objectives.  | Instructor's explanation of goals is weak, missing or does not support specific online course objectives.   | Instructor has no stated or perceived goals and/or objectives for the online class and activities do not support online course objectives.   |
| Organization of lesson plan                | Instructor's lesson is very well organized and builds the lesson utilizing previous online lessons to scaffold students' learning of the material.   | Instructor's lesson is prepared and 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 online course.  |
| Response Time                              | Instructor utilizes every moment of student contact as a learning opportunity. Instructor response time is quick and optimal for online learning.  | Instructor's response time is adequate for an online course and does not hinder student learning or progress.  | Instructor's response time was somewhat slow and did not help student learning in a timely fashion.   | Instructor's response time was significantly slow and hinders student learning.  |
| Use of Time In Online Course               | Instructor utilized every moment of student contact in this online course as a learning opportunity. Time was allocated perfectly for planned activities.  | Instructor's allocation of time was well-planned and well-paced for this online 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 an online course, or the instructor did not spend sufficient time in planning this online course. | Instructor wasted valuable online time or seriously misallocated time in directions that do not support the purpose of this online course, or the instructor appeared to not plan at all for this online course. |
| Course Management                          | Instructor is in control of all online activities and actively monitors student postings. Instructor actively searches for ways to improve the online course. Instructor manages online discussions very well. | Instructor adequately maintains the online course and monitors student postings and discussion board threads. Instructor maintains course currency sufficiently. | Instructor does not update course sufficiently and may be lax in monitoring student postings and discussion board threads. Course needs a little updating.  | Instructor fails to monitor student postings and discussion board threads. Course needs a significant amount of updating in order to meet current standards.   |
| Subject Matter Expertise                   | Instructor demonstrates superior knowledge of the subject matter and explains it very well.  | Instructor has adequate knowledge of the subject matter and can explain it sufficiently well.  | Instructor knows the subject matter somewhat well but is unable to explain it well.   | Instructor appears to be lacking in basic knowledge about this subject matter.   |
| Teaching Methodologies: Pedagogy Andragogy | Instructor demonstrates superior knowledge of online teaching techniques and practices demonstrating them at all times.  | Instructor has adequate knowledge of online teaching methodologies and practices it sufficiently well  | Instructor knows about online learning methodologies somewhat well but is unable to apply it consistently in the course.  | Instructor seems unaware of current teaching methodologies and because of it, hinders student learning.  |
| Presentation & Delivery                    | Instructor's presentation is professional, clear and eloquent. The instructor is very aware of imaging, delivery and its effect on student learning.   | Instructor's presentation is clear and direct; in addition, the instructor is aware of imaging, delivery and its effect on student learning.                     | Instructor's presentation is unclear and somewhat confusing; in addition, , the instructor is somewhat unaware of imaging, delivery and its effect on student learning.   | Instructor's presentation is monotone, uninteresting, unprofessional and/or very confusing; in addition, , the instructor appears totally unaware of imaging & delivery.   |

|                        |  |   |   |  |
|------------------------|--|---|---|--|
| Student<br>Involvement | Instructor provides ample opportunity for student involvement through questions, independent assignments, reflection and/or small group work.  | Instructor provides for student involvement through questions, class assignments, discussions, and/or group work.                                   | Instructor provides very few opportunities for students to become involved, to work with the subject matter or to work independently. | Instructor does not provide assignments or activities for students to become involved in, does not promote class 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 online classroom atmosphere of collegiality and respect. | Instructor demonstrates adequate rapport with students; Instructor knows their names and has an adequately comfortable online classroom atmosphere. | Instructor knows students' names but does not interact sufficiently with them so as to build an online classroom atmosphere.          | Instructor appears reflect a lack of respect towards students and does not know their names; online classroom atmosphere is sterile and/or cold and lacks opportunities for contact. |





**FACULTY SUMMARY EVALUATION  
FORM A -- ACADEMIC**

INSTRUCTOR:  TENURED  NON-TENURED

SCHOOL:  FALL 20  SPRING 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 if that item is Superior (S), Adequate (A) or Unsatisfactory (U). Written comments must reflect the rationale for each selection.

**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 division 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:

**II. OVERALL EVALUATION:**

Satisfactory

Improvement Needed (Attach Plan)

Unsatisfactory

SUMMARY COMMENTS:

**III. STAFF DEVELOPMENT PLAN:**

(Note: Attach a written plan reflecting the following):

- A. Plan
- B. Goals to be Achieved
- C. Timelines
- D. Method(s) 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.

**Student Evaluation Questions – Form A -- In Class Evaluations**

|    |   |  |
|----|---|--|
| 1  | Which of the following best describes <b>you</b> in this class?<br><br>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.<br><br>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.<br><br>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.<br><br>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.<br><br>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 Blackboard 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.

|    |   |  |
|----|---|--|
| 1  | Which of the following best describes <b>you</b> in this class?<br><br>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.<br><br>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.<br><br>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.<br><br>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.<br><br>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 I use BlackBoard 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.

