



PROCEDURE 2.2.0: FACULTY EVALUATION FOR REAPPOINTMENT AND TENURE

Introduction

Effective Jan. 1, 1980, the Illinois General Assembly amended the "Public Community College Act" by providing that any full-time faculty member (engaged in teaching or academic support) who has been employed for three consecutive years, will enter upon tenure unless dismissed. The statute further provides that a board may, at its option, extend that period for one additional school year.

It's assumed that the three consecutive years are completed at Sandburg. Employees who are three-quarter time contractual faculty are eligible for tenure.

- By March 1, those full-time faculty who will have completed three years of service by the end of the academic year will be considered for tenure by the board of trustees.
- All non-tenured faculty will be evaluated each semester. Terms referred to in this document are fall and spring terms. During the third academic year, they'll be evaluated fall semester only. (If a probationary year is required, they'll be evaluated spring semester of Year 3 and fall semester of Year 4.)
- The tenure process is conducted by the tenure commission, a body of three faculty members elected by the faculty assembly. Members serve three-year staggered terms. The third-year member becomes chairperson.

Evaluation process

Purpose

The purpose of the evaluation process is to improve instruction, to help the individual faculty member improve their level of job performance, to make a basis for year-end recommendation for rehiring and to provide information for making a tenure recommendation/decision.

Type of evaluation

Evaluation forms are uniform for all faculty. The process is applied to all non-tenured faculty in a uniform fashion. The tenure commission is responsible for distributing blank forms, collecting completed evaluations and distributing copies of these assessments, and serving as the depository of all the evaluation documents.

ANNUAL FACULTY NON-TENURED PROFESSIONAL REPORT (FEF #1)

- During the first academic week of the second, fourth and sixth semesters, the non-tenured faculty completes the report (FEF #1 — Annual Faculty Non-Tenured Professional Report) and submits it to the tenure commission.
- Copies of the report are distributed to the chief academic officer and the immediate supervisor, (or chief student development officer in the case of counselors).

FACULTY PEER EVALUATION (FEF #2) (VOLUNTARY)

- This dimension of evaluation allows faculty to directly support good job performance and/or register concern for less than satisfactory performance.
- The tenure commission will send a notice to all faculty members in first, third and fifth semesters that the commission will supply each faculty member with several copies of the form (FEF #2 — Faculty Peer Evaluation) on request.
- These are signed, voluntary evaluations that can be submitted to the tenure commission at any time.
- The tenure commission prepares copies without names (and may do minor editing to avoid identification) which are sent to the chief academic officer, the immediate supervisor (or chief student development officer in the case of counselors), and the faculty member.

CLIENT/USER EVALUATION OF NON-TENURED FACULTY COORDINATOR OF LIBRARY INSTRUCTIONAL SERVICES (FEF #5.4)

- Because of the particular nature of the services provided by the coordinator of library instructional services, special college-wide peer evaluations (FEF #5.4 — Client/User Evaluation of Coordinator of Library Instructional Services) will be distributed to faculty members and other staff users to be completed during first, second, third, fourth and fifth semesters. Copies of the results will be distributed to the chief academic officer, chief student development officer and the faculty member.

STUDENT EVALUATION OF NON-TENURED TEACHING FACULTY (FEF #3.1)

- All students taught by a non-tenured teacher are asked to complete an unsigned student success survey of the faculty member.
- During the first and second evaluation years, the surveys will be done in the first, second, third, fourth and fifth semesters. During the third evaluation year, surveys will be done during the fall semester only. With various course lengths, surveys are completed three-fourths of the way through the course term length (e.g., 16-week courses will be done at the twelfth week, eight-week courses at the sixth week, four-week courses at the third week, etc.).
- Compilations of the surveys are distributed to the faculty member at the end of the semester.



- For the first semester of an instructor's tenure process, student surveys are distributed to the dean/chairperson (and coordinators where appropriate), only after the submission of the annual supervisory report (which is due the first week of the second semester). Copies of the student surveys are distributed to the instructor and to the chief academic officer when compiled. During subsequent semesters in the tenure process, there's no restriction on dean/chairperson's (and coordinators where appropriate) access to student surveys. The tenure commission distributes these surveys to dean/chairperson and the chief academic officer. The deans/chairperson distribute to coordinators where appropriate and each individual faculty.

STUDENT EVALUATION OF NON-TENURED FACULTY COUNSELOR (FEF #4.1)

- A sample of no more than 150 counselees and/or advisees of non-tenured counselors are asked to complete an unsigned student evaluation of the faculty member to ensure the sample returned is adequate.
- During the first and second evaluation years, the evaluations will be done in the first, second, third, fourth and fifth semesters. During the third evaluation year, evaluations will be done during the fall semester only. With various course lengths, evaluations will be completed three-quarters of the way through the course term length (e.g., 16-week courses are done at the twelfth week, eight-week courses at the sixth week, four-week courses at the third week, etc.).
- In the case of probationary counselors, a list of all counselees is obtained from data processing by the tenure commission. The tenure commission then sends letters to a sample as described above. (Student Evaluations of Non-Tenured counseling Faculty — FEF #4.1 — should be completed and returned to the commission.)
- Compilations of the evaluations will be distributed to the faculty member at the end of the semester.
- A copy of the compilation goes to the chief academic officer who can consult with the chief student development officer regarding conclusions drawn from the student evaluations. Neither the evaluations nor the compilations will be shared with the chief student development officer.

