Elgin Community College

Faculty

Evaluation

Handbook

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INTRODUCTION

Elgin Community College maintains a rigorous system to evaluate performance of the individual Faculty Members who provide instruction in the courses and programs approved by the Board of Trustees and the Illinois Community College Board. The College tradition of excellence has established the basic standard to be superior performance in supporting and carrying out the teaching and learning process. The assigned roles of professional faculty at the College may be as a teacher or librarian. Full Time Faculty, non-tenured and tenured, and Unit Adjunct Faculty are employed to perform these roles. Components of the evaluation system vary based on assigned specialty and employment status to provide appropriate feedback on performance and information for decision making and to counsel for improvement.

Faculty evaluation is the responsibility of the Vice President for Teaching, Learning and Student Development and that person's designees to the level of the Faculty Member's immediate Supervising Administrator. The Office of the Vice President for Teaching, Learning and Student Development coordinates the design and operation of the faculty evaluation system. Faculty are the primary resource for building and maintaining the curriculum as well as contributing to the learning environment of the college.

The goal of the evaluation system is to follow careful and collaborative hiring with orientation, mentoring, evaluation, and continual renewal through professional development to ensure the best possible Faculty for the College. Careful attention to meeting this goal within the limits of college resources is directed toward all faculty, but special care is taken by both the Administration and Tenured Full Time Faculty when Non-tenured Full Time Faculty are subject to evaluation during their probationary period**.** The goal of the tenure process is to grant tenure to someone who will be a superior teacher.

Administrators also supervise and evaluate part time faculty who are members of the organized collective bargaining unit. Full time faculty also contribute to quality assurance by accepting assignments as mentors and evaluators of Non-Unit Part Time Faculty. All Non-Unit Faculty are evaluated using the part time faculty position description and standard college forms for reporting classroom visitation and student evaluation. The criteria for evaluation and tenure, the annual evaluation calendar, and the forms used to record completion of steps in the process are provided in the following sections.

Criteria for Evaluation and Tenure

Distribution of the current edition of the Elgin Community College Evaluation Handbook and dated inserts to indicate revisions is the official form for notification of criteria for evaluation and tenure during an academic year. Librarian Faculty participate in all processes except Student Evaluation of Instruction; student feedback on performance is gathered by alternate methods. The criteria for evaluation apply to all newly hired non-tenured faculty and all tenured faculty. Non-tenured faculty still in the probationary period remains subject to the criteria for evaluation and tenure in force at the beginning of their service.

An orientation to the tenure process for new faculty will be conducted by the Elgin Community College Faculty Association and the Vice President for Teaching, Learning, and Student Development or Designee preceding the first semester of employment.

In addition a tenure process workshop will be held by the Elgin Community College Faculty Association and the Vice President for Teaching, Learning, and Student Development or Designee for non-tenured faculty and all tenured faculty and deans who will be members of tenure committees for the purpose of the tenure and evaluation process. The objective of the workshop is to communicate the process, the criteria for evaluation, and specific requirements to all individuals involved.

EVALUATION CRITERIA
Non-tenured and Temporary Full Time Teaching Faculty

Process	Outcome Measures
At least one classroom visitation by Supervising Administrator or Committee Member per semester at mutually agreed time. • See Classroom Visitation Form (A.1) or Health Professions Clinical Visitation Form (A.2) or Online Visitation Form (A.4)	Satisfactory progress toward the committee's expectation for tenure recommendation on the classroom visitation form as recommended by the Committee and determined by the appropriate Dean/Dean's Designee on a semester basis.
Student evaluation of instruction of every class (Elgin Community College form). The objective portion of the student evaluation forms will be tabulated and reported only in a summative form with all raw data available for review by members of the tenure and evaluation committee. • See Student Evaluation of Instruction Form (B.1), Student Evaluation of Instruction for Performing Arts Ensembles & Productions (B.2) or ECC Student Evaluation of Instruction/Beginning ESL (B.3)	Satisfactory progress toward the committee's expectation for tenure recommendation as recommended by the Committee and determined by the Dean/Dean's Designee for the classes evaluated on an annual basis.
At least one content assessment of a portfolio per year by assigned faculty Committee Member • See Annual Content Assessment Report Form (F.1)	Satisfactory progress toward the committee's expectations for tenure recommendation in providing and delivering accurate, understandable and relevant curricular content in the course(s) as determined by the content assessor.
Assessment of professional performance to be carried out by the Faculty Member. • See Annual Self-Assessment Report Form (C.1) Observation and assessment of professional performance to be carried out by the Dean/Dean's Designee. • See Annual Summary Evaluation Conference Report Form (D.1)	Committee recommendation and appropriate Dean/Dean's Designee assessment of satisfactory progress toward the committee's expectations for tenure recommendation as recorded in the Annual Summary Evaluation Conference Report.

TENURE AND EVALUATION COMMITTEE
Non-Tenured and Temporary Full Time Teaching Faculty

The Committee reviews Non-Tenured and Temporary Full Time Faculty evaluative materials and makes recommendations to Vice President for Teaching, Learning and Student Development.

Team Makeup - Faculty and Administration
- Supervising Administrator, Chair
- Instructional Coordinator or an additional approved Faculty Member
- Two (2) approved Faculty Members

1. In case of no Instructional Coordinator, the senior Faculty Member, from the seniority list in the department or a department of closely related field will serve. Committee service is a contractual obligation of faculty selected. The Elgin Community College Faculty Association expects all faculty accepting the responsibility of serving on a tenure committee to attend a tenure process workshop. Faculty serving on more than one tenure committee are expected to attend no more than one tenure workshop meeting per academic year. Should any member serving on a tenure committee or a Non-Tenured Faculty Member miss a deadline related to the tenure process, the Senate President and the College President will be immediately notified, and a meeting will be scheduled with the parties to remedy the situation.

2. No Faculty Member will be required to serve on more than one Tenure and Evaluation Committee at a time.

3. A list of Faculty eligible to serve will be prepared as soon as possible after the Board approves hiring of a full time Faculty Member. The list will:

- Be mutually determined by Administration and the Association;
- Include a minimum of four (4) faculty in addition to the Instructional Coordinator (or additional Faculty Member) automatically assigned.
- Include as many faculty as are qualified from among all faculty in the discipline, in closely related disciplines and/or in the degrees providing relevant experience.

4. The manner of selection from the eligibility list will be in the following order:

- One (1) chosen by Association from non-tenured Faculty recommendation
- One (1) chosen by Administration

5. Faculty will be determined from an eligibility list no later than the end of the third week of classes for both fall and spring hires.

6. Committee members from the faculty will each serve once as a classroom visitor and once as content assessor on a rotating basis during the probationary period.

7. A summative recommendation will be made as follows:

- Recommendation of Committee to Dean
- Committee and Dean's recommendation to Vice President of Teaching, Learning and Student Development
- Vice President's recommendation to President
- President's recommendation to the Board of trustees in cases of non-renewal, extension of probation for one year, or tenure

FALL HIRE - EVALUATION CALENDER
Non-tenured and Temporary Full Time Teaching Faculty
(This page corrected 1.26.20, see page 7 for correct version)

End of 3rd Week of Classes	Committee chosen and Content Assessor chosen
Between End of 3rd Week of Classes and October 31	• Pre-Conference between Committee Member and Non-tenured Faculty – identify session plan and items for observation • Committee Member visits +class which is videotaped • Dean/Designee, Committee Members and Non-tenured Faculty view videotape • Committee Members, Dean/Designee and Non-tenured Faculty complete Classroom Observation Form • Committee meets and agrees on feedback
October 31	Post-Conference between Committee Member and Non-tenured Faculty
November 30	Supervising Administrator Feedback
December 1	Content Assessment Portfolio submitted by Non-tenured Faculty
End of Semester	• Student Evaluation of Instruction packets completed and returned • Committee meets and agrees on portfolio content assessment feedback
Convocation Day (Thurs prior to term start)	Content Assessor Report (Appendix F) and Student Evaluation of Instruction Report on file in Dean's/Designee's office
Beginning 2nd Week of Classes	All available evaluative materials will be accessible for review by the Committee in the Dean's/Designee's office
End of 2nd Week of Classes	Committee recommendation to Vice President for Teaching, Learning and Student Development
End of 3rd Week of Classes	Annual Summary Evaluation Conference (Appendix D) – Dean/Designee and Non-tenured Faculty (Within 48 hours after the Annual Summary Evaluation Conference, the Annual Summary Evaluation Conference Report will be available for review by the Committee in the Dean's/Designee's office.)
Feb 15	Non-tenured Faculty Annual Self-Assessment Report due (Appendix C)
March 1	Notification of Non-renewal, Extension, or Tenure. (A special Board meeting may need to be called to accommodate this deadline.)
Between End of 3rd Week of Classes and April 10	• Pre-Conference between Committee Member and Non-tenured Faculty – identify session plan and items for observation • Committee Member visits class which is videotaped • Dean/Designee, Committee Members and Non-tenured Faculty view videotape • Committee Members, Dean/Designee and Non-tenured Faculty complete Classroom Observation Form • Committee meets and agrees on feedback
April 10	Post-Conference between Committee Member and Non-tenured Faculty
End of Semester	Student Evaluation of Instruction packets completed and returned

FALL HIRE - EVALUATION CALENDAR
Non-tenured and Temporary Full Time Teaching Faculty
(Corrected Version 1.26.20)

End of 3rd Week of Classes	Committee chosen and Content Assessor chosen
Between End of 3rd Week of Classes and October 31	• Pre-Conference between Dean/Designee and Non-tenured Faculty – identify session plan and items for observation • Dean/Designee visits class which is videotaped • Dean/Designee, Committee Members and Non-tenured Faculty view videotape • Committee Members, Dean/Designee and Non-tenured Faculty complete Classroom Observation Form • Committee meets and agrees on feedback
October 31	Post-Conference between Dean/Designee and Non-tenured Faculty
December 1	Content Assessment Portfolio submitted by Non-tenured Faculty
End of Semester	• Student Evaluation of Instruction packets completed and returned • Committee meets and agrees on portfolio content assessment feedback
Convocation Day (Thurs prior to term start)	Content Assessor Report (Appendix F) and Student Evaluation of Instruction Report on file in Dean's/Designee's office
End of First Week of Classes	Non-tenured Faculty Annual Self-Assessment report due (Appendix C)
Beginning 2nd Week of Classes	All available evaluative materials will be accessible for review by the Committee in the Dean's/Designee's office
End of 2nd Week of Classes	Committee recommendation to Vice President for Teaching, Learning and Student Development
End of 3rd Week of Classes	Annual Summary Evaluation Conference (Appendix D) – Dean/Designee and Non-tenured Faculty (Within 48 hours after the Annual Summary Evaluation Conference, the Annual Summary Evaluation Conference Report will be available for review by the Committee in the Dean's/Designee's office.)
March 1	Notification of Non-renewal, Extension, or Tenure. (A special Board meeting may need to be called to accommodate this deadline.)
Between End of 3rd Week of Classes and April 10	• Pre-Conference between Committee Member and Non-tenured Faculty – identify session plan and items for observation • Committee Member visits class which is videotaped • Dean/Designee, Committee Members and Non-tenured Faculty view videotape • Committee Members, Dean/Designee and Non-tenured Faculty complete Classroom Observation Form • Committee meets and agrees on feedback
April 10	Post-Conference between Committee Member and Non-tenured Faculty
End of Semester	Student Evaluation of Instruction packets completed and returned

SPRING HIRE - EVALUATION CALENDER
Non-tenured and Temporary Full Time Teaching Faculty
(This page corrected 1.26.20, see page 9 for correct version)