**Approved**  
**Contract/Tenured**  
**Non-Instructional Faculty**  
**Evaluation**  
**Forms**



## **Faculty Self-Evaluation Statement**

**Instructor:** \_\_\_\_\_ **School:** \_\_\_\_\_

**Department/Discipline:** \_\_\_\_\_

Faculty members will submit a copy of their updated Curriculum Vita (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.

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

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





**Tenured Faculty Evaluation Form B**  
Biblio/Library Services Faculty

**Librarian/Faculty Name:** \_\_\_\_\_ **Fall 20** \_\_\_\_\_

**School/Service Area:** \_\_\_\_\_ **Department:** \_\_\_\_\_

**Evaluator's Name:** \_\_\_\_\_ **Title:** \_\_\_\_\_

**Date of Visitation:** \_\_\_\_\_

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 and circle the evaluation scale in the most relevant area.

Techniques Being Used:

Individual Student Assistance \_\_\_\_\_ Internet \_\_\_\_\_ Library Automation System \_\_\_\_\_

Electronic Databases \_\_\_\_\_ Electronic Books \_\_\_\_\_ Audio/Visual \_\_\_\_\_ Other \_\_\_\_\_

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

1. Conduct reference interview and follow-through

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

Comments \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

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

Comments \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Knows and follows Reference Desk, and Library policies.

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

Comments \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Exhibits teamwork regarding working at the Reference Desk

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

Comments \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

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

Comments \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**OVERALL NON-INSTRUCTIONAL ACTIVITY OBSERSVATION SCALE:**

Strong  Competent  Marginal  Unsatisfactory

**EVALUATION:**

Comments \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty Comments: \_\_\_\_\_



FACULTY EVALUATION FORM C
COUNSELING & NON-INSTRUCTIONAL FACULTY

Faculty Name:

FALL 20

SPRING 20

NON-INSTRUCTIONAL ACTIVITY OBSERVED:

SCHOOL/SERVICE AREA:

DEPARTMENT:

EVALUATOR'S NAME:

TITLE:

DATE OF VISITATION:

# OF STUDENTS:

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. Shade the gradated evaluation scale in the most relevant numerical area.

OBSERVED NON-INSTRUCTIONAL ACTIVITY AND RELEVANCE TO SERVICE AREA:

FACULTY TECHNIQUES BEING USED:

Lecture [ ]

Class Discussion [ ]

Small group activities [ ]

Individual Student Assistance [ ]

Interactive activity [ ]

Internet [ ]

Audio/Visual [ ]

Web-enhanced [ ]

E-counseling/Online session [ ]

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

GOALS/OBJECTIVES: 10 [ ] 9 [ ] 8 [ ] | 7 [ ] 6 [ ] | 5 [ ] 4 [ ] | 3 [ ] 2 [ ] 1 [ ]

(Clearly stated verbally or written)

Comments:

Empty rectangular box for comments.

Faculty Name:  
Non-instructional activity being observed:

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

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

|                          | S  |   |   | C |   | M |   | U |   |   |
|--------------------------|----|---|---|---|---|---|---|---|---|---|
| ORGANIZATION OF SESSION: | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

(Organized progression from each activity to the next)

Comments:

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

|               | S  |   |   | C |   | M |   | U |   |   |
|---------------|----|---|---|---|---|---|---|---|---|---|
| USE OF TIME:: | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

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

Comments:

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

|   | S  |   |   | C |   | M |   | U |   |   |
|---|----|---|---|---|---|---|---|---|---|---|
| Non-instructional activity TIME MANAGMENT:: | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

(Control of non-instructional activity/contact time)

Comments:

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

|           | S  |   |   | C |   | M |   | U |   |   |
|-----------|----|---|---|---|---|---|---|---|---|---|
| EXPERTISE | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

(Mastery of and currency in subject matter)

Comments:

Faculty Name:  
Non-instructional activity being observed:

=

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

|            | S  |   |   | C |   | M |   | U |   |   |
|------------|----|---|---|---|---|---|---|---|---|---|
| COUNSELING | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

DELIVERY MODES

(Mastery of learning styles & cognitive processes)

Comments:

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

|              | S  |   |   | C |   | M |   | U |   |   |
|--------------|----|---|---|---|---|---|---|---|---|---|
| PRESENTATION | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

AND DELIVERY

(Awareness of demeanor, vocabulary and articulation)

Comments:

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

|         | S  |   |   | C |   | M |   | U |   |   |
|---------|----|---|---|---|---|---|---|---|---|---|
| STUDENT | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

INVOLVEMENT

(Evidence of active engagement and participation by students)

Comments:

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

|          | S  |   |   | C |   | M |   | U |   |   |
|----------|----|---|---|---|---|---|---|---|---|---|
| LEARNING | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

ENVIRONMENT

(Creates an environment conducive to learning)