SUPERVISORY CLASSROOM VISITATION REPORT (FEF #3.2) (TEACHING FACULTY)

- On-campus classroom visits are made by the dean/chair or a designee recommended by the chief academic officer. Off-campus classroom visits are made by the administrator serving as immediate supervisor (with the provision that either the faculty member or the immediate supervisor could request participation by a someone from academic services). There are two visits each semester each year unless more visits seem necessary.
- Before evaluating classroom performance, the supervisor must consult with the faculty member on what will be covered in the evaluation process. For example, there should be a review of the course syllabus (outline and content) for the course being visited. Instructional

methodology might also be discussed. During this session, the supervisor and faculty member should decide what class will be visited and when the evaluation will take place.

- There will be consultation between the faculty member and dean/chair or immediate supervisor as soon as possible following each visit; the consultation must be within two calendar weeks. When evaluation and the remediation processes are discussed between the immediate supervisor and faculty member, the faculty member signs the classroom visitation report to verify that the consultation has been held (FEF #3.2 Supervisory Classroom Visitation Report) and can add comments that become a part of the report.
- The original classroom visitation report (FEF #3.2 — Supervisory Classroom Visitation Report) goes to the tenure commission, and they'll send a copy to the chief academic officer. (The dean/chair and the faculty member will make their own copies before submitting it to the tenure commission.)

SUPERVISORY ANNUAL EVALUATION OF NON-TENURED TEACHING FACULTY (FEF #3.3)

- The dean/chair or immediate supervisor complete a written annual evaluation of the non-tenured faculty in their area indicating quality of job performance and growth during the year. The faculty member signs the evaluation to verify it's been discussed with the dean/chair and can add comments if desired.
- The dean/chair makes their own copy and submits the original to the tenure commission. The tenure commission sends a copy to the chief academic officer. (The faculty member should make their own copy before submission.) This report must be submitted to the tenure commission during the first week of the second, fourth and sixth semesters.

INSTRUCTIONAL PROGRAM COORDINATOR'S ANNUAL EVALUATION OF NON-TENURED TEACHING FACULTY (FEF #3.5)

- The instructional program coordinator completes a written annual evaluation of the non-tenured faculty in their program. The faculty member signs the evaluation to verify it's been discussed with the program coordinator and can add comments if desired.
- The program coordinator makes their own copy and submits the original to the tenure commission. The tenure commission sends copies to the chief academic officer and the dean/chair. (The faculty member should make their own copy before submission.) This report must be submitted to the tenure commission during the first week of the second, fourth and sixth semesters.

SUPERVISORY REPORT — STUDENT DEVELOPMENT STAFF — NON-TENURED COUNSELOR (FEF #4.2A)

- The chief student development officer completes at least one written report each semester. The faculty member signs the report to verify it's been discussed with the supervisor and can add comments if desired.

- The chief student development officer makes their own copy and submits the original to the tenure commission. The tenure commission sends a copy to the chief academic officer. (The faculty member should make their own copy before submission.)

SUPERVISORY ANNUAL EVALUATION OF NON-TENURED FACULTY COUNSELOR (FEF #4.3A/B)

- The chief student development officer completes a written annual evaluation of counseling faculty indicating the quality of job performance and growth during the year. The faculty member signs the evaluation to verify it's been discussed with the supervisor and can add comments if desired.
- The chief student development officer makes their own copy and submits the original to the tenure commission. The tenure commission sends a copy to the chief academic officer. (The faculty member should make their own copy before submission.) This report must be submitted to the tenure commission during the first week of the second, fourth and sixth semesters.

SUPERVISORY REPORT — NON-TENURED FACULTY COORDINATOR OF LIBRARY INSTRUCTIONAL SERVICES (FEF #5.2)

- The chief student development officer completes at least one written report each semester. The faculty member signs the report to verify it's been discussed with the supervisor and can add comments if desired.
- The chief student development officer makes their own copy and submits the original to the tenure commission. The tenure commission sends a copy to the chief academic officer. (The faculty member should make their own copy before submission.)

SUPERVISORY ANNUAL EVALUATION OF NON-TENURED FACULTY COORDINATOR OF LIBRARY INSTRUCTIONAL SERVICES (FEF #5.3)

- The chief student development officer completes a written annual evaluation of non-tenured library personnel indicating quality of job performance and growth during the year. The faculty member signs the evaluation to verify it's been discussed with the supervisor and can add comments if desired.
- The chief student development officer makes their own copy and submits the original to the tenure commission. The tenure commission sends a copy to the chief academic officer. (The faculty member should make their own copy before submission.) This report must be submitted to the tenure commission during the first week of the second, fourth and sixth semesters.

Reappointment of non-tenured faculty not eligible for tenure

The chief academic officer makes a recommendation to the chief executive officer regarding the reemployment of non-tenured faculty not eligible for tenure. The chief executive officer

subsequently recommends the reappointment of these faculty to the board of trustees. Prior to making their recommendation to the board, the chief executive officer will notify in writing any non-tenured faculty member they don't intend to recommend for reappointment. The ultimate reemployment decision is made by the board. Following action of the board, the chief academic officer holds a brief summary conference with each non-tenured faculty member.