End of 3rd Week of Classes	Committee chosen and Content Assessor chosen
Between End of 3rd Week of Classes and April 10	• Pre-Conference between Committee Member and Non-tenured Faculty – identify session plan and items for observation • Committee Member visits +class which is videotaped • Dean/Designee, Committee Members and Non-tenured Faculty view videotape • Committee Members, Dean/Designee and Non-tenured Faculty complete Classroom Visitation Form • Committee meets and agrees on feedback
April 10th	Post-Conference between Committee Member and Non-tenured Faculty
May 1	Content Assessment Portfolio submitted by Non-tenured Faculty
November 30	Supervising Administrator Feedback
End of Semester	Student Evaluation of Instruction packets completed and returned
Convocation Day (Thurs prior to term start)	Content Assessor Report (Appendix F) and Student Evaluation of Instruction Report on file in Dean's/Designee's office
Beginning 2nd Week of Classes	All available evaluative materials will be accessible for review by the Committee in the Dean's/Designee's office
End of 2nd Week of Classes	Committee recommendation to Vice President for Teaching, Learning and Student Development
End of 3rd Week of Classes	Annual Summary Evaluation Conference (Appendix D) – Dean/Designee and Non-tenured Faculty (Within 48 hours after the Annual Summary Evaluation Conference, the Annual Summary Evaluation Conference Report will be available for review by the Committee in the Dean's/Designee's office.)
Sept 15	Non-tenured Faculty Annual Self-Assessment report due (Appendix C)
October 1	Notification of Non-renewal, Extension, or Tenure. (A special Board meeting may need to be called to accommodate this deadline.)
Between End of 3rd Week of Classes and October 31	• Pre-Conference between Committee Member and Non-tenured Faculty – identify session plan and items for observation • Committee Member visits class which is videotaped • Dean/Designee, Committee Members and Non-tenured Faculty view videotape • Committee Members, Dean/Designee and Non-tenured Faculty complete Classroom Observation Form • Committee meets and agrees on feedback
October 31	Post-Conference between Committee Member and Non-tenured Faculty
End of Semester	Student Evaluation of Instruction packets completed and returned

SPRING HIRE - EVALUATION CALENDAR
Non-tenured and Temporary Full Time Teaching Faculty
(Corrected Version 1.26.20)

End of 3rd Week of Classes	Committee chosen and Content Assessor chosen
Between End of 3rd Week of Classes and April 10	• Pre-Conference between Dean/Designee and Non-tenured Faculty – identify session plan and items for observation • Dean/Designee visits class which is videotaped • Dean/Designee, Committee Members and Non-tenured Faculty view videotape • Committee Members, Dean/Designee and Non-tenured Faculty complete Classroom Visitation Form • Committee meets and agrees on feedback
April 10th	Post-Conference between Dean/Designee and Non-tenured Faculty
May 1	Content Assessment Portfolio submitted by Non-tenured Faculty
End of Semester	Student Evaluation of Instruction packets completed and returned
Convocation Day (Thurs prior to term start)	Content Assessor Report (Appendix F) and Student Evaluation of Instruction Report on file in Dean's/Designee's office
End of First Week of Classes	Non-tenured Faculty Annual Self-Assessment report due (Appendix C)
Beginning 2nd Week of Classes	All available evaluative materials will be accessible for review by the Committee in the Dean's/Designee's office
End of 2nd Week of Classes	Committee recommendation to Vice President for Teaching, Learning and Student Development
End of 3rd Week of Classes	Annual Summary Evaluation Conference (Appendix D) – Dean/Designee and Non-tenured Faculty (Within 48 hours after the Annual Summary Evaluation Conference, the Annual Summary Evaluation Conference Report will be available for review by the Committee in the Dean's/Designee's office.)
October 1	Notification of Non-renewal, Extension, or Tenure. (A special Board meeting may need to be called to accommodate this deadline.)
Between End of 3rd Week of Classes and October 31	• Pre-Conference between Committee Member and Non-tenured Faculty – identify session plan and items for observation • Committee Member visits class which is videotaped • Dean/Designee, Committee Members and Non-tenured Faculty view videotape • Committee Members, Dean/Designee and Non-tenured Faculty complete Classroom Observation Form • Committee meets and agrees on feedback
October 31	Post-Conference between Committee Member and Non-tenured Faculty
End of Semester	Student Evaluation of Instruction packets completed and returned

EVALUATION CRITERIA
Full-Time and UAII Teaching Faculty

Criteria

Performance of Job Tasks/Elements

Process	Outcome Measures
At least one classroom visitation by Dean/Designee at mutually agreed upon time once every three years. • See Classroom Observation Form (A.1) or Health Professions Clinical Visitation Form (A.2) or Online Visitation Form (A.4)	Satisfactory progress on the classroom visitation form as determined by Dean/Designee.
Student evaluation of instruction of every class within the 168-day contractual period. Evaluations shall be provided by College Administration. • See Student Evaluation of Instruction Form (B.1), Student Evaluation of Instruction for Performing Arts Ensembles & Productions (B.2) or ECC Student Evaluation of Instruction/Beginning ESL (B.3)	Satisfactory completion of the analysis of student evaluations component of the Annual Self-Assessment Report.
Self-Assessment of performance in the Full Time Teaching Faculty position description by the Faculty Member. Assess Professional Development Plan progress. • See Annual Self-Assessment Report Form (C.1)	Satisfactory completion of the Annual Self-Assessment. Satisfactory completion of the Professional Development component of the Annual Self-Assessment.
One comprehensive evaluation conference every three years. • See Triennial Summary Evaluation Conference Report Form (D.2)	Dean/ Designee assessment of satisfactory performance as recorded in the Report of Triennial Summary Evaluation Conference.

EVALUATION CALENDAR
Full-time and UAII Teaching Faculty

Year 1:	September 15th	Self-Assessment Report completed
	November 30th	Self-Assessment feedback by Supervising Administrator
	Fall-Spring Semester	Faculty planning and personal development
	End of Fall & Spring Semester	Student Evaluation of Instruction summaries available online*
Year 2:	September 15th	Self-Assessment Progress completed
	November 30th	Self-Assessment feedback by Supervising Administrator
	Fall-Spring Semester	Faculty planning and personal development
	End of Fall & Spring Semester	Student Evaluation of Instruction summaries available online*
Year 3: **Triennial Year**	September 15th	Self-Assessment Progress completed
	November 30th	Self-Assessment feedback by Supervising Administrator
	April 15th	Classroom Observation Post-Conference completed
	May 10th	Triennial Summary Evaluation Conference completed
	End of Fall & Spring Semester	Student Evaluation of Instruction summaries available online*

If collected in paper form, summaries available following term.

EVALUATION CRITERIA
UNIT ADJUNCT TEACHIING FACULTY I
Faculty who have taught 6 or more semesters – every two years
Faculty who have taught for 5 semesters or less – every year*

Criteria
Performance of Job Tasks/Elements

Process	Outcome Measures
At least one classroom visitation by Dean/Designee at mutually agreed upon time once every two years*. • See Classroom Observation Form (A.1) or Health Professions Clinical Visitation Form (A.2) or Online Visitation Form (A.4)	Satisfactory progress on the classroom visitation form as determined by Dean/Designee.
Student evaluation of instruction of every class within the 168-day contractual period. • See Student Evaluation of Instruction Form (B.1), Student Evaluation of Instruction for Performing Arts Ensembles & Productions (B.2) or ECC Student Evaluation of Instruction/Beginning ESL (B.3)	Dean/ Designee assessment of satisfactory performance as recorded in the Classroom Visitation Form and Student Evaluation of Instruction Form.
Self-Assessment of performance in the Unit Adjunct I Teaching Faculty position description by the Faculty Member. Assess Professional Development Plan progress. • See Annual Self-Assessment Report Form (C.3)	Satisfactory completion of the Annual Self-Assessment. Satisfactory completion of the Professional Development component of the Annual Self-Assessment.

EVALUATION CALENDAR
Unit Adjunct Teaching Faculty I
Faculty who have taught 6 or more semesters – every two years
Faculty who have taught for 5 semesters or less – every year

Faculty who have taught 6 or more semesters – every two years

Year 1:	September 15th	Self-Assessment Report completed
	November 30th	Self-Assessment feedback by Supervising Administrator
	Fall-Spring Term	Faculty planning and personal development
	End of Fall & Spring Term	Student Evaluation of Instruction summaries available online*
Year 2:	September 15th	Self-Assessment Progress completed
	November 30th	Self-Assessment feedback by Supervising Administrator
	April 15th	Classroom Observation Post-Conference completed
	Fall-Spring Term	Faculty planning and personal development
	End of Fall & Spring Term	Student Evaluation of Instruction summaries available online*

If collected in paper form, summaries available following term.

Faculty who have taught for 5 semesters or less – every year

Year 1:	September 15th	Self-Assessment Report completed
	November 30th	Self-Assessment feedback by Supervising Administrator
	April 15th	Classroom Observation Post-Conference completed
	Fall-Spring Term	Faculty planning and personal development
	End of Fall & Spring Term	Student Evaluation of Instruction summaries available online*

If collected in paper form, summaries available following term.

EVALUATION CRITERIA
Non-Unit Adjunct Teaching Faculty

Criteria

Performance of Job Tasks/Elements

Process	Outcome Measures
At least one classroom visitation by Dean/Designee at mutually agreed upon time. • See Classroom Observation Form (A.1) or Health Professions Clinical Visitation Form (A.2) or Online Visitation Form (A.4)	Satisfactory progress on the classroom visitation form as determined by Dean/Designee.
Student evaluation of instruction • See Student Evaluation of Instruction Form (B.1), Student Evaluation of Instruction for Performing Arts Ensembles & Productions (B.2) or ECC Student Evaluation of Instruction/Beginning ESL (B.3)	Dean/ Designee assessment of satisfactory performance as recorded in the Classroom Observation Form and Student Evaluation of Instruction Form.

EVALUATION CALENDAR
Non-Unit Adjunct Teaching Faculty

Fall Semester

September 15	Faculty Supervisors assigned
December 1	Classroom Observation process completed by Faculty Supervisor
End of Semester	Student Evaluations summaries available online*

Spring Semester

February 15	Faculty Supervisors assigned
May 1	Classroom Observation process completed by Faculty Supervisor
End of Semester	Student Evaluations summaries available online*

Summer Semester

June 15	Faculty Supervisors assigned
August10	Classroom Observation process completed by Faculty Supervisor
End of Semester	Student Evaluations summaries available online*

*If collected in paper form, summaries available following term.

EVALUATION CRITERIA
Non-tenured and Temporary Full Time Librarian Faculty

Criteria

Performance of Job Tasks/Elements and Work Related Activities

Process	Outcome Measures
At least one observation by Supervising Administrator or Committee Member per semester at mutually agreed time. • See Library Faculty Workplace Observation Form (A.3) or Librarian Faculty Online Observation Form (A.5)	Satisfactory progress on the classroom visitation form as determined by Dean/Designee.
At least one Content Assessment of a portfolio per year by assigned Faculty Committee Member • See Annual Content Assessment Report Form (F.2)	Satisfactory performance to fulfill professional duties as determined by Content Assessor.
Assessment of professional performance to be carried out by the Librarian Faculty Member. • See Annual Self-Assessment Report Form (C.4) Supervisory review of Librarian's effectiveness in performing related responsibilities defined in the job description and work-related goals. • See Annual Summary Evaluation Conference Report Form (D.3)	Committee recommendation and appropriate Dean/ Designee assessment of satisfactory progress toward the Committee's expectations for tenure recommendation as recorded in the Annual Summary Evaluation Conference Report.

TENURE AND EVALUATION COMMITTEE
Non-tenured and Temporary Full Time Librarian Faculty

The Committee reviews Non-tenured Faculty evaluative materials and makes recommendations to Vice President for Teaching, Learning and Student Development.

Team Makeup-Faculty and Administration
- Supervising Administrator, Chair
- Three Librarian Faculty/Teaching Faculty

1. Library Committees will be completed with tenured librarians and faculty from appropriate disciplines or departments served. Committee service is a contractual obligation of faculty selected. The Elgin Community College Faculty Association expects all faculty accepting the responsibility of serving on a tenure committee to attend a tenure process workshop. Faculty serving on more than one tenure committee are expected to attend no more than one tenure workshop meeting per academic year. Should a Faculty Member serving on a tenure committee or a non-tenured Faculty Member miss a deadline related to the tenure process, the Senate President and the College President will be immediately notified, and a meeting will be scheduled with the Faculty Member to remedy the situation.

2. No Faculty Member will be required to serve on more than one Tenure and Evaluation Committee at a time.

3. The eligibility list will be prepared as soon as possible after the board approves hiring of a full time Librarian Faculty Member.

   - From faculty names provided by the Librarians from tracking data, the Administration and the Association then will determine the list from which the committee members will be drawn
   - The list will include a minimum of four faculty in addition to the Librarian Faculty Member automatically assigned.
   - The eligibility list will include as many Librarian Faculty as are qualified from among all Librarian Faculty.

4. The manner of selection from the eligibility list will be in the following order:

   - One (1) chosen by Faculty Association from non-tenured Librarian Faculty recommendation
   - One (1) chosen by Administration

5. Faculty will be determined from an eligibility list no later than the end of the third week classes for both fall hires and spring hires.