Comments:

Faculty Name:  
Non-instructional activity being observed:

=

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

|        |    |   |   |   |   |   |   |   |   |   |
|--------|----|---|---|---|---|---|---|---|---|---|
| RAPPOR | S  |   |   | C |   | M |   | U |   |   |
|        | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

(Evidence of mutual respect and professionalism)

Comments:

OVERALL NON-INSTRUCTIONAL ACTIVITY OBSERSVATION SCALE:

Strong  Competent  Marginal  Unsatisfactory

SUMMARY EVALUATION:

Comments:

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Dean's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Comments (optional): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Faculty Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty Comments: \_\_\_\_\_

**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. |
|---------|---|--|---|---|





**SUMMARY EVALUATION  
FORM B  
BIBLIO/LIBRARY SERVICES FACULTY**

LIBRARIAN:

TENURED     NON-TENURED

DEPARTMENT:

YEARS OF SERVICE:

---

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 coursework and syllabus of each assigned course).

**I. STRENGTHS AND AREAS FOR IMPROVEMENT:** Use the drop box to the left of each item to indicate if that item is Superior (S), Adequate (A) or Unsatisfactory (U). Written comments must reflect the rationale for each selection.

**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 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 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 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.
2. Acknowledges and addresses 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 opinion.
4. Seeks ways to work cooperatively and productively.

COMMENTS:

**II. OVERALL EVALUATION:**

Satisfactory

Improvement Needed (Attach Plan)

Unsatisfactory

SUMMARY COMMENTS:

**III. STAFF DEVELOPMENT PLAN:**

(Note: Attach a written plan reflecting the following):

- A. Plan
- B. Goals to be Achieved
- C. Timelines
- D. Method(s) 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.



**SUMMARY EVALUATION  
FORM C  
COUNSELING FACULTY**

COUNSELOR:

TENURED     NON-TENURED

DEPARTMENT:

YEARS OF SERVICE:

---

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 coursework and syllabus of each assigned course).

**I. STRENGTHS AND AREAS FOR IMPROVEMENT:** Use the drop box to the left of each item to indicate if that item is Superior (S), Adequate (A) or Unsatisfactory (U). Written comments must reflect the rationale for each selection.

**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:

**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 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 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.
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 opinion.
4. Seeks ways to work cooperatively and productively.

COMMENTS:

**II. OVERALL EVALUATION**

- Satisfactory                       Improvement Needed (Attach Plan)                       Unsatisfactory

SUMMARY COMMENTS:

**III. STAFF DEVELOPMENT PLAN:**

(Note: Attach a written plan reflecting the following):

- A. Plan
- B. Goals to be Achieved
- C. Timelines
- D. Method(s) 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.





**SUMMARY EVALUATION  
FORM L  
LEARNING DISABILITIES SPECIALISTS/SPEECH LANGUAGE PATHOLOGIST**

LEARNING SPECIALIST:  TENURED     NON-TENURED

DEPARTMENT: \_\_\_\_\_ YEARS OF SERVICE: \_\_\_\_\_

---

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 coursework and syllabus of each assigned course).

**I. STRENGTHS AND AREAS FOR IMPROVEMENT:** Use the drop box to the left of each item to indicate if that item is Superior (S), Adequate (A) or Unsatisfactory (U). Written comments must reflect the rationale for each selection.

**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:

**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 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 service and contributes to 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 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 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 opinion.
4. Seeks ways to work cooperatively and productively.

COMMENTS:

**II. OVERALL EVALUATION**

- Satisfactory                       Improvement Needed (Attach Plan)                       Unsatisfactory

SUMMARY COMMENTS:

**III. STAFF DEVELOPMENT PLAN:**

(Note: Attach a written plan reflecting the following):

- A. Plan
- B. Goals to be Achieved
- C. Timelines
- D. Method(s) 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.



**SUMMARY EVALUATION  
FORM N  
CAMPUS NURSE**

NURSE:

TENURED     NON-TENURED

DEPARTMENT:

YEARS OF SERVICE:

---

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 coursework and syllabus of each assigned course).

**I. STRENGTHS AND AREAS FOR IMPROVEMENT:** Use the drop box to the left of each item to indicate if that item is Superior (S), Adequate (A) or Unsatisfactory (U). Written comments must reflect the rationale for each selection.

**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 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 opinion.
4. Seeks ways to work cooperatively and productively.

COMMENTS:

**II. OVERALL EVALUATION:**

- Satisfactory                       Improvement Needed (Attach Plan)                       Unsatisfactory

SUMMARY COMMENTS:

**III. STAFF DEVELOPMENT PLAN:**

(Note: Attach a written plan reflecting the following):

- A. Plan
- B. Goals to be Achieved
- C. Timelines
- D. Method(s) 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.