Non-tenured faculty servings as dean/chair

The non-tenured faculty member serving as a dean/chair is evaluated by academic services using the non-tenured teaching faculty process. Classroom observation reports (FEF #3.2) and annual evaluations (FEF #3.3) are submitted to the tenure commission.

Training of immediate supervisors

The chief academic officer ensures the immediate supervisors get training in the evaluation of good job performance and remediation of problems and monitors the evaluation/remediation process.

Training of faculty

- The dean/chair or immediate supervisor works closely with new faculty to help them remediate problems (classroom performance, tests, non-teaching responsibilities) that are identified during the evaluation process: annual faculty non-tenured professional report, voluntary peer evaluations, classroom visitations, and both formal and informal faculty/student interaction.
- Faculty with minimal educational training are encouraged to take education courses. Tuition will be paid and credit toward movement on the salary scale will be given the non-tenured faculty member.

Tenure decision process

Purpose

The purpose of the tenure decision process is to support quality instruction, provide job security for faculty members and accord tenure to faculty who demonstrate effective job performance.

Fall orientation

The chief academic officer holds a joint meeting with the tenure commission, immediate supervisors and all new faculty to orient the new faculty member to the evaluation/tenure process, and to explain job descriptions and evaluation forms. The chief student development officer participates when student development staff are involved.



Responsibilities

IMMEDIATE SUPERVISOR

The immediate supervisor completes the appropriate evaluation forms and reports, and administers the process of student evaluations, if needed. All original material is sent to the tenure commission and deadlines are met. Consultations are held according to the schedule specified by the policy.

TENURE COMMISSION

- The tenure commission contacts each non-tenured faculty member annually in writing to acknowledge the process has been followed.
- After reviewing all available materials, the tenure commission makes a tentative tenure recommendation by Feb. 1 to the conference committee concerning those faculty who are eligible for tenure.
- The tenure commission has the responsibility to see that forms are completed by the appropriate students or full-time personnel and that conferences are held. The tenure commission can ask academic services to help.

CHIEF ACADEMIC OFFICER

- By week five of fall and spring each year, the chief academic officer compiles a list of faculty members to be evaluated, including information concerning their status in the evaluation process and the dean/chair and/or supervisor and/or coordinator who will be evaluating each.
- Academic services holds a fall orientation as described above.
- The chief academic officer reviews all materials and makes a tentative recommendation to the conference committee.

CONFERENCE COMMITTEE

- The conference committee consists of the members of the tenure commission, the chief academic officer and one other administrator named for a one-year term in September by the chief academic officer from the vice president or dean level from an area with no personnel being evaluated, if possible.
- The major function of the conference committee is to discuss all the available information, reach a consensus and make a recommendation to the chief academic officer by Feb. 1 regarding a tenure recommendation for each third-year non-tenured faculty member or fourth-year probationary faculty member. The recommendation will be taken to the chief executive officer by the chief academic officer and the tenure commission chairperson.
- In keeping with the evaluation process, the conference committee is responsible for initiating a remediation process for non-tenured faculty as needed. Either the tenure commission or the chief academic officer can call a special meeting of the conference committee to discuss the need for remediation for a specific faculty member as part of the

remediation process. The conference committee can direct the chief academic officer to share areas of concern made apparent through the student evaluation process with the immediate supervisor. The chief academic officer should emphasize that confidences shared shouldn't bias the supervisor's annual evaluation of the non-tenured faculty member, as the annual evaluation is based on other documented materials and observations.

- The conference committee makes one of the following decisions about any third-year faculty member. To recommend:
 - That tenure be granted.
 - That tenure be denied.
 - A fourth probationary year.
- The conference committee makes one of the following decisions about any fourth-year faculty member. To recommend that tenure be:
 - Granted
 - Denied
- If a consensus can't be reached for any individual faculty member regarding a recommendation, any member(s) of the conference committee can make an alternate recommendation to the chief executive officer.
- During the sixth semester, the conference committee will re-evaluate all procedures and forms and make recommendations for any changes to the faculty council.

OFFICE OF THE PRESIDENT

- The chief executive officer notifies the individual faculty member and the conference committee of their recommendations before the recommendations go to the board of trustees.
- The chief executive officer takes their recommendation to the board.

BOARD OF TRUSTEES

- The final decision for rehiring rests with the board.
- The board must give the non-tenured faculty member notice in writing 60 days before the end of their third consecutive school year if they don't intend to rehire the non-tenured faculty member or if they wish to give a probationary period in a fourth year.
- If a probationary year is given, the board must state the corrective actions the faculty member should take. The specific reasons for the one-year extension are confidential and must be issued in writing to the faculty member.
- The board must give the probationary faculty member, who's on the one-year extension, written notice 60 days before the end of their fourth consecutive school year at Sandburg if they don't intend to rehire the non-tenured faculty member.

- In case the board's decision is to not rehire the non-tenured faculty member, specific reasons for the dismissal are confidential and must be issued to the faculty member in writing. A conference with the appropriate administrator will be held.
- If the board fails to give such notice within the time provided during the third academic year or during the probationary year, the faculty member enters upon tenure during the ensuing school year.