6. Committee members will each serve once as Content Assessor on a rotating basis during the probationary period.

7. A summative recommendation will be made as follows:

   a. Recommendation of Committee to Dean.
   b. Committee and Dean's recommendations to Vice President.
   c. Vice President's recommendation to President.
   d. President's recommendation to Board in cases of non-renewal, renewal, extension of probation for one year, or tenure.

FALL HIRE
EVALUATION CALENDAR
Non-tenured and Temporary Full Time Librarian Faculty

End of 3rd Week of Classes	Committee chosen and Content Assessor chosen
Between End of 3rd Week of Classes and October 31	• Pre-Conference between Dean/Designee and Non-tenured Librarian Faculty • Dean/Designee conducts workplace observation • Committee Members, Dean/Designee and Non-tenured Faculty complete observation form. • Committee meets and agrees on feedback
October 31	Post-Conference between Committee Member and Non-tenured Faculty
December 1	Content Assessment Portfolio submitted by Non-tenured Librarian

Spring Semester

Convocation Day (Thurs prior to term start	Content Assessor's Report on file
Beginning 2nd Week of Classes	All available evaluative materials will be accessible for review by the Committee in the Dean's/Designee's office
End of 2nd Week of Classes	Committee Recommendations to Vice President for Teaching, Learning and Student Development
End of 3rd Week of Classes	Annual Summary Evaluation Conference – Dean/Designee and Non-tenured Librarian Faculty (Within 48 hours after the Annual Summary Evaluation Conference, the Annual Summery Evaluation Conference Report will be available for review by the
Feb 15	Non-tenured Librarian Faculty Annual Self-Assessment Report due (Appendix C)
March 1	Notification of Non-renewal (A special Board meeting may need to be called to accommodate this deadline)
Between End of 3rd Week of Classes and April 10	• Pre-conference between Dean/Designee and Non-tenured Librarian Faculty • Dean/Designee conducts workplace observation • Committee Members, Dean/Designee and Non-tenured Faculty complete observation form • Committee meets and agrees on feedback
April 10	Post-conference between Committee Member and Non-tenured Librarian Faculty

SPRING HIRE
EVALUATION CALENDAR
Non-tenured and Temporary Full Time Librarian Faculty

End of 3rd Week of Classes	Committee chosen and Content Assessor chosen
Between End of 3rd Week of Classes and April 10	• Pre-Conference between Dean/Designee and Non-tenured Librarian Faculty • Dean/Designee conducts workplace observation • Committee Members, Dean/Designee and Non-tenured Faculty complete observation form. • Committee meets and agrees on feedback
April 10	Post-Conference between Committee Member and Non-tenured Faculty
May 1	Content Assessment Portfolio submitted by Non-tenured Librarian

Fall Semester

Convocation Day (Thurs prior to term start)	Content Assessor's Report on file
Beginning 2nd Week of Classes	All available evaluative materials will be accessible for review by the Committee in the Dean's/Designee's office
End of 2nd Week of Classes	Committee Recommendations to Vice President for Teaching, Learning and Student Development
End of 3rd Week of Classes	Annual Summary Evaluation Conference – Dean/Designee and Non-tenured Librarian Faculty (Within 48 hours after the Annual Summary Evaluation Conference, the Annual Summery Evaluation Conference Report will be available for review by the
Sept 15	Non-tenured Librarian Faculty Annual Self-Assessment Report due (Appendix C)
October 1	Notification of Non-renewal (A special Board meeting may need to be called to accommodate this deadline)
Between End of 3rd Week of Classes and October 31	• Pre-conference between Dean/Designee and Non-tenured Librarian Faculty • Dean/Designee conducts workplace observation • Committee Members, Dean/Designee and Non-tenured Faculty complete observation form • Committee meets and agrees on feedback
October 31	Post-conference between Committee Member and Non-tenured Librarian Faculty

EVALUATION CRITERIA
Tenured Full Time Librarian Faculty

<u>**Criteria**</u>
Performance of Job Tasks/Elements and Work Related Activities

Process	Outcome Measures
At least one observation by Dean/Designee at a mutually agreed time. • See Library Faculty Workplace Observation Form (A.3) or Librarian Faculty Online Observation Form (A.5)	Satisfactory progress on the classroom visitation form as determined by Dean/Designee.
Assessment of professional performance to be carried out by the Librarian Faculty Member. • See Annual Self-Assessment Report Form (C.4)	Satisfactory completion of the analysis of the job task/elements component of the Annual Self-Assessment. Satisfactory completion of the Professional Development component of the Annual Self-Assessment.
Supervisory review of Librarian's effectiveness in performing related responsibilities defined in the job description and work-related goals. • See Triennial Summary Evaluation Conference Report Form (D.4)	Dean's/ Designee assessment of satisfactory performance as recorded in the Triennial Summary Evaluation Conference Report.

EVALUATION CALENDAR
Tenured Full Time Librarian Faculty

Year 1:	September 15th	Self-Assessment Report completed
	November 30th	Self-Assessment feedback by Supervising Administrator
	Fall-Spring Term	Faculty planning and personal development
Year 2:	September 15th	Self-Assessment Progress completed
	November 30th	Self-Assessment feedback by Supervising Administrator
	Fall-Spring Term	Faculty planning and personal development
Year 3: **Triennial Year**	September 15th	Self-Assessment Progress completed
	November 30th	Self-Assessment feedback by Supervising Administrator
	April 15th	Workplace Observation Post-Conference completed
	May 10th	Triennial Summary Evaluation Conference completed

EVALUATION CRITERIA
Unit Adjunct Librarian Faculty

Criteria

Performance of Job Tasks/Elements and Work Related Activities

Process	Outcome Measures
At least one observation by Dean/Designee at a mutually agreed time once every three years. • See Library Faculty Workplace Observation Form (A.3) or Librarian Faculty Online Observation Form (A.5)	Satisfactory progress on the classroom visitation form as determined by Dean/Designee.
Assessment of professional performance to be carried out by the Librarian Faculty Member. • See Annual Self-Assessment Report Form (C.8)	Satisfactory completion of the analysis of the job task/elements component of the Annual Self-Assessment. Satisfactory completion of the Professional Development component of the Annual Self-Assessment.
Supervisory review of Librarian's effectiveness in performing related responsibilities defined in the job description and work-related goals. • See Triennial Summary Evaluation Conference Report Form (D.4)	Dean's/ Designee assessment of satisfactory performance as recorded in the Triennial Summary Evaluation Conference Report.

EVALUATION CALENDAR
Unit Adjunct Librarian Faculty

Year	Date	Activity
Year 1:	September 15th	Self-Assessment Report completed
	November 30th	Self-Assessment feedback by Supervising Administrator
	Fall-Spring Term	Faculty planning and personal development
Year 2:	September 15th	Self-Assessment Progress completed
	November 30th	Self-Assessment feedback by Supervising Administrator
	Fall-Spring Term	Faculty planning and personal development
Year 3: **Triennial Year**	September 15th	Self-Assessment Progress completed
	November 30th	Self-Assessment feedback by Supervising Administrator
	April 15th	Workplace Observation Post-Conference completed
	May 10th	Triennial Summary Evaluation Conference completed

APPENDICES/FORMS

CLASSROOM OBSERVATION FORM
(Teaching Faculty: Full-time Tenured, Non-tenured, Unit Adjunct I and II)

Faculty Member:	Date of Visit:
Observer:	Observer's Position:
Course Title & Section #:	Building and Room Location:

PRE-CLASSROOM OBSERVATION CONFERENCE

The Faculty Member should write in the space provided the "Teaching Methods" and "Media and/or Materials" for the class to be observed and attach the Learning Objectives. The faculty member should also provide a copy of the syllabus to the observer(s) in advance.
Teaching Methods:
Media and/or Materials:
Learning Objectives:
How will you integrate differing viewpoints, diverse perspectives, etc into the class being observed?
What feedback are you seeking from the observer?
Date of Pre-Conference:

CLASSROOM OBSERVATION

Not applicable (N/A) should only be used if the statement is not pertinent to the class being observed, or the job function being observed.

I. Learning Objectives	Consistently Evident	Partially Evident	Not Evident	N/A
Faculty:				
1. Clearly identifies learning objectives either orally or visually				
2. Presents learning objectives in synchrony with instruction to guide student learning				
3. Implements a lesson where learning objectives are consistent with the course outcomes as state in the syllabus				
4. Clearly illustrates relevancy of the learning for students				
5. Allows sufficient time to meet the learning objectives				
6. States learning objectives in terms of measureable student outcomes				
Comments required: provide specific examples to support your ratings:				

II. Engagement	Consistently Evident	Partially Evident	Not Evident	N/A
Faculty:				
1. Encourages students to ask questions				
2. Responds to students who have questions				
3. Words questions to foster critical thinking				
4. Encourages students to express their ideas				
5. Allows students time to formulate responses to questions				
6. Keeps students attention focused on learning activities				
Comments required: provide specific examples to support your ratings:				

III. Explanations	Consistently Evident	Partially Evident	Not Evident	N/A
Explanations of subject matter:				
1. Are aligned or correspond with learning objectives				
2. Are logical and understandable				
3. Include appropriate examples and illustrations				
4. Include information that is current				
5. Are related to real life examples/experiences				
6. Are presented in a logical sequence				
7. Emphasize important points of material				
Comments required: provide specific examples to support your ratings:				

IV. Assessment of Student Learning	Consistently Evident	Partially Evident	Not Evident	N/A
Faculty:				
1. Engages student in assessment activities to monitor progress toward learning objectives				
2. Provides opportunity for students to give feedback about what was learned				
3. Engages students in academically challenging tasks				
4. Provides feedback to students on their learning progress				
5. Asks students questions to check for understanding of material covered				
Comments required: provide specific examples to support your ratings:				

V. Media and Materials	Consistently Evident	Partially Evident	Not Evident	N/A
Supplementary materials (printed, audio, video, etc) are:				
1. Neat, legible, audible/visible and ready to use in class				
2. Related to the learning objectives				
3. Used to complement (rather than supplant) other parts of the learning process				
4. Used to stimulate student learning of the course content				
Comments required: provide specific examples to support your ratings:				

VI. Support for Learners	Consistently Evident	Partially Evident	Not Evident	N/A
Faculty:				
1. Demonstrates flexibility to meet student needs				
2. Prepares and uses subject-matter appropriate learning techniques that meet multiple/varied learning needs				
3. Uses teaching and learning methods that elicit responses from students				
4. Maintains a learning climate respectful of differences in people				
Comments required: provide specific examples to support your ratings:				

VII. Communication	Consistently Evident	Partially Evident	Not Evident	N/A
Faculty:				
1. Speaks distinctly with sufficient volume and appropriate speed				
2. Uses vocabulary appropriate to content and class level				
3. Demonstrates appropriate non-verbal communication				
4. Manages class time effectively				
5. Asks questions of students which are clear and understandable				
Comments required: provide specific examples to support your ratings:				

VIII. Lab	Consistently Evident	Partially Evident	Not Evident	N/A
Laboratory:				
1. Is prepared and ready for student use				
2. Experiences meet the learning objectives				
3. Stresses safety precautions				
4. Demonstrations are well planned, organized and presented				
5. Provides adequate attention and feedback to each student				
Comments required: provide specific examples to support your ratings:				

XI. Rehearsal (for performing arts ensemble & production courses)	Consistently Evident	Partially Evident	Not Evident	N/A
Faculty:				
1. Rehearses units as scheduled or adapts schedule appropriately to meet student needs				
2. Effectively utilizes students as called				
3. Encourages appropriate student behaviors and professional standards				
4. Utilizes collaborative techniques to engage students in the creative process				
5. Gives constructive performance feedback to students during rehearsal or provides evidence of feedback given via another channel.				
6. Encourages students to provide constructive feedback during the rehearsal process as appropriate.				
7. Identifies rehearsal challenges, addresses them, and fosters student understanding of this process				
8. Connects excerpts/units to the work as a whole				
Comments required: provide specific examples to support your ratings:				

POST-CLASSROOM OBSERVATION CONFERENCE

Observer's Summary of Strengths:	
Observer's Summary of Areas of Improvement:	
Observer's Additional Comments:	
Faculty Member's Response to Observation Feedback (recommended):	
Date of Post-Conference:	

SIGNATURES

Observer's Signature:	**Date:**
Faculty Member's Signature:	**Date:**

HEALTH PROFESSIONS CLINICAL OBSERVATION FORM
(Teaching Faculty: Full-time Tenured, Non-tenured, Unit Adjunct I and II)

Faculty Member:	**Date of Visit:**
Facility:	**Course Being Evaluated:**
Observer:	**Observer's Position:**

PRE-CLINICAL OBSERVATION CONFERENCE

The Faculty Member should write in the space provided the "Clinical Objectives" and the "Teaching Methodologies" for the clinical session to be observed. The faculty member should also provide a copy of the syllabus to the observer(s) in advance.
Clinical Objectives for Day of Observation:
Teaching Methodologies:
What feedback are you seeking from the observer?
Date of Pre-Conference:

CLASSROOM OBSERVATION

Not applicable (N/A) should only be used if the statement is not pertinent to the class being observed, or the job function being observed.