SUMMARY EVALUATION
FORM R
ARTICULATION OFFICER

Articulation Officer: \_\_\_\_\_ [ ] Tenured [ ] Non-tenured
Division: \_\_\_\_\_ FALL 20 \_\_\_\_\_ SPRING 20 \_\_\_\_\_

Faculty member will observe the Articulation Officer while performing regular duties and will comment

STRENGTHS AND AREAS FOR IMPROVEMENT: Use the drop box to the left of each item to indicate if that item is Superior (S), Adequate (A) or Unsatisfactory (U). Written comments must reflect the rationale for each selection.

A. PERFORMANCE EFFECTIVENESS:

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

COMMENTS:

**B. INSTITUTIONAL COMMITMENT:**

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

COMMENTS:

**C. PROFESSIONAL ACTIVITIES:**

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

COMMENTS:

**D. STUDENT RELATIONS:**

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

COMMENTS:

**E. COLLEGIAL RELATIONS:**

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

COMMENTS:

**II. OVERALL EVALUATION:**

Satisfactory

Improvement Needed (Attach Plan)

Unsatisfactory

SUMMARY COMMENTS:

**III. STAFF DEVELOPMENT PLAN:**

(Note: Attach a written plan reflecting the following):

- A. Plan
- B. Goals to be Achieved
- C. Timelines
- D. Method(s) 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.



**SUMMARY EVALUATION  
FORM S  
ASSESSMENT SPECIALIST**

ASSESSMENT SPECIALIST:

TENURED     NON-TENURED

DEPARTMENT:

YEARS OF SERVICE:

---

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 coursework and syllabus of each assigned course).

**I. STRENGTHS AND AREAS FOR IMPROVEMENT:** Use the drop box to the left of each item to indicate if that item is Superior (S), Adequate (A) or Unsatisfactory (U). Written comments must reflect the rationale for each selection.

**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 development 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 opinion.
4. Seeks ways to work cooperatively and productively.

COMMENTS:

**II. OVERALL EVALUATION:**

Satisfactory

Improvement Needed (Attach Plan)

Unsatisfactory

SUMMARY COMMENTS:

**III. STAFF DEVELOPMENT PLAN:**

(Note: Attach a written plan reflecting the following):

- A. Plan
- B. Goals to be Achieved
- C. Timelines
- D. Method(s) 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.



Please take the time to complete this form after your counseling appointment.  
Return to the front counter in the EOPS Office (in the Blue Evaluation Box)



## STUDENT EVALUATION OF FACULTY FORM C

**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    | <input type="checkbox"/> 1 <input type="checkbox"/> | <input type="checkbox"/> 2 <input type="checkbox"/> | <input type="checkbox"/> 3 <input type="checkbox"/> | <input type="checkbox"/> 4 <input type="checkbox"/> | <input type="checkbox"/> 5 <input type="checkbox"/> |
| 2. Provided understandable answers to questions   | <input type="checkbox"/> 1 <input type="checkbox"/> | <input type="checkbox"/> 2 <input type="checkbox"/> | <input type="checkbox"/> 3 <input type="checkbox"/> | <input type="checkbox"/> 4 <input type="checkbox"/> | <input type="checkbox"/> 5 <input type="checkbox"/> |
| 3. Listened to my problem or question   | <input type="checkbox"/> 1 <input type="checkbox"/> | <input type="checkbox"/> 2 <input type="checkbox"/> | <input type="checkbox"/> 3 <input type="checkbox"/> | <input type="checkbox"/> 4 <input type="checkbox"/> | <input type="checkbox"/> 5 <input type="checkbox"/> |
| 4. Treated me fairly and with respect   | <input type="checkbox"/> 1 <input type="checkbox"/> | <input type="checkbox"/> 2 <input type="checkbox"/> | <input type="checkbox"/> 3 <input type="checkbox"/> | <input type="checkbox"/> 4 <input type="checkbox"/> | <input type="checkbox"/> 5 <input type="checkbox"/> |
| 5. Was easy to approach, patient and willing to help                                      | <input type="checkbox"/> 1 <input type="checkbox"/> | <input type="checkbox"/> 2 <input type="checkbox"/> | <input type="checkbox"/> 3 <input type="checkbox"/> | <input type="checkbox"/> 4 <input type="checkbox"/> | <input type="checkbox"/> 5 <input type="checkbox"/> |
| 6. Showed interest in exploring options and in achieving my goals                         | <input type="checkbox"/> 1 <input type="checkbox"/> | <input type="checkbox"/> 2 <input type="checkbox"/> | <input type="checkbox"/> 3 <input type="checkbox"/> | <input type="checkbox"/> 4 <input type="checkbox"/> | <input type="checkbox"/> 5 <input type="checkbox"/> |
| 7. Reflected familiarity with college services available to students                      | <input type="checkbox"/> 1 <input type="checkbox"/> | <input type="checkbox"/> 2 <input type="checkbox"/> | <input type="checkbox"/> 3 <input type="checkbox"/> | <input type="checkbox"/> 4 <input type="checkbox"/> | <input type="checkbox"/> 5 <input type="checkbox"/> |
| 8. Presented information in a clear and well-organized manner                             | <input type="checkbox"/> 1 <input type="checkbox"/> | <input type="checkbox"/> 2 <input type="checkbox"/> | <input type="checkbox"/> 3 <input type="checkbox"/> | <input type="checkbox"/> 4 <input type="checkbox"/> | <input type="checkbox"/> 5 <input type="checkbox"/> |
| 9. Made objectives for my program clear   | <input type="checkbox"/> 1 <input type="checkbox"/> | <input type="checkbox"/> 2 <input type="checkbox"/> | <input type="checkbox"/> 3 <input type="checkbox"/> | <input type="checkbox"/> 4 <input type="checkbox"/> | <input type="checkbox"/> 5 <input type="checkbox"/> |
| 10. The services I am receiving are helping me reach my educational goals                 | <input type="checkbox"/> 1 <input type="checkbox"/> | <input type="checkbox"/> 2 <input type="checkbox"/> | <input type="checkbox"/> 3 <input type="checkbox"/> | <input type="checkbox"/> 4 <input type="checkbox"/> | <input type="checkbox"/> 5 <input type="checkbox"/> |
| 11. I would recommend this counselor to other students                                    | <input type="checkbox"/> 1 <input type="checkbox"/> | <input type="checkbox"/> 2 <input type="checkbox"/> | <input type="checkbox"/> 3 <input type="checkbox"/> | <input type="checkbox"/> 4 <input type="checkbox"/> | <input type="checkbox"/> 5 <input type="checkbox"/> |
| 12. I left the counseling session feeling that my needs had been met in the time allotted | <input type="checkbox"/> 1 <input type="checkbox"/> | <input type="checkbox"/> 2 <input type="checkbox"/> | <input type="checkbox"/> 3 <input type="checkbox"/> | <input type="checkbox"/> 4 <input type="checkbox"/> | <input type="checkbox"/> 5 <input type="checkbox"/> |
| 13. My overall evaluation of this counselor was positive                                  | <input type="checkbox"/> 1 <input type="checkbox"/> | <input type="checkbox"/> 2 <input type="checkbox"/> | <input type="checkbox"/> 3 <input type="checkbox"/> | <input type="checkbox"/> 4 <input type="checkbox"/> | <input type="checkbox"/> 5 <input type="checkbox"/> |
| 14. Comments:   |   |   |   |   |   |