Probationary year

CORRECTIVE PLAN

- When a non-tenured faculty member is given a probationary year, a corrective plan must be developed by the chief academic officer, the immediate supervisor (or chief student development officer) and the probationary faculty member involved. The plan will then be submitted to the conference committee for approval and subsequently signed by all parties involved. The plan must be developed within 30 days of the board action granting an additional year. Copies of the plan will be distributed to the chief academic officer, the immediate supervisor, the tenure commission and the faculty member.
- The corrective plan includes a detailed report of specified weaknesses that were evident during the first three years and the manner in which the faculty member should eliminate these problems. During this time, a schedule of monthly meetings will be set up for the faculty member and the supervisor to discuss the accomplishments and/or problems of the faculty member. Finally, a written report (a summary of the progress) is prepared by the immediate supervisor and filed with the chief academic officer, the tenure commission and the faculty member. The faculty member signs and can respond to the report.
- At the end of the probationary year, the faculty member will be evaluated only on the fourth-year material. Therefore, the corrective plan must be followed in detail by all people involved. The tenure commission will use the same forms and procedures for the fourth-year probationary faculty member in addition to any other provisions of the corrective plan.

Clarification of submitted materials

During the evaluation process, any party may consult with any person who submitted information regarding a faculty member for the purpose of clarification of that previously submitted material.

Purging files

A faculty member's tenure file is retained for 10 years following the final tenure decision. After that date, the file is destroyed.

Special cases

The tenure commission and the chief academic officer will prepare a schedule on an individual basis with people who are hired out of cycle.

Non-tenured teaching faculty

Non-tenured teaching faculty will be evaluated, as indicated in the schedule below, during each of the first three years of service.

First, third and fifth semester

FEF #2	Peer evaluation*
FEF #3.1	Survey of student success (three-quarter point of the course length)
FEF #3.2	Supervisory classroom visitation report (two per semester)

Second and fourth semester

FEF #1	Professional self-report (first week)
FEF #2	Peer evaluation*
FEF #3.1	Survey of student success (three-quarter point of the course length)
FEF #3.2	Supervisory classroom visitation report (two per semester)
FEF #3.3	Supervisory annual evaluation (first week)
FEF #3.5	Coordinator's annual evaluation (if required) (first week)

Sixth semester

FEF #1	Professional self-report (first week)
FEF #2	Peer evaluation*
FEF #3.2	Supervisory classroom visitation report (two per semester)
FEF #3.3	Supervisory annual evaluation (first week)
FEF #3.5	Coordinator's annual evaluation (if required) (first week)

If tenure isn't granted in the sixth semester and the faculty member is given an additional, probationary year, the standard evaluation forms will be used as part of a corrective plan during the sixth and seventh semesters.

*Peer evaluations can be completed at any time by contacting the tenure committee.

Non-tenured faculty counselor

Non-tenured counselors are evaluated, as indicated in the schedule below, during each of the first three years of service.

First, third and fifth semester

FEF #2	Peer evaluation*
FEF #4.1	Student evaluation (counselee) (three-quarter point of the course length)
FEF #4.2a	Supervisory report (at least one per semester)

Second and fourth semester

FEF #1	Professional report (first week)
FEF #2	Peer evaluation*
FEF #4.1	Student evaluation (counselee) (three-quarter point of the course length)
FEF #4.2a	Supervisory report (at least one per semester)
FEF #4.3a/b	Supervisory annual evaluation (first week)

Sixth semester

FEF #1	Professional report (first week)
FEF #2	Peer evaluation*
FEF #4.2a	Supervisory report (at least one per semester)
FEF #4.3a/b	Supervisory annual evaluation (first week)

If tenure isn't granted in the sixth semester and the faculty member is given an additional, probationary year, the standard evaluation forms will be used as part of a corrective plan during the sixth and seventh semesters.

*Peer evaluations can be completed at any time by contacting the tenure committee.

Non-tenured faculty coordinator of library instructional services

Non-tenured library staff are evaluated, as indicated in the schedule below, during each of the first three years of service.

First, third and fifth semester

FEF #2	Peer evaluation*
FEF #5.2	Supervisory report (at least one per semester)
FEF #5.4	Client/user evaluation of library instructional services

Second and fourth semester

FEF #1	Professional report (first week)
FEF #2	Peer evaluation*
FEF #5.2	Supervisory report (at least one per semester)



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- FEF #5.3 Supervisory annual evaluation (first week)
FEF #5.4 Client/user evaluation of library instructional services

Sixth semester

- FEF #1 Professional report (first week)
FEF #2 Peer evaluation*
FEF #5.2 Supervisory report (at least one per semester)
FEF #5.3 Supervisory annual evaluation (first week)

If tenure isn't granted in the sixth semester and the faculty member is given an additional, probationary year, the standard evaluation forms will be used as part of a corrective plan during the sixth and seventh semesters.

*Peer evaluations can be completed at any time by contacting the tenure committee.



Sandburg annual faculty non-tenured professional report FEF #1

Non-tenured faculty members are required to complete a report of professional activities to date and submit it to the tenure commission. Describe how the primary assignment of serving students was accomplished. Samples of materials developed in the professional area — such as a course syllabus — and brief descriptions of faculty committee involvement and professional development can be submitted. Community service can be included if related to the primary assignment.