I. Outcomes	Consistently Evident	Partially Evident	Not Evident	N/A
Faculty:				
1. Communicates to the students and agency staff (where appropriate) the clinical focus/expectations for the day				
Observer Comments Required: provide specific examples to support your rating				
2. Plans, organizes and adapts clinical activities to promote optimal student learning				
Observer Comments Required: provide specific examples to support your rating				
3. Actively engaged in students' clinical learning				
Observer Comments Required: provide specific examples to support your rating				
4. Explanations, based on evidence-based practice, are in sufficient depth for student comprehension				
Observer Comments Required: provide specific examples to support your rating				
5. Models professional practice and the development of professional behaviors				
Observer Comments Required: provide specific examples to support your rating				
6. Displays courtesy and respect towards students and agency staff				
Observer Comments Required: provide specific examples to support your rating				

POST-CLINICAL OBSERVATION CONFERENCE

Observer's Comments:
Observer's Summary of Areas of Improvement:
Faculty Member's Response to Observation Feedback (recommended):
Date of Post-Conference:

SIGNATURES

Observer's Signature:	**Date:**
Faculty Member's Signature:	**Date:**

LIBRARIAN FACULTY WORKPLACE OBSERVATION FORM
(Teaching Faculty: Full-time Tenured, Non-tenured, Unit Adjunct I and II)

Librarian Faculty Member:	Date of Visit:
Observer:	Observer's Position:

INSTRUCTION OBSERVATION PRE-CONFERENCE

The Librarian Faculty Member should write in the space provided the "Topic, Course, and Instructor" and "Media and/or Materials" for the class to be observed and attach the Learning Objectives and Lesson Plan.
Topic, Course and Instructor:
Media and/or Materials:
Learning Objectives and Lesson Plan:
Date of Pre-Conference:

INSTRUCTION OBSERVATION

Not applicable (N/A) should only be used if the statement is not pertinent to the class being observed, or the job function being observed.

A.1 Instructional Competence (Not all items listed below will apply to all librarian job descriptions)	Consistently Evident	Partially Evident	Not Evident	N/A
Faculty:				
1. Demonstrates competence in teaching information literacy skills				
2. Collaborates with teaching faculty to provide appropriate and effective instruction				
3. Presents information that is current and up-to-date				
4. Presents information in a way that permits hands-on experiences				
5. Presentation of material has logical flow				
6. Demonstrates competence and sound professional judgment in assisting library users to locate information				
7. Instruction room is prepared and ready for student use				
8. Provides adequate attention and feedback to each student				
Comments required: provide specific examples to support your ratings:				

A.2 Learning Objectives	Consistently Evident	Partially Evident	Not Evident	N/A
Faculty:				
1. Clearly identifies learning objectives either orally or visually				
2. Learning objectives are presented early enough in the class period to guide student learning				
3. Learning objectives are consistent with the request from teaching faculty				
4. Allows sufficient time to meet the learning objectives				
Comments required: provide specific examples to support your ratings:				

A.3 Engagement	Consistently Evident	Partially Evident	Not Evident	N/A
Faculty:				
1. Encourages students to participate				
2. Encourages students to ask questions and express their opinions				
3. Accurately answers student questions				
4. Words questions to foster critical thinking by students				
Comments required: provide specific examples to support your ratings:				

A.4. Explanations	Consistently Evident	Partially Evident	Not Evident	N/A
Explanations of subject matter:				
1. Are aligned or correspond with learning objectives				
2. Explanations are logical and understandable				
3. Include appropriate examples and illustrations				
4. Include information that is current				
5. Are related to real life examples/experiences				
Comments required: provide specific examples to support your ratings:				

A.5. Assessment of Student Learning	Consistently Evident	Partially Evident	Not Evident	N/A
Faculty:				
1. Reviews learning activities to reinforce the learning objectives				
2. Provides opportunity for students to give feedback about what was learned				
3. Asks students questions to check for understanding of material covered				
Comments required: provide specific examples to support your ratings:				

A.6. Media and Materials	Consistently Evident	Partially Evident	Not Evident	N/A
1. Research guides or handouts are neat, legible, and ready to use in class				
2. Research guides or handouts are related to the learning objectives				
Comments required: provide specific examples to support your ratings:				

A.7. Communication	Consistently Evident	Partially Evident	Not Evident	N/A
Faculty:				
1. Speaks distinctly with sufficient volume and appropriate speed				
2. Uses vocabulary appropriate to content and class level				
3. Demonstrates appropriate non-verbal communication				
4. Manages class time effectively				
5. Asks questions of students which are clear and understandable				
Comments required: provide specific examples to support your ratings:				

POST-CLASSROOM OBSERVATION CONFERENCE

Observer's Comments:
Faculty Member's Response to Observation Feedback (recommended):
Date of Post-Observation Conference:

REFERENCE OBSERVATION

A.1 Instructional Competence (Not all items listed below will apply to all librarian job descriptions)	Consistently Evident	Partially Evident	Not Evident	N/A
Faculty:				
1. Demonstrates competence in teaching information literacy skills				
2. Collaborates with teaching faculty to provide appropriate and effective instruction				
3. Presents information that is current and up-to-date				
4. Presents information in a way that permits hands-on experiences				
5. Presentation of material has logical flow				
6. Demonstrates competence and sound professional judgment in assisting library users to locate information				
7. Instruction room is prepared and ready for student use				
8. Provides adequate attention and feedback to each student				
Comments required: provide specific examples to support your ratings:				

Date and Time:
Reference Desk Location:
Length of Observation:

B. Instructional Competence (Not all items listed below will apply to all librarian job descriptions)	Consistently Evident	Partially Evident	Not Evident	N/A
Faculty:				
1. Is poised and ready to engage approaching patrons				
2. Faces patrons when speaking and listening				
3. Signals an understanding of patrons' needs through verbal or non-verbal confirmation				
4. Communicates in a receptive, cordial, and encouraging manner				
5. Allows patrons to state fully their information need in their own words				
6. Identifies the goals or objectives of the user's research, when appropriate				
7. Uses open-ended questioning techniques to encourage patrons to expand on the request or present additional information				
8. Uses closed and/or clarifying questions to refine the search query				
9. Maintains objectivity and does not interject value judgments about subject matter or the nature of the question in the transaction				
10. Constructs a competent and complete search strategy				
11. Explains the search strategy and sequence to the patrons, as well as the sources to be used				
12. Explains how to use sources when appropriate				
13. Works with patrons to narrow and broaden the topic when too little or too much information is identified				
14. Recognizes when to refer patrons to a more appropriate guide, database, library, librarian, or other resource				
15. Asks patrons if their questions have been completely answered				
16. Encourages patrons to return if they have further questions				
17. Makes patrons aware of other appropriate reference services (e-mail, IM chat, etc)				

18. Shows sensitivity to multi-cultural differences and diversity, gender differences, age, and sexual orientation				
Comments required: provide specific examples to support your ratings:				

POST-CLASSROOM OBSERVATION CONFERENCE

Observer's Comments:
Faculty Member's Response to Observation Feedback (recommended):
Date of Post-Observation Conference:

WORKPLACE OBSERVATION PRE-CONFERENCE

The Librarian Faculty Member should write in the space provided the Specific Task(s), Steps Needed, and Time
Specific Librarian Task(s) Being Observed:
Steps Needed to Complete Task(s):
Agreed upon Time for Length of Observation:

C. Workplace (Not all items listed below will apply to all librarian job descriptions)	Consistently Evident	Partially Evident	Not Evident	N/A
Faculty:				
1. Demonstrates competence and evidence of developing professional excellence in primary area(s) of responsibility				
2. Maintains effective communication with students, faculty, staff and other members of the community of library users				
3. Enhances his/her knowledge of the academic library profession				
4. Shares skills, knowledge, and best practices with professional colleagues				
5. Uses and promotes the appropriate use of technology				
6. Explains the function of library acquisitions, bibliographic control, and library automation				
7. Demonstrates professional judgement and competence in selecting or weeding library materials				
8. Demonstrates ability to identify appropriate resources available in a given subject area				
9. Exhibits effective organizational skills				
10. Demonstrates competence and sound professional judgement in assisting library users to locate information				
11. Explains the search strategy and sequence to the patrons, as well as the sources to be used				
12. Explains how to use sources when appropriate				
13. Works with patrons to narrow and broaden the topic when too little or too much information is identified				
14. Recognizes when to refer patrons to a more appropriate guide, database, library, librarian, or other resource				
15. Asks patrons if their questions have been completely answered				
16. Encourages the patron to return if they have further questions				
17. Make patrons aware of other appropriate reference services (e-mail, IM chat, etc)				
18. Shows sensitivity to multi-cultural differences and diversity, gender differences, age, and sexual orientation				
Comments required: provide specific examples to support your ratings:				

Approved 4/6/2015; Revised 5/1/2018
Original: Personnel File
Copy: Faculty Member
Copy: Supervising Administrator

D. Job Management (Not all items listed below will apply to all librarian job descriptions)	Consistently Evident	Partially Evident	Not Evident	N/A
Faculty:				
1. Demonstrates competence in establishing and maintaining procedures for the effective and efficient management of: Acquisition of library resources.				
2. Demonstrates competence in establishing and maintaining procedures for the effective and efficient management of: Cataloging of library materials.				
3. Demonstrates competence in establishing and maintaining procedures for the effective and efficient management of: Interlibrary loan.				
4. Demonstrates competence in establishing and maintaining procedures for the effective and efficient management of: Archives.				
5. Demonstrates competence in establishing and maintaining procedures for the effective and efficient management of: Database resources.				
6. Demonstrates competence in establishing and maintaining procedures for the effective and efficient management of: Library web resources.				
7. Demonstrates competence in establishing and maintaining procedures for the effective and efficient management of: Integration of library instruction into online courses.				
8. Demonstrates competence in establishing and maintaining procedures for the efficient management of: Integrated Library System.				
9. Demonstrates competence in establishing and maintaining procedure for the effective and efficient management of: Support of accreditation process for college departments.				
10. Demonstrates competence in participation in library routines.				
Comments required: provide specific examples to support your ratings:				

Approved 4/6/2015; Revised 5/1/2018
Original: Personnel File
Copy: Faculty Member
Copy: Supervising Administrator

ONLINE OBSERVATION FORM
(Teaching Faculty: Full-time Tenured, Non-tenured, Unit Adjunct I and II)

Faculty Member:	Date of Observation:
Observer:	Observer's Position:
Course & Section #:	Modality: Online Hybrid

Online Review Guidelines:

- The module to be observed, and the timeframe for observation, will be decided by mutual agreement between faculty and evaluator.
- Observation should be for one module only.
- The faculty will ask the D2L administrator to provide access for the evaluator to the course to be observed, and also provide the D2L administrator with the agreed upon dates of access to the module.
- Observer should spend at least one hour reviewing the materials necessary to complete the online visitation form. As an option, observer and faculty may go through the form together.
- Pre/post conferences will be scheduled at a mutually agreed upon time.

PRE-ONLINE OBSERVATION CONFERENCE

The Faculty Member should write in the space provided the "Teaching Methods" and "Media and/or Materials" for the module to be observed and attach the Learning Objectives. The faculty member should also provide a copy of the syllabus and lesson plan to the observer(s) in advance.
Teaching Methods:
Media and/or Materials:
Learning Objectives:
How will you integrate differing viewpoints, diverse perspectives, etc into the module being observed?
What feedback are you seeking from the observer?
Date of Pre-Conference:

ONLINE OBSERVATION

Not applicable (N/A) should only be used if the statement is not pertinent to the class being observed, or the job function being observed.