**Approved**

**Part-Time Faculty**

**Evaluation**

**Forms**



## **Part-Time Faculty Self Evaluation Statement**

**Instructor:** \_\_\_\_\_ **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.

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

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



Part-Time Syllabus and Materials Checklist
Academic Faculty

Instructor: \_\_\_\_\_ 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.

SYLLABUS:

Table with 2 columns: Satisfactory, Needs Work. Rows include: Course description and objectives, Calendar of activities, Calendar of examinations, Required and supplementary textbooks, Attendance and tardiness policy, Behavior/discipline requirements, Out-of-class assignment policy, Method of evaluating student progress, Faculty contact information, Disability Support Services (DSS) Accommodation Statement, Plagiarism statement.

Academic Success Center Referral (inclusion highly recommended):

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/~asc](http://www.swccd.edu/~asc)

**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:

---

---

---

**Course Materials Evaluation:** (eg. Sample quizzes, exams, handout, homework exercises, written assignments)

---

---

---

---

**Summary Comments:**

---

---

---

---

Evaluator

Date

Instructor

Date

Instructor Comments:

---



**PART-TIME FACULTY EVALUATION**  
**FORM A -- ACADEMIC**

VESTED       NON- VESTED  
SEMESTER (Click Here)

**INSTRUCTOR:**

**COURSE AND SECTION NUMBER:**

**COURSE TITLE:**

**SCHOOL:**

**DEPARTMENT:**

**EVALUATOR'S NAME:**

**TITLE:**

**DATE OF VISITATION:**

**# OF STUDENTS:**

**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. Shade the gradated evaluation scale in the most relevant numerical area.

**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

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

| GOALS/OBJECTIVES:: | S                        |                          |                          | C                        |                          | M                        |                          | U                        |                          |                          |
|--------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
|                    | 10                       | 9                        | 8                        | 7                        | 6                        | 5                        | 4                        | 3                        | 2                        | 1                        |
|                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

(Clearly stated verbally or written)

**Comments:**

Instructor's Name:  
Course:

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

|                              | S  |   |   | C |   | M |   | U |   |   |
|------------------------------|----|---|---|---|---|---|---|---|---|---|
| ORGANIZATION OF LESSON PLAN: | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

(Organized progression from each activity to the next)

Comments:

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

|                    | S  |   |   | C |   | M |   | U |   |   |
|--------------------|----|---|---|---|---|---|---|---|---|---|
| USE OF CLASS TIME: | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

(Punctuality and use of class time)