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Sandburg faculty peer evaluation report (voluntary) FEF #2

Name of individual evaluated:

On the average, I have contact with them:

☐ Daily ☐ Weekly ☐ Monthly ☐ Bi-monthly ☐ Occasionally

Listed below are several statements as a frame of reference for your voluntary evaluation of one of your peers. Check only statements of which you have direct knowledge. Then answer the questions under only those statements you've checked.

☐ I have observed this person while they were teaching.
Approximately how many times? _____

Describe behaviors or events you think evidence effective teaching and/or describe behaviors or events you think could be improved.

☐ I have served on a committee(s) with this person.
Approximately how long? _____

Describe the behaviors you think illustrate the contribution (positive or negative) made by this person to the work of the committee(s).

☐ I have discussed teaching processes/problems with this person.

Explain the reasons for the discussion, and describe examples of their concern for quality teaching.

☐ I have discussed student problems with this person.

Explain the reasons for the discussion, and describe any parts of the conversation(s) you think illustrate this person's understanding of, concern for, and ability and willingness to respond to student problems.

☐ I have other information I think the tenure commission should have.

Explain:

Signed _____ Date _____



Sandburg supervisory classroom visitation report (teaching faculty) FEF #3.2

Instructor's name: _____ Date: _____

Class visited (course & section): _____ Location: _____

Instructions

The dean/chair (or other immediate supervisor) observes the faculty member in a regular teaching situation. The visitation should be long enough to fairly observe instructional techniques and class dynamics. Use parts I and II of the supervisor's annual evaluation of non-tenured teaching faculty as a guide for the teaching elements.

Following the visitation, the dean/chair prepares a summary report of their observations and suggestions for improvement. Shared the report with the faculty member in a visitation post conference. Add comments or reactions to the chairperson's observations. Both people sign the final report. The original goes to the tenure commission, which will distribute copies to the chief academic officer. The dean/chair makes their own copy before submitting the original. (Use back of form and/or additional sheet if needed.)

Evaluator signature: _____ Date: _____

Faculty signature: _____ Date: _____



Sandburg supervisory annual evaluation of non-tenured teaching faculty FEF #3.3

(completed by the dean/chair or immediate supervisor)

Faculty member's name: _____ Date: _____

Instructions

This annual evaluation is completed during the first week of the spring semester for each non-tenured faculty member under your immediate supervision. Circle the answer for each item that reflects your best judgment based upon all prior information and observations during the past year. The abbreviations have these meanings: E = excellent; AV = average; P = poor; NO = not observed. Average is defined as "the average of good instructors observed." Please retain a copy of the completed form for your records.

1. KNOWLEDGE AND PREPARATION

a. Depth of knowledge in teaching field(s)

- | | | | | |
|---|---|----|---|----|
| i. Demonstrates breadth and depth of knowledge | E | AV | P | NO |
| ii. Demonstrates current and historical knowledge | E | AV | P | NO |

b. Evidence of preparation for classes

- | | | | | |
|--|---|----|---|----|
| i. Quality of instructional planning | E | AV | P | NO |
| ii. Clarity of stated objectives | E | AV | P | NO |
| iii. Scope and clarity of information provided to students
(time schedule, evaluation procedure, grading, attendance, etc.) | E | AV | P | NO |
| iv. Quality and currency of course syllabus (syllabi) on file
with division chairperson | E | AV | P | NO |

2. TEACHING TECHNIQUES

a. Class presentations

- | | | | | |
|--|---|----|---|----|
| i. Exhibits quality classroom performance (significant items emphasized, stays on subject but not to exclude humor, etc.). | E | AV | P | NO |
| ii. Senses when students don't understand and explains item (material) in different ways. | E | AV | P | NO |
| iii. Projects interest in and enthusiasm for subject area. | E | AV | P | NO |
| iv. Accommodates individual differences among students. | E | AV | P | NO |
| v. Promotes a cordial classroom atmosphere. | E | AV | P | NO |
| vi. Stimulates student participation in class discussion/activities. | E | AV | P | NO |
| vii. Uses appropriate teaching methods. | E | AV | P | NO |
| viii. Avoids distracting influences (playing with glasses, | | | | |



pacing back and forth, etc.).	E	AV	P	NO
b. Verbal and written communications				
i. Uses quality oral communication.	E	AV	P	NO
ii. Uses quality written materials.	E	AV	P	NO
c. Evaluation techniques				
i. Uses examinations consistent with course syllabus.	E	AV	P	NO
ii. Returns examinations in a reasonable period of time.	E	AV	P	NO
iii. Identifies student performance standards appropriate to subject area.	E	AV	P	NO
3. INSTRUCTIONAL SUPPORT				
i. Is punctual for classes and student appointments.	E	AV	P	NO
ii. Exhibits self-confidence and emotional stability.	E	AV	P	NO
iii. Is available to students for assistance beyond class hours.	E	AV	P	NO
iv. Adheres to office hours.	E	AV	P	NO
v. Exhibits helpful attitude toward students.	E	AV	P	NO
4. GENERAL PROFESSIONAL RESPONSIBILITY				
i. Continues efforts to maintain/improve competence in teaching area(s).	E	AV	P	NO
ii. Participates in committee assignments and college activities beyond teaching assignment.	E	AV	P	NO
iii. Interrelates instruction with other areas of instruction and college activities.	E	AV	P	NO
iv. Accepts criticism and suggestions in evaluation.	E	AV	P	NO
v. Is critical in self-evaluation.	E	AV	P	NO
vi. Uses time effectively.	E	AV	P	NO
vii. Turns in grades, book orders and other required reports.	E	AV	P	NO
viii. Attends department meetings and faculty assemblies.	E	AV	P	NO
ix. Notifies appropriate supervisor when it's necessary to be absent during classes and regularly scheduled office hours.	E	AV	P	NO

Below, provide detailed statements to elaborate on the various items marked. In addition, summarize the overall effectiveness of this faculty member.