I. Media and Materials	Consistently Evident	Partially Evident	Not Evident	N/A
Supplementary materials (printed, audio, video, etc) are:				
1. Neat, legible, audible/visible and ready to use in class				
2. Related to the learning objectives				
3. Used to complement (rather than supplant) other parts of the learning process				
4. Used to stimulate student learning of the course content				
Comments required: provide specific examples to support your ratings:				

II. Learning Objectives	Consistently Evident	Partially Evident	Not Evident	N/A
Faculty:				
1. Presents and explicitly state learning objectives within observed module				
2. Prepares a module where learning objectives are consistent with the course outcomes as stated in the syllabus				
3. Allow sufficient time to meet the learning objectives				
4. Clearly illustrates relevancy of the learning for students				
5. Sequences and structure content in a manner that enables learners to achieve the learning objectives				
6. State learning objectives in terms of measureable student outcomes				
Comments required: provide specific examples to support your ratings:				

III. Explanations	Consistently Evident	Partially Evident	Not Evident	N/A
Explanations of subject matter:				
1. Are aligned or correspond with learning objectives				
2. Are presented at appropriate depth				
3. Are logical and understandable				
4. Include appropriate examples and illustrations				
5. Include information that is current				
6. Are related to real life examples/experiences				
7. Are presented in a logical sequence				
8. Emphasize important points of material				
Comments required: provide specific examples to support your ratings:				

IV. Engagement	Consistently Evident	Partially Evident	Not Evident	N/A
Faculty:				
1. Words questions to foster critical thinking				
2. Encourages students to express their ideas and ask questions				
3. Engages students in purposeful learning activities				
Comments required: provide specific examples to support your ratings:				

V. Communication	Consistently Evident	Partially Evident	Not Evident	N/A
If faculty is not using D2L tools to address the statements below, the faculty member should provide examples of communication using other means:				
Faculty:				
1. Uses vocabulary appropriate to content and class level				
2. Provides a policy for responding to student inquiries in syllabus				
3. Keeps students informed of updates to the observed module				
4. Provides a clear concise list of activities that will be completed within the observed module				
5. Provides a calendar of due dates and other events				
6. Provides a code of conduct which includes etiquette standards and academic integrity policy				
7. Asks questions of students which are clear and understandable				
Comments required: provide specific examples to support your ratings:				

VI. Support for Learners	Consistently Evident	Partially Evident	Not Evident	N/A
Faculty:				
1. Prepares and uses subject-matter appropriate learning techniques that meet multiple/varied learning needs				
2. Uses teaching and learning methods that elicit responses from students				
3. Allots sufficient time for completion of the work required within the observed module				
4. Maintains a learning climate respectful of differences in people				
Comments required: provide specific examples to support your ratings:				

VII. Assessment of Student Learning	Consistently Evident	Partially Evident	Not Evident	N/A
Faculty:				
1. Provides reviews and/or assessment activities to reinforce the learning objectives				
2. Incorporates learning activities and other opportunities to foster student-student communication and collaboration				

3. Incorporates learning activities and other opportunities to foster student-content interaction				
4. Asks students questions to check for understanding of material covered				
Comments required: provide specific examples to support your ratings:				

POST-ONLINE OBSERVATION CONFERENCE

Observer's Summary of Strengths:
Observer's Summary of Areas of Improvement:
Observer's Additional Comments:
Faculty Member's Response to Observation Feedback (recommended):
Date of Post-Conference:

SIGNATURES

Observer's Signature:	Date:
Faculty Member's Signature:	Date:

Approved: 04/6/2015; Revised 5/1/2018
Original: Personnel File
Copy: Faculty Member
Copy: Supervising Administrator

LIBRARIAN ONLINE OBSERVATION FORM
(Librarian Faculty: Full-time Tenured, Non-tenured, Unit Adjunct I and II)

Librarian Faculty Member:	**Date of Observation:**
Observer:	**Observer's Position:**
Course Title & Section #:	**Modality: Online Hybrid**

Online Review Guidelines:

- The course to be visited, and the timeframe for observation, will be decided by mutual agreement between librarian, faculty and observer.
- The teaching faculty will ask the D2L administrator to provide access for the observer to the course to be observed, and also provide the D2L administrator with the agreed upon dates of access to the module.
- Observer should spend at least one hour reviewing the materials necessary to complete the online observation form. As an option, observer and librarian may go through the form together.
- Pre/post conferences will be scheduled at a mutually agreed upon time.

PRE-ONLINE OBSERVATION CONFERENCE

The Librarian Faculty Member should write in the space provided the "Teaching Methods" and "Media and/or Materials" for the module to be observed and attach the Learning Objectives. The faculty member should also provide a copy of the syllabus and lesson plan to the evaluators(s) in advance.
Teaching Methods:
Media and/or Materials:
Learning Objectives and Syllabus:
What feedback are you seeking from the observer?
Date of Pre-Conference:

Note: All elements may not be included as some items may be limited by the primary faculty member teaching the class.

ONLINE OBSERVATION

Not applicable (N/A) should only be used if the statement is not pertinent to the class being observed, or the job function being observed.

I. Instruction Observation	Consistently Evident	Partially Evident	Not Evident	N/A
Faculty:				
1. Demonstrates competence in teaching information literacy skills				
2. Collaborates with teaching faculty to provide appropriate and effective instruction				
3. Presents information that is current and up-to-date				
4. Used to stimulate student learning of the course content				
5. Demonstrates competence and sound professional judgment in assisting library users to locate information				
Comments required: provide specific examples to support your ratings:				

II. Media and Materials	Consistently Evident	Partially Evident	Not Evident	N/A
Supplementary materials (printed, audio, video, etc) are:				
1. Neat, legible, audible/visible and ready to use in class				
2. Related to the learning objectives				
3. Used to complement other parts of the learning process				
Comments required: provide specific examples to support your ratings:				

III. Learning Objectives	Consistently Evident	Partially Evident	Not Evident	N/A
Faculty:				
1. Present and explicitly state learning objectives within the observed module				
2. Presents learning objectives early enough in the class period to guide student learning				
3. Align learning objective with those of the teaching faculty				
Comments required: provide specific examples to support your ratings:				

IV. Explanations	Consistently Evident	Partially Evident	Not Evident	N/A
Explanations of subject matter:				
1. Are aligned or correspond with learning objectives				
2. Are presented at appropriate depth				
3. Are logical and understandable				
4. Include appropriate examples and illustrations				
5. Include information that is current and up-to-date				
Comments required: provide specific examples to support your ratings:				

V. Engagement	Consistently Evident	Partially Evident	Not Evident	N/A
Faculty:				
1. Words questions to foster critical thinking				
2. Encourages students to express their ideas and ask questions				
3. Accurately answers student questions				
Comments required: provide specific examples to support your ratings:				

VI. Communication	Consistently Evident	Partially Evident	Not Evident	N/A
If faculty is not using D2L tools to address the statements below, the faculty member should provide examples of communication using other means:				
Faculty:				
1. Uses vocabulary appropriate to content and class level				
2. Demonstrates understanding of online etiquette				
3. Demonstrate written English language proficiency				
4. Welcomes differences in viewpoints				
Comments required: provide specific examples to support your ratings:				

VII. Assessment of Student Learning	Consistently Evident	Partially Evident	Not Evident	N/A
Faculty:				
1. Provides opportunity for students to ask questions and give feedback about what was learned				
Comments required: provide specific examples to support your ratings:				

POST-ONLINE OBSERVATION CONFERENCE

Observer's Summary of Strengths:	
Observer's Summary of Areas of Improvement:	
Observer's Additional Comments:	
Faculty Member's Reaction to Evaluation:	
Date of Post-Conference:	

SIGNATURES

Observer's Signature:	**Date:**	
Faculty Member's Signature:	**Date:**	

Approved: 04/06/2015; Revised 05/01/2018
Original: Personnel File
Copy: Faculty Member
Copy: Supervising Administrator

Student Evaluation of Instruction

Instructor Name: _____

Instructor Code	Class Code

Date: ☐☐ / ☐☐ / ☐☐☐☐

Term: ☐ **Fall**   ☐ **Spring**   ☐ **Summer**

Example
ACC 100-001
Prefix/Number/Section

Course Information

Prefix   Number   Section

The basic purpose of this student evaluation questionnaire is to help the instructor identify areas of strength as well as potential areas for professional growth and development. This questionnaire will be part of the instructor's yearly Self-Assessment and Triennial Evaluation.

I. Mark the space below which best describes the reason you took this course.

☐ **Requirement for your degree/certificate**

☐ **Elective for your degree/certificate**

☐ **Requirement for your degree/certificate but outside your major area of study (for example, a history major taking ENG 101)**

☐ **Personal interest**

☐ **Other:** _____

II. Short Answer Questions - Please write your answer on this sheet.

A. What was most valuable about this course? _____

_____

B. How could this course be improved? _____

_____

C. Would you recommend this course to another student?

☐ Yes   ☐ No   ☐ No other choice available to students

Why? (list reasons) _____

_____

D. Would you recommend this instructor to another student?

☐ Yes   ☐ No   ☐ No other choice available to students

Why? (list reasons) _____

_____

■   5546174820372 ■

III. Answer the following questions by putting a check in the appropriate box which most accurately indicates your response. If any of the following items do not apply to your instructor or class, use the Not Applicable/Do Not Understand column.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable/Do Not Understand
1. Instructor presentations were well planned and organized.	☐	☐	☐	☐	☐
2. The instructor clearly defined the objectives of this course.	☐	☐	☐	☐	☐
3. The instructor clearly defined his/her expectations of me in this course.	☐	☐	☐	☐	☐
4. The instructor had a positive attitude about the subject matter of this course.	☐	☐	☐	☐	☐
5. The instructor communicated clearly.	☐	☐	☐	☐	☐
6. The instructor encouraged students to express their ideas and opinions.	☐	☐	☐	☐	☐
7. The instructor treated students with courtesy and respect.	☐	☐	☐	☐	☐
8. The examinations reflected the emphasis of this course.	☐	☐	☐	☐	☐
9. The assigned homework, papers or projects helped me learn the subject.	☐	☐	☐	☐	☐
10. The grading methods in this course were fair and impartial.	☐	☐	☐	☐	☐
11. The instructor returned examinations and/or assignments within a reasonable time.	☐	☐	☐	☐	☐
12. If you tried to contact the instructor, the instructor was generally accessible to give assistance.	☐	☐	☐	☐	☐
13. The overall quality of teaching in this course was excellent.	☐	☐	☐	☐	☐
14. What grade do you expect to receive in this class? (Check appropriate box.)	☐	☐	☐	☐	☐
	A	B	C	D	F

IV. Additional information: Your instructor may have additional items to be included in this survey.

8546162833275

Student Evaluation of Instruction
for Performing Arts Ensembles & Productions

Instructor Name: _____

Instructor Code	Class Code

Date: ☐☐ / ☐☐ / ☐☐☐☐

Term: ☐ **Fall**   ☐ **Spring**   ☐ **Summer**

Example	Course Information
ACC 100-001	
Prefix/Number/Section	Prefix Number Section

The basic purpose of this student evaluation questionnaire is to help the instructor identify areas of strength as well as potential areas for professional growth and development. This questionnaire will be part of the instructor's yearly Self-Assessment and Triennial Evaluation.