Comments:

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

|                      | S  |   |   | C |   | M |   | U |   |   |
|----------------------|----|---|---|---|---|---|---|---|---|---|
| CLASSROOM MANAGEMENT | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

(Control of classroom environment)

Comments:

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

|                          | S  |   |   | C |   | M |   | U |   |   |
|--------------------------|----|---|---|---|---|---|---|---|---|---|
| SUBJECT MATTER EXPERTISE | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

(Mastery of and currency in subject matter)

Comments:

Instructor's Name:  
Course:

Page -3-  
Part-Time Faculty Evaluation Form A

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

|          | S  |   |   | C |   | M |   | U |   |   |
|----------|----|---|---|---|---|---|---|---|---|---|
| TEACHING | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

**METHODOLOGIES:**  
**(PEDAGOGY/ADRAGOGY)**  
**(Mastery of teaching skills and strategies)**

Comments:

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

|              | S  |   |   | C |   | M |   | U |   |   |
|--------------|----|---|---|---|---|---|---|---|---|---|
| PRESENTATION | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

**AND DELIVERY**  
**(Awareness of demeanor, vocabulary and articulation)**

Comments:

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

|         | S  |   |   | C |   | M |   | U |   |   |
|---------|----|---|---|---|---|---|---|---|---|---|
| STUDENT | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

**INVOLVEMENT**  
**(Evidence of active engagement and participation by students)**

Comments:

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

|          | S  |   |   | C |   | M |   | U |   |   |
|----------|----|---|---|---|---|---|---|---|---|---|
| LEARNING | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

**ENVIRONMENT**  
**(Creates an environment conducive to learning)**

Comments:



Instructor's Name:  
Course:

Page -4-  
Part-Time Faculty Evaluation Form A

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

RAPPORT:                      

|    |   |   |   |   |   |   |   |   |   |
|----|---|---|---|---|---|---|---|---|---|
| S  |   |   | C |   | M |   | U |   |   |
| 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

(Evidence of mutual respect and professionalism)

Comments:

OVERALL CLASS VISITATION SCALE:

Strong  Competent  Marginal  Unsatisfactory

SUMMARY EVALUATION:

Comments:

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Dean's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Comments (optional):

Instructor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Instructor's Comments:



**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. |
|---------|---|--|---|---|



**Part-Time Faculty Evaluation Form B**  
Biblio/Library Services Faculty

Librarian /Faculty name: \_\_\_\_\_ Fall 20 \_\_\_\_\_

SCHOOL/service area: \_\_\_\_\_ Department: \_\_\_\_\_

Evaluator's Name: \_\_\_\_\_ Title: \_\_\_\_\_

Date of Visitation: \_\_\_\_\_

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 and circle the evaluation scale in the most relevant area.

Techniques Being Used:

Individual Student Assistance  Internet  Library Automation System

Electronic Databases  Electronic Books  Audio/Visual  Other

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

1. Conduct reference interview and follow-through

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

Comments \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

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

Comments \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Knows and follows Reference Desk, and Library policies.

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

Comments \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Exhibits teamwork regarding working at the Reference Desk

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

Comments \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

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

Comments \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**OVERALL NON-INSTRUCTIONAL ACTIVITY OBSERSVATION SCALE:**

**Strong** \_\_\_\_                      **Competent** \_\_\_\_                      **Unsatisfactory** \_\_\_\_

**SUMMARY EVALUATION:**

Comments \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Evaluator's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Dean's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Comments (optional):** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Faculty Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Faculty Comments:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**PART-TIME FACULTY EVALUATION FORM C**  
**Counseling & Other Non-Instructional Faculty**

**Faculty Name:** \_\_\_\_\_ **FALL 20** \_\_\_\_\_ **SPRING 20** \_\_\_\_\_

**NON-INSTRUCTIONAL ACTIVITY OBSERVED:** \_\_\_\_\_

**SCHOOL/SERVICE AREA:** \_\_\_\_\_

**DEPARTMENT:** \_\_\_\_\_

**EVALUATOR'S NAME:** \_\_\_\_\_ **TITLE:** \_\_\_\_\_

**DATE OF VISITATION:** \_\_\_\_\_

**# OF STUDENTS:** \_\_\_\_\_

**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. Shade the gradated evaluation scale in the most relevant numerical area.