Faculty member's comments:

Evaluator's signature: _____ Date: _____
Faculty signature: _____ Date: _____



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Sandburg instructional program coordinator's annual evaluation of non-tenured teaching faculty FEF #3.5

Faculty member's name: _____ Date: _____

Instructional program coordinator's name: _____

Instructions

Instructional program coordinators complete a written annual evaluation for each non-tenured faculty member in the program they coordinate.

After completion, the coordinator shares the report with the faculty member. The faculty member can add comments or reactions to the report. Both individuals sign the final report. After making a copy for their files, the coordinator submits the original form to the tenure commission, which distributes copies to the chief academic officer. (The faculty member should make their own copy before submission.) The report is submitted during the first week of the sixth semester.

STRENGTHS

List and comment on the strengths or ways the individual is contributing to your program.

NEEDS

List and comment on areas of need the individual has which would improve his or her performance.

Program coordinator's signature _____ Date _____

Faculty member comments:

Faculty signature _____ Date _____



Sandburg student evaluation of non-tenured faculty counselor

At some time, you may have had an opportunity to use the services of the counselor. Read the following statements, and mark your reactions to the statements below using:

- 1 = SA Strongly agree:** You strongly agree with the statement as it applies.
2 = A Agree: You agree more than you disagree with the statement as it applies.
3 = D Disagree: You disagree more than you agree with the statement as it applies.
4 = SD Strongly disagree: You strongly disagree with the statement as it applies.
5 = NA Not applicable, don't know, or no opinion.

	1	2	3	4	5
1. I felt comfortable during my advising session.	SA	A	D	SD	NA
2. The counselor was aware of the academic requirements for my program.	SA	A	D	SD	NA
3. The counselor helped me to arrange my academic schedule so it was appropriate for my individual situation.	SA	A	D	SD	NA
4. I believe this counselor had a genuine desire to be of service to me.	SA	A	D	SD	NA
5. I felt satisfied as a result of my advising session with this counselor.	SA	A	D	SD	NA
6. The counselor was patient.	SA	A	D	SD	NA
7. I felt that the counselor was interested in discussing classes or helping me to arrange my schedule.	SA	A	D	SD	NA
8. Other students could benefit by meeting with this counselor for academic advising assistance.	SA	A	D	SD	NA
9. I felt the counselor had sufficient time available to assist me.	SA	A	D	SD	NA
10. I felt the counselor accepted me as an individual.	SA	A	D	SD	NA
11. The counselor acted as though they thought my concerns were important.	SA	A	D	SD	NA
12. The counselor was confident.	SA	A	D	SD	NA
13. The counselor helped me to see what I need to do to obtain my objectives.	SA	A	D	SD	NA
14. Other students could be helped by talking with this counselor.	SA	A	D	SD	NA



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15. I felt satisfied as a result of my talks with the counselor.

SA A D SD NA

16. I trusted the counselor.

SA A D SD NA

17. I would go back to the person for additional services, if I
needed them.

YES NO

Comments



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Sandburg supervisory report — non-tenured faculty counselor

Name _____ Date _____

Instructions

The chief student development officer visits with each student development faculty member a minimum of once per term for consultation of their work. Use the following elements as a guide: verbal and written communications skills, projection of interest and enthusiasm, punctuality, service-orientation, evidence of a well-defined theory of counseling, demonstrated skill in interpreting test results, making referrals to outside agencies, maintaining adequate counseling load, projection of empathy and concern for student needs, perceived as open and approachable by students, evidence of competency in the counseling process, maintaining proper confidential counseling records and leading the counselee to develop a definite plan of action.

Following the visitation, the chief student development officer prepares a summary report of the observations made and any suggestions for improvement. This report is shared with the faculty member in a post conference. The faculty member can add comments or reactions to the report. Both people sign the final report. After making a copy for their file, the chief student development officer sends the original copy to the tenure commission.

Date _____

Chief student
development officer _____

Date _____

Student development
faculty member _____



Sandburg supervisory annual evaluation of non-tenured faculty counselor

Instructions

This annual evaluation is completed during the first week of the spring semester for each non-tenured faculty member under your immediate supervision. Circle the answer for each item that reflects your best judgment based upon all prior information and observations during the past year. The abbreviations have these meanings: E = excellent; AA = above average; AV = average; BA = below average; P = poor; NA = not applicable. Submit this report to the tenure commission, and retain a copy of the completed form for your records.