I. Mark the space below which best describes the reason you took this course.

☐ Requirement for your degree/certificate   ☐ Elective for your degree/certificate

☐ Requirement for your degree/certificate but outside your major area of study (for example, a history major taking ENG 101)   ☐ Personal interest

☐ Other: _____

II. Short Answer Questions - Please write your answer on this sheet.

A. What was most valuable about this course? _____

_____

B. How could this course be improved? _____

_____

C. Would you recommend this course to another student?

☐ Yes   ☐ No   ☐ No other choice available to students

Why? (list reasons) _____

_____

D. Would you recommend this instructor to another student?

☐ Yes   ☐ No   ☐ No other choice available to students

Why? (list reasons) _____

_____

4546174899928

III. Answer the following questions by putting a check in the appropriate box which most accurately indicates your response. If any of the following items do not apply to your instructor or class, use the Not Applicable/Do Not Understand column.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable/Do Not Understand
1. The instructor managed rehearsal time well.	☐	☐	☐	☐	☐
2. The instructor clearly defined the objectives of this course.	☐	☐	☐	☐	☐
3. The instructor clearly defined his/her expectations of me in this course.	☐	☐	☐	☐	☐
4. The instructor had a positive attitude about the subject matter of this course.	☐	☐	☐	☐	☐
5. The instructor communicated clearly.	☐	☐	☐	☐	☐
6. The instructor encouraged students to express their ideas and opinions throughout a collaborative rehearsal process.	☐	☐	☐	☐	☐
7. The instructor treated students with courtesy and respect.	☐	☐	☐	☐	☐
8. Evaluation of student work reflected the course emphasis on creativity, professional standards and behavior.	☐	☐	☐	☐	☐
9. The rehearsal process and assigned homework helped me grow as an artist.	☐	☐	☐	☐	☐
10. The grading methods in this course were fair and impartial.	☐	☐	☐	☐	☐
11. The instructor provided timely feedback on my assignments/performance.	☐	☐	☐	☐	☐
12. If you tried to contact the instructor, the instructor was generally accessible to give assistance.	☐	☐	☐	☐	☐
13. The overall quality of teaching in this course was excellent.	☐	☐	☐	☐	☐
14. What grade do you expect to receive in this class? (Check appropriate box.)	☐ A	☐ B	☐ C	☐ D	☐ F

IV. Additional information: Your instructor may have additional items to be included in this survey.

■   4546162833880 ■

Elgin Community College Student Evaluation of Instruction \ Beginning ESL

Instructor Name: _____

Instructor Code	Class Code
□□□□□□	□□□□□□

Date: □□ / □□ / □□□□

Term: ☐ Fall ☐ Spring ☐ Summer

Example	Course Information		
ACC 100-001	□□□	□□□	□□□
Prefix/Number/Section	Prefix	Number	Section

The basic purpose of this student evaluation questionnaire is to help the instructor identify areas of strength as well as potential areas for professional growth and development. This questionnaire will be part of the instructor's yearly Self-Assessment and Triennial Evaluation.

I. Short Answer Questions - Please write your answer on this sheet.

A. What did you like about this class? _____

_____

B. How can this class be better? _____

_____

C. Would you recommend this class to other students?

☐ Yes ☐ No

_____

_____

D. Would you recommend this teacher to other students?

☐ Yes ☐ No

_____

_____

Beginning ESL Form

II. Fill in the space with your answer.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Do Not Understand/ Not Applicable
	☺	☺	☹	☹	?
1. The teacher is prepared for class.	☐	☐	☐	☐	☐
2. The teacher explains things and answers questions clearly with good examples.	☐	☐	☐	☐	☐
3. The teacher tells the students their progress.	☐	☐	☐	☐	☐
4. The teacher is happy to teach.	☐	☐	☐	☐	☐
5. The teacher speaks clearly.	☐	☐	☐	☐	☐
6. The teacher makes all the students participate.	☐	☐	☐	☐	☐
7. The teacher is polite and respectful.	☐	☐	☐	☐	☐
8. The teacher's tests are about the lessons the students learn in class.	☐	☐	☐	☐	☐
9. The homework and activities help the students learn.	☐	☐	☐	☐	☐
10. The teacher helps all the students.	☐	☐	☐	☐	☐
11. The teacher returns homework and tests in a short time.	☐	☐	☐	☐	☐
12. The teacher told the students office hours.	☐	☐	☐	☐	☐
13. The teacher makes the class interesting.	☐	☐	☐	☐	☐
14. I think I will move up to the next class.	☐	☐	☐	☐	☐

Comments: _____

_____

Beginning ESL Form

ANNUAL SELF-ASSESSMENT REPORT
(Teaching Faculty: Non-tenured, Full-time Tenured and Unit Adjunct II)

Name of Faculty Member:	Assigned Discipline:
Supervising Administrator:	Date Submitted:

To be completed by the Faculty Member and submitted to the Supervising Administrator by the date required in the Evaluation Calendar for the academic year. Administrative feedback serves as recommendations only, not required changes.

YEAR ONE – PROFESSIONAL REFLECTION OF JOB PERFORMANCE (1st year of 3 year process)

This section is completed by the Faculty Member and submitted to the Supervising Administrator by the date required in the Evaluation Calendar. Summarize any changes or improvements in your job functions you have made over the past year.

1. Reflect on the value or success of those changes or improvements.
2. Summarize any challenges you are encountering in your work and what support would be of assistance.
3. Describe ways in the last year you have participated in department/institutional routines, e.g. serving on committees, participating in program review, etc. Please address both "a" and "b" below. (optional for UAII)

   a. List committee work.

   b. Describe any additional ways in the last year you have participated in departmental/institutional routines, e.g. program review; attending college, divisional, or departmental routines; contributing to departmental routines.
4. Describe any professional development activities you have engaged in during the last year or that you plan to undertake over the coming year.
5. Describe changes you have made and intend to make as a result of student evaluations.
6. Describe improvements or changes you would like to make in your practices over the next year.

SIGNATURES

Faculty Member's Signature:	Date:
Supervisor Feedback:	Date:
Supervising Administrator's certification of receipt of the Faculty Member's Self-Assessment Report and proposed Professional Growth Plan	Date:
Faculty Member's Response (optional)	Date:

YEAR TWO – PROGRESS REPORT (2nd year of 3 year process)

This section is completed by the Faculty Member and submitted to the Supervising Administrator by the date required in the Evaluation Calendar. Summarize any changes or improvements in your job functions you have made over the past year.

1. Describe any professional development activities you have engaged in during the last year or that you plan to undertake over the coming year.
2. Describe changes you have made and intend to make as a result of student evaluations.
3. Describe ways in the last year you have participated in department/institutional routines, e.g. serving on committees, participating in program review, etc. Please address both "a" and "b" below. (optional for UAII)

   a. List committee work.

   b. Describe any additional ways in the last year you have participated in departmental/institutional routines, e.g. program review; attending college, divisional, or departmental routines; contributing to departmental routines.
4. Reflect on progress of improvements and/or changes in job practices made in Year One (#6). This may include changes to those plans or revising original goals.

SIGNATURES

Faculty Member's Signature:	Date:
Supervisor Feedback:	Date:
Supervising Administrator's certification of receipt of the Faculty Member's Self-Assessment Report and proposed Professional Growth Plan	Date:
Faculty Member's Response (optional)	Date:

YEAR THREE – TRIENNIAL YEAR SUMMARY (3rd year of 3 year process)

This section is completed by the Faculty Member and submitted to the Supervising Administrator by the date required in the Evaluation Calendar. Summarize any changes or improvements in your job functions you have made over the past year.

1. Describe ways in the last year you have participated in department/institutional routines, e.g. serving on committees, participating in program review, etc. Please address both "a" and "b" below. (optional for UAII)

    a. List committee work.

    b. Describe any additional ways in the last year you have participated in departmental/institutional routines, e.g. program review; attending college, divisional, or departmental routines; contributing to departmental routines.

2. Describe any professional development activities you have engaged in during the last year or that you plan to undertake over the coming year.

3. Describe changes you have made and intend to make as a result of student evaluations.

4. Describe improvements or changes you would like to make in your practices over the next year.

SIGNATURES

Faculty Member's Signature:	Date:
Supervisor Feedback:	Date:
Supervising Administrator's certification of receipt of the Faculty Member's Self-Assessment Report and proposed Professional Growth Plan	Date:
Faculty Member's Response (optional)	Date:

Original: Personnel File
Copy: Faculty Member
Copy: Supervising Administrator

ANNUAL SELF-ASSESSMENT REPORT
(Unit Adjunct Teaching Faculty I)

Name of Faculty Member:	Assigned Discipline:
Supervising Administrator:	Date Submitted:

To be completed by the Faculty Member and submitted to the Supervising Administrator by the date required in the Evaluation Calendar for the academic year. Administrative feedback serves as recommendations only, not required changes.

YEAR ONE – PROFESSIONAL REFLECTION OF JOB PERFORMANCE (1st year of 3 year process)
(Completed by all UAI faculty)

This section is completed by the Faculty Member and submitted to the Supervising Administrator by the date required in the Evaluation Calendar. Summarize any changes or improvements in your job functions you have made over the past year.

1. Reflect on the value or success of those changes or improvements.
2. Summarize any challenges you are encountering in your work and what support would be of assistance.
3. Describe ways in the last year you have participated in department/institutional routines, e.g. serving on committees, participating in program review, etc. Please address both "a" and "b" below. (optional for UAI)
   a. List committee work.
   b. Describe any additional ways in the last year you have participated in departmental/institutional routines, e.g. program review; attending college, divisional, or departmental routines; contributing to departmental routines.
4. Describe any professional development activities you have engaged in during the last year or that you plan to undertake over the coming year.
5. Describe changes you have made and intend to make as a result of student evaluations.
6. Describe improvements or changes you would like to make in your practices over the next year.

SIGNATURES

Faculty Member's Signature:	Date:
Supervisor Feedback:	Date:
Supervising Administrator's certification of receipt of the Faculty Member's Self-Assessment Report and proposed Professional Growth Plan	Date:
Faculty Member's Response (optional)	Date:

YEAR TWO – PROGRESS REPORT (2nd year of 3 year process)
(Completed by UAI who have taught six (6) semesters or more)

This section is completed by the Faculty Member and submitted to the Supervising Administrator by the date required in the Evaluation Calendar. Summarize any changes or improvements in your job functions you have made over the past year.

1. Reflect on the value or success of those changes or improvements.
2. Describe ways in the last year you have participated in department/institutional routines, e.g. serving on committees, participating in program review, etc. Please address both "a" and "b" below. (optional for UAI)
   a. List committee work.
   b. Describe any additional ways in the last year you have participated in departmental/institutional routines, e.g. program review; attending college, divisional, or departmental routines; contributing to departmental routines.
3. Describe any professional development activities you have engaged in during the last year or that you plan to undertake over the coming year.
4. Describe changes you have made and intend to make as a result of student evaluations.

5. Describe improvements and/or changes you would like to make in your practices over the next year.
SIGNATURES

Faculty Member's Signature:	Date:
Supervisor Feedback:	Date:
Supervising Administrator's certification of receipt of the Faculty Member's Self-Assessment Report and proposed Professional Growth Plan	Date:
Faculty Member's Response (optional)	Date:

Original: Personnel File
Copy: Faculty Member
Copy: Supervising Administrator

ANNUAL SELF-ASSESSMENT REPORT
(Librarian Faculty: Non-tenured, Full-time Tenured and Unit Adjunct II)

Name of Librarian Faculty Member:	
Supervising Administrator:	Date Submitted:

To be completed by the Faculty Member and submitted to the Supervising Administrator by the date required in the Evaluation Calendar for the academic year. Administrative feedback serves as recommendations only, not required changes.

YEAR ONE – PROFESSIONAL REFLECTION OF JOB PERFORMANCE (1st year of 3 year process)

This section is completed by the Librarian Faculty Member and submitted to the Supervising Administrator by the date required in the Evaluation Calendar. Summarize any changes or improvements in your job functions you have made over the past year.

1. Reflect on the value or success of those changes or improvements.
2. Summarize any challenges you are encountering in your work and what support would be of assistance.
3. Describe ways in the last year you have participated in department/institutional routines, e.g. serving on committees, participating in program review, etc. Please address both "a" and "b" below. (optional for UAII)

    a. List committee work.

    b. Describe any additional ways in the last year you have participated in departmental/institutional routines, e.g. program review; attending college, divisional, or departmental routines; contributing to departmental routines.
4. Describe any professional development activities you have engaged in during the last year or that you plan to undertake over the coming year.
5. Describe improvements or changes you would like to make in your practices over the next year.

SIGNATURES

Librarian Faculty Member's Signature:	Date:
Supervisor Feedback:	Date:
Supervising Administrator's certification of receipt of the Faculty Member's Self-Assessment Report and proposed Professional Growth Plan	Date:
Librarian Faculty Member's Response (optional)	Date:

YEAR TWO – PROGRESS REPORT (2nd year of 3 year process)

This section is completed by the Librarian Faculty Member and submitted to the Supervising Administrator by the date required in the Evaluation Calendar. Summarize any changes or improvements in your job functions you have made over the past year.

1. Describe any professional development activities you have engaged in during the last year or that you plan to undertake over the coming year.
2. Describe ways in the last year you have participated in department/institutional routines, e.g. serving on committees, participating in program review, etc. Please address both "a" and "b" below. (optional for UAII)

    a. List committee work.

    b. Describe any additional ways in the last year you have participated in departmental/institutional routines, e.g. program review; attending college, divisional, or departmental routines; contributing to departmental routines.
3. Reflect on progress of improvements and/or changes in job practices made in Year One (#6). This may include changes to those plans or revising original goals.