**OBSERVED NON-INSTRUCTIONAL ACTIVITY AND RELEVANCE TO SERVICE AREA:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**FACULTY TECHNIQUES BEING USED:**

- Lecture  Class Discussion  Small group activities
- Individual Student Assistance  Interactive activity  Internet
- Audio/Visual  Web-enhanced  E-counseling/Online session

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

|                          | S                           |                            |                            | C                          |                            | M                          |                            | U                          |                            |                            |
|--------------------------|-----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| <b>GOALS/OBJECTIVES:</b> | 10 <input type="checkbox"/> | 9 <input type="checkbox"/> | 8 <input type="checkbox"/> | 7 <input type="checkbox"/> | 6 <input type="checkbox"/> | 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> |

(Clearly stated verbally or written)

**Comments:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Faculty Name: \_\_\_\_\_

Non-instructional activity being observed: \_\_\_\_\_

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

|                          | S  |   |   | C |   | M |   | U |   |   |
|--------------------------|----|---|---|---|---|---|---|---|---|---|
| ORGANIZATION OF SESSION: | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

(Organized progression from each activity to the next)

Comments:

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

|               | S  |   |   | C |   | M |   | U |   |   |
|---------------|----|---|---|---|---|---|---|---|---|---|
| USE OF TIME:: | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

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

Comments:

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

|   | S  |   |   | C |   | M |   | U |   |   |
|---|----|---|---|---|---|---|---|---|---|---|
| Non-instructional activity TIME MANAGMENT:: | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

(Control of non-instructional activity/contact time)

Comments:

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

|                            | S  |   |   | C |   | M |   | U |   |   |
|----------------------------|----|---|---|---|---|---|---|---|---|---|
| EXPERTISE IN: SUBJECT AREA | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

(Mastery of and currency in subject matter)

Comments:

Faculty Name: \_\_\_\_\_

Non-instructional activity being observed: \_\_\_\_\_

=

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

|            | S  |   |   | C |   | M |   | U |   |   |
|------------|----|---|---|---|---|---|---|---|---|---|
| COUNSELING | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

DELIVERY MODES

(Mastery of learning styles & cognitive processes)

Comments:

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

|              | S  |   |   | C |   | M |   | U |   |   |
|--------------|----|---|---|---|---|---|---|---|---|---|
| PRESENTATION | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

AND DELIVERY

(Awareness of demeanor, vocabulary and articulation)

Comments:

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

|         | S  |   |   | C |   | M |   | U |   |   |
|---------|----|---|---|---|---|---|---|---|---|---|
| STUDENT | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

INVOLVEMENT

(Evidence of active engagement and participation by students)

Comments:

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

|          | S  |   |   | C |   | M |   | U |   |   |
|----------|----|---|---|---|---|---|---|---|---|---|
| LEARNING | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

ENVIRONMENT

(Creates an environment conducive to learning)

Comments:



Faculty Name: \_\_\_\_\_

Non-instructional activity being observed: \_\_\_\_\_

=

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

|               |          |    |    |          |    |          |    |          |    |    |
|---------------|----------|----|----|----------|----|----------|----|----------|----|----|
| <b>RAPPOR</b> | <b>S</b> |    |    | <b>C</b> |    | <b>M</b> |    | <b>U</b> |    |    |
|               | 10□      | 9□ | 8□ | 7□       | 6□ | 5□       | 4□ | 3□       | 2□ | 1□ |

(Evidence of mutual respect and professionalism)

Comments:

OVERALL NON-INSTRUCTIONAL ACTIVITY OBSERSVATION SCALE:

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 <b>you</b> in this class?<br><br><b>5</b> = 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.<br><br><b>4</b> = 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.<br><br><b>3</b> = 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.<br><br><b>2</b> = 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.<br><br><b>1</b> = 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. | self |
| 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 Blackboard 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 Questions – Form O – Online & Hybrid Courses**

|    |   |      |
|----|---|------|
| 1  | <p>Which of the following best describes <b>you</b> in this class?</p> <p><b>5</b> = 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.</p> <p><b>4</b> = 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.</p> <p><b>3</b> = 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.</p> <p><b>2</b> = 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.</p> <p><b>1</b> = 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.</p> | self |
| 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 I use BlackBoard 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.

Please take the time to complete this form after your counseling appointment.  
Return to the front counter in the EOPS Office (in the Blue Evaluation Box)