Faculty member

PROFESSIONAL

- | | | | | | | |
|--|---|----|----|----|---|----|
| 1. Remains updated in their profession. | E | AA | AV | BA | P | NA |
| 2. Has a good working understanding of the college organization and operation. | E | AA | AV | BA | P | NA |
| 3. Has a working knowledge of effective processes in field of specialization. | E | AA | AV | BA | P | NA |
| 4. Demonstrates an understanding of professional preparedness through written or oral communication. | E | AA | AV | BA | P | NA |
| 5. Demonstrates knowledge of college program offerings. | E | AA | AV | BA | P | NA |
| 6. Is sensitive and open to changes and innovations. | E | AA | AV | BA | P | NA |
| 7. Participates in profession activities (e.g., consults, attends professional meetings or workshops). | E | AA | AV | BA | P | NA |

PRODUCTIVITY

- | | | | | | | |
|--|---|----|----|----|---|----|
| 1. Shows initiative and innovation. | E | AA | AV | BA | P | NA |
| 2. Is able to encourage measurable output of those for whom they're responsible. | E | AA | AV | BA | P | NA |
| 3. Completes successfully personal and departmental goals. | E | AA | AV | BA | P | NA |
| 4. Is available to students for advisement. | E | AA | AV | BA | P | NA |
| 5. Maintains a patient, understanding, helping relationship with students. | E | AA | AV | BA | P | NA |
| 6. Provides a mature self-image model for students. | E | AA | AV | BA | P | NA |
| 7. Is punctual for meetings and student appointments. | E | AA | AV | BA | P | NA |
| 8. Uses tests and self-reports to assist students. | E | AA | AV | BA | P | NA |
| 9. Participates in student activities beyond assigned responsibilities. | E | AA | AV | BA | P | NA |
| 10. Shows evidence of effective use of time. | E | AA | AV | BA | P | NA |



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INTERPERSONAL RELATIONS

1. Applies policy consistently and fairly.	E	AA	AV	BA	P	NA
2. Is able to relate effectively with community agencies with whom the college maintains liaison.	E	AA	AV	BA	P	NA
3. Has sufficient contact with colleagues, supervisors and subordinates.	E	AA	AV	BA	P	NA
4. Is sensitive to the mood of employee groups.	E	AA	AV	BA	P	NA
5. Recognizes others for their contributions.	E	AA	AV	BA	P	NA
6. Is able to work toward the successful solutions of interpersonal relations problems.	E	AA	AV	BA	P	NA

LEADERSHIP/DECISION-MAKING

1. Establishes own self-goals and objectives.	E	AA	AV	BA	P	NA
2. Helps the departments in establishing and accomplishing goals and objectives.	E	AA	AV	BA	P	NA
3. Is able to help formulate specific operational objectives.	E	AA	AV	BA	P	NA
4. Uses sound judgment in decision-making.	E	AA	AV	BA	P	NA
5. Shows evidence of services to institutional governance	E	AA	AV	BA	P	NA
6. Is proficient in participating in decision-making.	E	AA	AV	BA	P	NA
7. Is open to suggestions for constructive change.	E	AA	AV	BA	P	NA

Additional comments

Date _____ Faculty member _____
Date _____ Evaluator _____



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Sandburg supervisory report — non-tenured faculty coordinator of library instructional services FEF #5.2

Faculty member's name: _____ Date: _____

Supervisor's name: _____

Instructions

The vice president of student development visits with each library faculty member a minimum of once per term for consultation regarding their work. Use the characteristics set forth on the annual supervisor's evaluation form for each respective position.

Following the visitation, the vice president prepares a summary report of the observations made and any suggestions for improvement then shares the report with the faculty members in a post-conference. The faculty member can add comments or reactions to the report. Both people sign the final report. After making a copy for their files, the vice president sends the original to the tenure commission, which will distribute copies to the chief academic officer.

Vice president's signature: _____ Date: _____

Faculty member comments:

Coordinator of library

instructional services signature: _____ Date: _____



Sandburg supervisory annual evaluation of non-tenured faculty coordinator of library instructional services FEF #5.3

Faculty member's name: _____ Date: _____

INSTRUCTIONS

This annual evaluation is completed during the first week of the spring semester by the vice president of student development. Circle the answer for each item which reflects your best judgment based upon all prior information and observations during the past year. The abbreviations have these meanings: E = excellent; AA = above average; AV = average; BA = below average; P = poor. Retain a copy of the completed form for your records.

COMMUNICATION/INTERPERSONAL SKILLS

- | | | | | | |
|---|---|----|----|----|---|
| 1. Maintains cooperative and productive interpersonal relationships with college staff. | E | AA | AV | BA | P |
| 2. Demonstrates proficiency in oral communication skills. | E | AA | AV | BA | P |
| 3. Demonstrates proficiency in written communication skills. | E | AA | AV | BA | P |
| 4. Appropriately uses lines of communication to solicit and share information. | E | AA | AV | BA | P |
| 5. Provides opportunities for and is receptive to the expression of ideas and opinions. | E | AA | AV | BA | P |