SIGNATURES

Librarian Faculty Member's Signature:	Date:	
Supervisor Feedback:	Date:	
Supervising Administrator's certification of receipt of the Faculty Member's Self-Assessment Report and proposed Professional Growth Plan	Date:	
Librarian Faculty Member's Response (optional)	Date:	

YEAR THREE – TRIENNIAL YEAR SUMMARY (3rd year of 3 year process)

This section is completed by the Faculty Member and submitted to the Supervising Administrator by the date required in the Evaluation Calendar. Summarize any changes or improvements in your job functions you have made over the past year.

1. Describe ways in the last year you have participated in department/institutional routines, e.g. serving on committees, participating in program review, etc. Please address both "a" and "b" below. (optional for UAII)

    a. List committee work.

    b. Describe any additional ways in the last year you have participated in departmental/institutional routines, e.g. program review; attending college, divisional, or departmental routines; contributing to departmental routines.

2. Describe any professional development activities you have engaged in during the last year or that you plan to undertake over the coming year.

3. Describe improvements or changes you would like to make in your practices over the next year.

SIGNATURES

Librarian Faculty Member's Signature:	Date:	
Supervisor Feedback:	Date:	
Supervising Administrator's certification of receipt of the Faculty Member's Self-Assessment Report and proposed Professional Growth Plan	Date:	
Librarian Faculty Member's Response (optional)	Date:	

Original: Personnel File
Copy: Faculty Member
Copy: Supervising Administrator

ANNUAL SELF-ASSESSMENT REPORT
(Librarian Faculty: Unit Adjunct)

Name of Librarian Faculty Member:		
Supervising Administrator:	Date Submitted:	

To be completed by the Faculty Member and submitted to the Supervising Administrator by the date required in the Evaluation Calendar for the academic year. Administrative feedback serves as recommendations only, not required changes.

YEAR ONE – PROFESSIONAL REFLECTION OF JOB PERFORMANCE (1st year of 2 year process)
(Completed by all UAI Librarian Faculty)

This section is completed by the Librarian Faculty Member and submitted to the Supervising Administrator by the date required in the Evaluation Calendar. Summarize any changes or improvements in your job functions you have made over the past year.

1. Reflect on the value or success of those changes or improvements.
2. Summarize any challenges you are encountering in your work and what support would be of assistance.
3. Describe ways in the last year you have participated in department/institutional routines, e.g. serving on committees, participating in program review, etc. Please address both "a" and "b" below. (optional for UAII)
   a. List committee work.
   b. Describe any additional ways in the last year you have participated in departmental/institutional routines, e.g. program review; attending college, divisional, or departmental routines; contributing to departmental routines.
4. Describe any professional development activities you have engaged in during the last year or that you plan to undertake over the coming year.
5. Describe improvements or changes you would like to make in your practices over the next year.

SIGNATURES

Librarian Faculty Member's Signature:	Date:
Supervisor Feedback:	Date:
Supervising Administrator's certification of receipt of the Faculty Member's Self-Assessment Report and proposed Professional Growth Plan	Date:
Librarian Faculty Member's Response (optional)	Date:

YEAR TWO – PROGRESS REPORT (2nd year of 2 year process)
(Completed by UAI who have taught six (6) semesters or more)

This section is completed by the Librarian Faculty Member and submitted to the Supervising Administrator by the date required in the Evaluation Calendar. Summarize any changes or improvements in your job functions you have made over the past year.

1. Reflect on the value or success of those changes or improvements.
2. Summarize any challenges you are encountering in your work and what support would be of assistance.
3. Describe ways in the last year you have participated in department/institutional routines, e.g. serving on committees, participating in program review, etc. (optional for UAI)
   a. List committee work.
   b. Describe any additional ways in the last year you have participated in departmental/institutional routines, e.g. program review; attending college, divisional, or departmental routines; contributing to departmental routines.
4. Describe any professional development activities you have engaged in during the last year or that you plan to undertake over the coming year.
5. Describe improvements and/or changes you would like to make in your practices over the next year.

SIGNATURES

Librarian Faculty Member's Signature:	Date:
Supervisor Feedback:	Date:
Supervising Administrator's certification of receipt of the Faculty Member's Self-Assessment Report and proposed Professional Growth Plan	Date:
Librarian Faculty Member's Response (optional)	Date:

Original: Personnel File
Copy: Faculty Member
Copy: Supervising Administrator

ANNUAL SUMMARY EVALUATION CONFERENCE REPORT
(Teaching Faculty: Non-tenured and Temporary Full Time)

Name of Faculty Member:	Assigned Discipline:
Supervising Administrator:	Date of Conference:

I. The following assessment of the non-tenured Faculty Member's performance is for the period of service between initial hiring or the previous evaluation conference. It must be prepared by the Supervising Administrator in writing before and shared with the evaluated Faculty Member during the Annual Summary Evaluation Conference.

    A. Classroom Observations and Associated Conferences
        Strengths:
        Suggested Improvements:
    B. Student Evaluation
        Strengths:
        Suggested Improvements:
    C. Annual Content Assessment
        Strengths:
        Suggested Improvements:
    D. Supervising Administrator's Comments on Faculty Member's Self-Assessment:
    E. Steps Required for Improvement:
    F. Committee Recommendation: Non-renewal   Renewal   Extension   Tenure
    G. Dean's Recommendation: Non-renewal   Renewal   Extension   Tenure
    H. Completion of Appointment: **Date:**   **Term:**

Supervising Administrator Signature:	Date:

NOTE: Refer to page 7, bullet #7 of the Faculty Evaluation Handbook for a listing of the approvals for summative recommendations. This form only includes those of the committee and supervising administrator/Dean.

II. Faculty Member's Response

I have reviewed the contents of this appraisal with my Supervising Administrator in a personal conference. My signature means that I have been advised of my performance and of any necessary steps to improve work performance. Signing this form does not necessarily imply that I agree with the appraisal or its contents.

Faculty Member's Signature:	Date:

TRIENNIAL SUMMARY EVALUATION CONFERENCE REPORT
(Teaching Faculty: Tenured, Unit Adjunct Teaching Faculty II)

Name of Faculty Member:	Assigned Discipline:
Supervising Administrator:	Date Submitted:

I. The following assessment of the Faculty Member's performance is for the period of service since the previous evaluation conference must be prepared by the Supervising Administrator in writing before and shared with the evaluated Faculty Member during the triennial summary evaluation conference.

   A. Classroom Observations and Associated Conferences
       Strengths:
       Area(s) Needing Development
   B. Supervising Administrator's Comments on Faculty Member's Self-Assessment:
   E. Steps Necessary to Improve Work Performance:

Supervising Administrator Signature:	Date:

II. Faculty Member's Response

I have reviewed the contents of this appraisal with my Supervising Administrator in a personal conference. My signature means that I have been advised of my performance and of any necessary steps to improve work performance. Signing this form does not necessarily imply that I agree with the appraisal or its contents.

Faculty Member's Signature:	Date:

TY/ssa-8/22/88; 12/14/95; revised 9/2/03; revised 5/2/12; 4/6/15; revised 5/1/18
Original: Personnel File
Copy: Supervising Administrator
Copy: Faculty Member

ANNUAL SUMMARY EVALUATION CONFERENCE REPORT
(Librarian Faculty: Non-tenured and Temporary Full Time)

To be completed by the Supervising Administrator with review, response and signature by the Faculty Member before going to the Vice President for Teaching, Learning and Student Development and the Human Resources Office.

Name of Librarian Faculty Member:	Assigned Position(s):
Supervising Administrator:	Date of Conference:

I. The following assessment of the non-tenured Librarian Faculty Member's performance is for the period of service between initial hiring or the previous evaluation conference. It must be prepared by the Supervising Administrator in writing before and shared with the evaluated Faculty Member during the Annual Summary Evaluation Conference.

    A. Annual Content Assessment
        Strengths:
        Suggested Improvements:
    B. Supervising Administrator's Comments on Faculty Member's Self-Assessment:
    C. Steps Required for Improvement:
    D. Committee Recommendation: Non-renewal   Renewal   Extension   Tenure
    E. Dean's Recommendation: Non-renewal   Renewal   Extension   Tenure
    F. Completion of Appointment: Date: Term:

Supervising Administrator Signature:	Date:

NOTE: Refer to page 7, bullet #7 of the Faculty Evaluation Handbook for a listing of the approvals for summative recommendations. This form only includes those of the committee and supervising administrator/Dean.

II. Librarian Faculty Member's Response

I have reviewed the contents of this appraisal with my Supervising Administrator in a personal conference. My signature means that I have been advised of my performance and of any necessary steps to improve work performance. Signing this form does not necessarily imply that I agree with the appraisal or its contents.

Faculty Member's Signature:	Date:

TRIENNIAL SUMMARY EVALUATION CONFERENCE REPORT
(Librarian Faculty: Tenured, Unit Adjunct Teaching Faculty)

Name of Librarian Faculty Member:	**Assigned Position(s):**
Supervising Administrator:	**Date Submitted:**

I. The following assessment of the Faculty Member's performance for the period of service since the previous evaluation conference must be prepared by the Supervising Administrator in writing before and shared with the evaluated Faculty Member during the triennial summary evaluation conference.

    A. Supervising Administrator's Comments on Faculty Member's Self-Assessment:

    B. Steps Necessary to Improve Work Performance:

Supervising Administrator Signature:	**Date:**

II. Librarian Faculty Member's Response

I have reviewed the contents of this appraisal with my Supervising Administrator in a personal conference. My signature means that I have been advised of my performance and of any necessary steps to improve work performance. Signing this form does not necessarily imply that I agree with the appraisal or its contents.

Faculty Member's Signature:	**Date:**

EVALUATION CHECKLIST
NONTENURED AND TEMPORARY FULL TIME TEACHING FACULTY

Name of Faculty Member:	Assigned Discipline:
Supervising Administrator:	Date of Packet Completion:

Originals of all required evaluation items are to be completed, signed, copied and filed as indicated on the forms. Originals to be placed in the personnel file should be attached to this worksheet and forwarded to the Vice President for Teaching, Learning and Student Development who will review and deliver the packet to the Human Resources Office. Exceptions to scheduled deadlines must be approved by the Vice President. Required documents to be completed during the appropriate evaluation period are listed below:

-

☐ Classroom Observation Forms for Each Semester

☐ Student Evaluations of Instruction--all sections each semester. (Do not attach forms. A checkmark certifies examination

☐ Annual Content Assessment Report

☐ Annual Self-Assessment Report

☐ Annual Summary Evaluation Conference Report with Recommendation:
         ☐ Non-renewal
         ☐ Renewal
         ☐ Extension
         ☐ Tenure

☐ Completion of Appointment   Date: Term:

	Date
Signature of Supervising Administrator:	
Signature of the V.P. for Teaching Learning and Student Development:	Date:

Date Received in Human Resources:

Revised 4/6/2015

Original: Personnel File
Copy: Supervising Administrator

EVALUATION CHECKLIST
TENURED Full-time and Unit Adjunct II TEACHING FACULTY SCHEDULED
FOR TRIENNIAL EVALUATION

Name of Faculty Member:	Assigned Discipline:
Supervising Administrator:	Date of Packet Completion:

Originals of all required evaluation items are to be completed, signed, copied and filed as indicated on the forms. Originals to be placed in the personnel file should be attached to this worksheet and forwarded to the Vice President for Teaching, Learning and Student Development who will review and deliver the packet to the Human Resources Office. Exceptions to scheduled deadlines must be approved by the Vice President. Required documents to be completed during the appropriate evaluation period include the following:

☐   Classroom Observation Form

☐   Annual Self-Assessment Report

☐   Triennial Summary Evaluation Conference Report

Signature of the Supervising Administrator:	Date:

Signature of the V.P. for Teaching, Learning and Student Development:	Date:

Date Received in Human Resources:

TY/SSA - 8/22/89, 8/11/94, 12/15/95, 3/4/96; Format only revised 9/2/03; revised 11/11/03; revised 5/2/12; reviewed 4/6/2015

Original: Personnel File
Copy: Supervising Administrator

EVALUATION CHECKLIST
UNIT ADJUNCT TEACHING FACULTY I SCHEDULED FOR
EVALUATION

Faculty who have taught 6 or more semesters – every two years Faculty who have taught
for 5 semesters or less - every year