## STUDENT EVALUATION OF FACULTY FORM C



**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    | <input type="checkbox"/> 1 <input type="checkbox"/> | <input type="checkbox"/> 2 <input type="checkbox"/> | <input type="checkbox"/> 3 <input type="checkbox"/> | <input type="checkbox"/> 4 <input type="checkbox"/> | <input type="checkbox"/> 5 <input type="checkbox"/> |
| 2. Provided understandable answers to questions   | <input type="checkbox"/> 1 <input type="checkbox"/> | <input type="checkbox"/> 2 <input type="checkbox"/> | <input type="checkbox"/> 3 <input type="checkbox"/> | <input type="checkbox"/> 4 <input type="checkbox"/> | <input type="checkbox"/> 5 <input type="checkbox"/> |
| 3. Listened to my problem or question   | <input type="checkbox"/> 1 <input type="checkbox"/> | <input type="checkbox"/> 2 <input type="checkbox"/> | <input type="checkbox"/> 3 <input type="checkbox"/> | <input type="checkbox"/> 4 <input type="checkbox"/> | <input type="checkbox"/> 5 <input type="checkbox"/> |
| 4. Treated me fairly and with respect   | <input type="checkbox"/> 1 <input type="checkbox"/> | <input type="checkbox"/> 2 <input type="checkbox"/> | <input type="checkbox"/> 3 <input type="checkbox"/> | <input type="checkbox"/> 4 <input type="checkbox"/> | <input type="checkbox"/> 5 <input type="checkbox"/> |
| 5. Was easy to approach, patient and willing to help                                      | <input type="checkbox"/> 1 <input type="checkbox"/> | <input type="checkbox"/> 2 <input type="checkbox"/> | <input type="checkbox"/> 3 <input type="checkbox"/> | <input type="checkbox"/> 4 <input type="checkbox"/> | <input type="checkbox"/> 5 <input type="checkbox"/> |
| 6. Showed interest in exploring options and in achieving my goals                         | <input type="checkbox"/> 1 <input type="checkbox"/> | <input type="checkbox"/> 2 <input type="checkbox"/> | <input type="checkbox"/> 3 <input type="checkbox"/> | <input type="checkbox"/> 4 <input type="checkbox"/> | <input type="checkbox"/> 5 <input type="checkbox"/> |
| 7. Reflected familiarity with college services available to students                      | <input type="checkbox"/> 1 <input type="checkbox"/> | <input type="checkbox"/> 2 <input type="checkbox"/> | <input type="checkbox"/> 3 <input type="checkbox"/> | <input type="checkbox"/> 4 <input type="checkbox"/> | <input type="checkbox"/> 5 <input type="checkbox"/> |
| 8. Presented information in a clear and well-organized manner                             | <input type="checkbox"/> 1 <input type="checkbox"/> | <input type="checkbox"/> 2 <input type="checkbox"/> | <input type="checkbox"/> 3 <input type="checkbox"/> | <input type="checkbox"/> 4 <input type="checkbox"/> | <input type="checkbox"/> 5 <input type="checkbox"/> |
| 9. Made objectives for my program clear   | <input type="checkbox"/> 1 <input type="checkbox"/> | <input type="checkbox"/> 2 <input type="checkbox"/> | <input type="checkbox"/> 3 <input type="checkbox"/> | <input type="checkbox"/> 4 <input type="checkbox"/> | <input type="checkbox"/> 5 <input type="checkbox"/> |
| 10. The services I am receiving are helping me reach my educational goals                 | <input type="checkbox"/> 1 <input type="checkbox"/> | <input type="checkbox"/> 2 <input type="checkbox"/> | <input type="checkbox"/> 3 <input type="checkbox"/> | <input type="checkbox"/> 4 <input type="checkbox"/> | <input type="checkbox"/> 5 <input type="checkbox"/> |
| 11. I would recommend this counselor to other students                                    | <input type="checkbox"/> 1 <input type="checkbox"/> | <input type="checkbox"/> 2 <input type="checkbox"/> | <input type="checkbox"/> 3 <input type="checkbox"/> | <input type="checkbox"/> 4 <input type="checkbox"/> | <input type="checkbox"/> 5 <input type="checkbox"/> |
| 12. I left the counseling session feeling that my needs had been met in the time allotted | <input type="checkbox"/> 1 <input type="checkbox"/> | <input type="checkbox"/> 2 <input type="checkbox"/> | <input type="checkbox"/> 3 <input type="checkbox"/> | <input type="checkbox"/> 4 <input type="checkbox"/> | <input type="checkbox"/> 5 <input type="checkbox"/> |
| 13. My overall evaluation of this counselor was positive                                  | <input type="checkbox"/> 1 <input type="checkbox"/> | <input type="checkbox"/> 2 <input type="checkbox"/> | <input type="checkbox"/> 3 <input type="checkbox"/> | <input type="checkbox"/> 4 <input type="checkbox"/> | <input type="checkbox"/> 5 <input type="checkbox"/> |
| 14. Comments:   |   |   |   |   |   |



**PERFORMANCE SUMMARY EVALUATION**  
**PART-TIME FACULTY**

**NAME:** \_\_\_\_\_

**DEPARTMENT:** \_\_\_\_\_ **SCHOOL:** \_\_\_\_\_

**SEMESTER:** \_\_\_\_\_ **COURSE(S)** \_\_\_\_\_

**DEAN/DEAN'S DESIGNEE:** \_\_\_\_\_ **TITLE:** \_\_\_\_\_  
(printed name)

**DEAN'S/DEAN'S DESIGNEE'S COMMENTS:**

**I. Instructional Related Performance**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**II. Non-Instructional Performance**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**III. Collegiality**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- Satisfactory: Eligible for rehire\***
- Needs Improvement: Eligible for rehire with reservation\*\*/\*\***
- Unsatisfactory: 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'S/DEAN'S DESIGNEE'S SIGNATURE:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Comments:**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**INSTRUCTOR'S SIGNATURE:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Comments:**  
\_\_\_\_\_  
\_\_\_\_\_