EXPERTISE AND PERFORMANCE

- | | | | | | |
|--|---|----|----|----|---|
| 1. Assists clients in defining and meeting their needs for library instructional services. | E | AA | AV | BA | P |
| 2. Fulfills responsibilities as a cooperative and constructive member of the library staff. | E | AA | AV | BA | P |
| 3. Demonstrates accountability for the objectives of assigned/assumed projects. | E | AA | AV | BA | P |
| 4. Strives to provide consistently effective services to promote client confidence and satisfaction. | E | AA | AV | BA | P |
| 5. Performs services on time. | E | AA | AV | BA | P |
| 6. Evidences appropriate rationale processes and judgment in making decisions and recommendations. | E | AA | AV | BA | P |
| 7. Evidences concern and appropriate action for the promotion of program services. | E | AA | AV | BA | P |
| 8. Demonstrates appropriate knowledge and/or skills encompassed within the area of responsibility: | | | | | |
| i. Circulation system | E | AA | AV | BA | P |
| ii. Reference services | E | AA | AV | BA | P |



iii. Interlibrary loan system	E	AA	AV	BA	P
iv. Training student workers	E	AA	AV	BA	P
v. Other:	E	AA	AV	BA	P
9. Devises and implements innovative responses to problems as appropriate.	E	AA	AV	BA	P
10. Expresses and promotes positive attitudes toward innovation and change among subordinates, colleagues and clients.	E	AA	AV	BA	P

MANAGEMENT SKILLS

1. Is thorough in completing routine procedures.	E	AA	AV	BA	P
2. Organizes and maintains an effective service environment with available resources.	E	AA	AV	BA	P
3. Organizes activities consistent with progress/institutional priorities.	E	AA	AV	BA	P
4. Performs management responsibilities on time.	E	AA	AV	BA	P
5. Identifies priorities and maintains programs with minimal direct supervision.	E	AA	AV	BA	P
6. Develops plans that are realistic and attainable in terms of resource requirements, implementation and outcome and which are consistent with program/institutional goals.	E	AA	AV	BA	P
7. Maintains a positive and realistic perspective of the program with respect to institutional policies and other planning units of the college.	E	AA	AV	BA	P
8. Achieves satisfactory productivity from subordinates while maintaining positive interpersonal relationships.	E	AA	AV	BA	P

PROFESSIONAL AND INSTITUTIONAL COMMITMENT

1. Fulfills responsibilities as a cooperative and constructive faculty member.	E	AA	AV	BA	P
2. Evidences concern for and actions toward ongoing professional development in areas for specifically related to job responsibility.	E	AA	AV	BA	P
3. Demonstrates cooperativeness in accepting additional responsibilities not explicitly defined in the job description.	E	AA	AV	BA	P
4. Demonstrates capacity to accept reasonable criticism and to modify behavior accordingly.	E	AA	AV	BA	P
5. Demonstrates cooperative and constructive participation on college committees.	E	AA	AV	BA	P
6. Participates in college activities beyond job responsibilities.	E	AA	AV	BA	P



COMMENTS:

Vice president's signature _____ Date _____

Faculty member comments:

Coordinator of library
instructional services signature _____ Date _____



Sandburg client/user annual evaluation of non-tenured faculty coordinator of library instructional services FEF #5.4

Job function

The coordinator of library instructional services has responsibility over the library services supporting instruction. This includes designing and conducting library orientations to meet the needs of faculty and students, assessing the needs of client groups and recommending purchase of materials that will meet these needs, cataloging materials in a timely manner, acting as reference librarian, insuring the proper functioning of the circulation system to include the maintaining of all necessary statistics and the proper training of student workers.

Instructions

For items 1-11, mark your reactions to the statements using:

- 1= SA Strongly agree:** You strongly agree with the statement as it applies.
2= A Agree: You agree more than you disagree with the statement as it applies.
3= D Disagree: You disagree more than you agree with the statement as it applies.
4= SD Strongly disagree: You strongly disagree with the statement as it applies.
5= NA Not applicable, don't know, or no opinion.

EXPERTISE AND PERFORMANCE

- | | | | | | |
|---|----|---|---|----|----|
| 1. Demonstrates appropriate knowledge and/or expertise: | | | | | |
| a. Book and periodical circulation system | SA | A | D | SD | NA |
| b. Reference services | SA | A | D | SD | NA |
| c. Interlibrary loan system | SA | A | D | SD | NA |
| d. Materials preview/purchase | SA | A | D | SD | NA |
| 2. Provides services on time. | SA | A | D | SD | NA |
| 3. Responds to expressed needs. | SA | A | D | SD | NA |
| 4. Seeks to identify needs not expressed. | SA | A | D | SD | NA |
| 5. Provides clear and effective request procedures: | | | | | |
| a. Circulation services | SA | A | D | SD | NA |
| b. Reference services | SA | A | D | SD | NA |
| 6. Supervises the organization and performance of LRC. | SA | A | D | SD | NA |
| 7. Shows willingness to work cooperatively. | SA | A | D | SD | NA |

COMMUNICATION SKILLS/INTERPERSONAL RELATIONS

- | | | | | | |
|--|----|---|---|----|----|
| 1. Maintains cooperative and productive interpersonal relationships. | SA | A | D | SD | NA |
| 2. Is interested in and able to understand my needs. | SA | A | D | SD | NA |



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3. Seeks and shares information regarding production services.
4. Is clear and effective in written communications.

SA	A	D	SD	NA
SA	A	D	SD	NA

COMMENTS:

Signed _____ Date _____

*Also to be distributed to a list of users provided to the tenure commission from among other Sandburg staff.

Original: 2/02

Reviewed: 4/05, 12/13, 9/22, 5/25, 9/26

Revised: 4/05, 12/13, 9/22, 5/25, 9/26