Name of Faculty Member:	Assigned Discipline:
Signature of Supervising Administrator:	Date of Packet Completion:

Originals of all required evaluation items are to be completed, signed, copied and filed as indicated on the forms. Originals to be placed in the personnel file should be attached to this worksheet and forwarded to the Vice President for Teaching, Learning and Student Development who will review and deliver the packet to the Human Resources Office. Exceptions to scheduled deadlines must be approved by the Vice President. Required documents to be completed during the appropriate evaluation period include the following:

☐ Preconference - Date:

☐ Classroom Observation Form

☐ Postconference – Date:

Signature of the V.P. for Teaching, Learning and Student Development:	Date:

Date Received in Human Resources:

TY/SSA - 8/22/89, 8/11/94, 12/15/95, 3/4/96; Format only revised 9/2/03; revised 11/11/03; reviewed 4/6/2015

Original: Personnel File
Copy: Supervising Administrator

EVALUATION CHECKLIST NON UNIT TEACHING FACULTY

Name of Faculty Member:	Assigned Discipline:
Signature of Supervising Administrator:	Date of Packet Completion:

Originals of all required evaluation items are to be completed, signed, copied and filed as indicated on the forms. Originals to be placed in the personnel file should be attached to this worksheet and forwarded to the Vice President for Teaching, Learning and Student Development who will review and deliver the packet to the Human Resources Office. Exceptions to scheduled deadlines must be approved by the Vice President. Required documents to be completed during the appropriate evaluation period include the following:

☐   Classroom Observation Form

Signature of the V.P. for Teaching, Learning and Student Development:	Date:

Date Received in Human Resources:

TY/SSA - 8/22/89, 8/11/94, 12/15/95, 3/4/96; Format only revised 9/2/03; revised 11/11/03; reviewed 4/6/2015

Original: Personnel File
Copy: Supervising Administrator

EVALUATION CHECKLIST
TENURED Full-time and Unit Adjunct TEACHING FACULTY NOT
SCHEDULED FOR TRIENNIAL EVALUATION

Name of Faculty Member:	Assigned Discipline:
Supervising Administrator:	Date of Packet Completion:

Originals of all required evaluation items are to be completed, signed, copied and filed as indicated on the forms. Originals to be placed in the personnel file should be attached to this worksheet and forwarded to the Vice President for Teaching, Learning and Student Development who will review and deliver the packet to the Human Resources Office. Exceptions to scheduled deadlines must be approved by the Vice President. Required documents to be completed during the appropriate evaluation period are:

☐ Annual Self-Assessment

Signature of the Supervising Administrator:	Date:

Signature of the V.P. for Teaching, Learning and Student Development:	Date:

Date Received in Human Resources:

TY/SSA - 8/22/89, 8/11/94, 12/15/95, 3/4/96; Format only revised 9/2/03; revised 11/11/03; revised 5/2/12; revised 4/6/2015

Original: Personnel File
Copy: Supervising Administrator

EVALUATION CHECKLIST
TENURED TEACHING FACULTY OUTSIDE TRIENNIAL CYCLE

Name of Faculty Member:	Assigned Discipline:
Signature of Supervising Administrator:	Date of Packet Completion:

Originals of all required evaluation items are to be completed, signed, copied and filed as indicated on the forms. Originals to be placed in the personnel file should be attached to this worksheet and forwarded to the Vice President for Teaching, Learning and Student Development who will review and deliver the packet to the Human Resources Office. Exceptions to scheduled deadlines must be approved by the Vice President. Required documents to be completed during the appropriate evaluation period include the following:

☐ Classroom Observation Form

Signature of the V.P. for Teaching, Learning and Student Development:	Date:

Date Received in Human Resources:

MT/ER: 4/6/15

Original: Personnel File
Copy: Supervising Administrator

Appendix E.7

EVALUATION CHECKLIST
NONTENURED AND TEMPORARY FULL TIME LIBRARIAN FACULTY

Name of Librarian Faculty Member:	Assigned Position:
Supervising Administrator:	Date of Packet Completion:

Originals of all required evaluation items are to be completed, signed, copied and filed as indicated on the forms. Originals to be placed in the personnel file should be attached to this worksheet and forwarded to the Vice President for Teaching, Learning and Student Development who will review and deliver the packet to the Human Resources Office. Exceptions to scheduled deadlines must be approved by the Vice President. Required documents to be completed during the appropriate evaluation period include the following:

NONTENURED AND TEMPORARY FULL TIME LIBRARIAN FACULTY

☐   Librarian Faculty Workplace Observation Form

☐   Annual Content Assessment Report

☐   Annual Faculty Self-Assessment Report

☐   Annual Summary Evaluation Conference Report with Recommendation:

☐ Non-renewal
☐ Renewal
☐ Extension
☐ Tenure

☐   Completion of Appointment   Date: Term:

Signature of Supervising Administrator:	Date:
Signature of the V.P. for Teaching, Learning and Student Development	Date:

Date Received in Human Resources:

TY/SSA - 8/22/89, 8/11/94, 12/15/95, 3/4/96; Format only revised 9/2/03; revised 11/11/03; revised 5/2/12; revised 4/6/2015

Original: Personnel File
Copy: Supervising Administrator

EVALUATION CHECKLIST
TENURED and Unit Adjunct LIBRARIAN FACULTY SCHEDULED FOR
TRIENNIAL EVALUATION

Name of Librarian Faculty Member:	Assigned Position:
Supervising Administrator:	Date of Packet Completion:

Originals of all required evaluation items are to be completed, signed, copied and filed as indicated on the forms. Originals to be placed in the personnel file should be attached to this worksheet and forwarded to the Vice President for Teaching, Learning and Student Development who will review and deliver the packet to the Human Resources Office. Exceptions to scheduled deadlines must be approved by the Vice President.

☐   Librarian Faculty Workplace Observation Form

☐   Annual Self-Assessment Report

☐   Triennial Summary Evaluation Conference Report:

Signature of the Supervising Administrator:	Date:

Signature of the V.P. for Teaching, Learning and Student Development:	Date:

Date Received in Human Resources:

TY/SSA - 8/22/89, 8/11/94, 12/15/95, 3/4/96; Format only revised 9/2/03; revised 11/11/03; revised 5/2/12; revised 4/6/2015

Original: Personnel
Copy: Supervising Administrator

EVALUATION CHECKLIST
TENURED and Unit Adjunct LIBRARIAN FACULTY NOT SCHEDULED
FOR TRIENNIAL EVALUATION

Name of Faculty Member:	
Signature of Supervising Administrator:	Date of Packet Completion:

Originals of all required evaluation items are to be completed, signed, copied and filed as indicated on the forms. Originals to be placed in the personnel file should be attached to this worksheet and forwarded to the Vice President for Teaching, Learning and Student Development who will review and deliver the packet to the Human Resources Office. Exceptions to scheduled deadlines must be approved by the Vice President.

☐   Annual Self-Assessment Report Form

Signature of the V.P. for Teaching, Learning and Student Development:	Date:

Date Received in Human Resources:

TY/SSA - 8/22/89, 8/11/94, 12/15/95, 3/4/96; Format only revised 9/2/03; revised 11/11/03; revised 5/2/12; revised 4/6/2015

Original: Personnel File
Copy: Supervising Administrator

Appendix E.10

EVALUATION CHECKLIST
TENURED FULL-TIME and UNIT ADJUNCT II LIBRARIAN FACULTY OUTSIDE
TRIENNIAL CYCLE

Name of Faculty Member:	Assigned Discipline:
Signature of Supervising Administrator:	Date of Packet Completion:

Originals of all required evaluation items are to be completed, signed, copied and filed as indicated on the forms. Originals to be placed in the personnel file should be attached to this worksheet and forwarded to the Vice President for Teaching, Learning and Student Development who will review and deliver the packet to the Human Resources Office. Exceptions to scheduled deadlines must be approved by the Vice President. Required documents to be completed during the appropriate evaluation period include the following:

☐ Classroom Observation Form

Signature of the V.P. for Teaching, Learning and Student Development:	Date:

Date Received in Human Resources:

MT/ER: 4/6/2015

Original: Personnel File
Copy: Supervising Administrator

ANNUAL CONTENT ASSESSMENT REPORT
(Teaching Faculty: Non-tenured and Temporary Full Time)

To be complete by a Faculty Member of the Tenure and Evaluation Committee trained in the discipline of the Faculty Member or a closely related discipline.

Name of Faculty Member:	Assigned Discipline:
Assessor:	Assessor's Assigned Discipline:

The Faculty Member to be assessed provides copies of the required documents specified below and any additional items agreed upon between the Faculty Member and the Tenure and Evaluation Committee. The purpose is to ensure that the content delivered in assigned courses meets professional standards of the discipline and the college. The Assessor is asked to express professional judgment on the enumerated matters as to course content rather than style of presentation.

I. Required Documents and Assessor's Detailed Comments
A. Course Outlines and Syllabi
　Provide for each course.
　Comments:
B. Instructional Design with Methodology
　Lesson plan for one lesson in each course
　Comments:
C. Evaluation Instrument
　Provide for each course (not each section) a sample of each major type of evaluation instrument used to date (e.g. unit tests, major paper assignment, quiz, lab assignment, project)
　Comments:
D. Graded Student Work
　At a minimum provide for each course (not each section), copies of A, C, and F graded student work. Remove student name.
　Comments:
E. Other Items
　Mutually agreed upon with Tenure and Evaluation Team
　Comments:

II. Assessor's Comprehensive Statement _____

I have reviewed the required documents and find the content delivered by the instructor on assigned courses to be (check one) __equal to __less than professional standards or the discipline and the College.

Assessor's Signature:	Date:

III. Faculty Member's Response ___

I have reviewed the contents of this appraisal with my Supervising Administrator in a personal conference. My signature means that I have been advised of my performance and of any necessary steps to improve work performance. Signing this form does not necessarily imply that I agree with the appraisal or its contents.

Faculty Member's Signature:	Date:

TY/ssa-12/7/95; revised 11/11/03; revised 4/6/15; revised 5/1/18
Original: Personnel File
Copy: Supervising Administrator
Copy: Faculty Member

ANNUAL CONTENT ASSESSMENT REPORT
(Librarian Faculty: Non-tenured and Temporary Full Time)

To be complete by a Faculty Member of the Tenure and Evaluation Committee trained in the discipline of the Faculty Member or a closely related discipline.

Name of Librarian Faculty Member:	Position(s):
Assessor:	Assessor's Assigned Discipline:

The Librarian Faculty Member to be assessed provides evidence of accomplishments in the areas specified below and any additional items agreed upon between the Librarian Faculty Member and the Tenure and Evaluation Team. The Assessor is asked to express professional judgment on the enumerated matters as to course content rather than style of presentation.

I. Provide evidence related to the general and position-specific responsibilities below and Assessor's detail comments:
A. General/Shared Responsibilities
    1. Participation in Library Administration
    2. Participation in Professional Development
    3. Participation in Institutional Routines
    Comments:
B. Position-Specific Responsibilities

Technical Services Librarian
1. Management of Automated Library Computer System
2. Management of Library Acquisitions
3. Management of Library Collection
4. Coordination of the Work of the Technical Services Staff
5. Coordination of Library Publicity

Public Services Librarian
1. Coordination and Provision of Reference Services
2. Provision of Information Literacy Instruction
3. Coordination of the Periodicals Collection
4. Coordination of Library Publicity
    Comments:

Archives/Interlibrary Loan Librarian
1. Management of and Provision of Access to the College Archives
2. Promotion of the College Archives
3. Management of the Interlibrary Loan
4. Provision of Reference Services
5. Provision of Information Literacy Instruction

Distance Learning Librarian
1. Development of Online Library Resources and Services
2. Provision of Information Literacy Instruction
3. Provision of Reference Services

II. Assessor's Comprehensive Statement _____

I have reviewed the required documents and find the content delivered by the instructor on assigned courses to be (check one) __equal to __less than professional standards or the discipline and the College.

Assessor's Signature:	Date:

III. Faculty Member's Response _____

I have reviewed the contents of this appraisal with my Supervising Administrator in a personal conference. My signature means that I have been advised of my performance and of any necessary steps to improve work performance. Signing this form does not necessarily imply that I agree with the appraisal or its contents.

Faculty Member's Signature:	Date: