

ARC

Appointment Review Committees (ARC) HANDBOOK

Revised November 2016

in accordance with
“Article VIII: Tenure”
of the Agreement By and Between the
Board of Trustees of
Community College District Number VII
and the
Federation of Teachers
Local No. 1950, WFT/AFT/AFL-CIO
Effective July 1, 2013 through June 30, 2016

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INTRODUCTION

Article VIII: Tenure from the 2013-2016 Agreement by and between the Board and the Shoreline Community College Federation sets out the basic precepts, which are to be followed by the Appointment Review Committees during the tenure process. This document also outlines the reports that must be submitted each year by each committee. Because Article VIII is the controlling document related to the effective performance of Appointment Review Committees, it is attached in its entirety as Appendix A.

I. HIGHLIGHTS OF THE APPOINTMENT REVIEW PROCESS

- A. Committee formation is to be accomplished by November 15 for all candidates hired fall quarter or by the end of the sixth week for candidates whose appointments begin winter or spring quarter (*Agreement, Article VIII, Section D*).
- B. Appointment Review Committees may meet with or without the candidate, but shall meet with the candidate at least once per quarter (*Agreement, Article VIII, Section E., 3*).
- C. Committee membership, both in original formation and replacement of members, is determined through a combination of an appointment and election process.
 - 1. The administrator is appointed by the College President, the student is appointed by the Student Body President, and the three faculty members are determined through a nomination and election process conducted by the Federation.
 - 2. The division submits the names of three or more tenured academic employees and the candidate submits to the division/administrative unit two or more nominees. The division/administrative unit head is responsible for submitting in writing to the Federation President the nominated faculty. The Federation President prepares the ballot for all Appointment Review Committees, and all full-time academic employees vote to select one member from the candidate's nominees and two faculty from the divisional/unit nominees.
 - 3. Occasionally, there may be difficulty in obtaining full student member participation; therefore it is recommended that notification of meetings be mailed to the student's home. If the student never attends or indicates he or she can't continue to serve, the ARC chairperson is to send written notification to the Student Body President and request a replacement student. The ARC may suggest student members, but the ASB appoints.

- D. Classroom observations are to be conducted by committee members every quarter, and a written evaluation shall be completed for each observation and discussed with the candidate within ten working days after the observation (*Agreement, Article VIII, Section F, 4-5*).
1. For the first quarter only, classroom observations are made by the administrative member and one faculty member. (*Agreement, Article VIII, Section F, 4*).
 2. For subsequent quarters, every committee member must do at least one classroom observation.
- E. Student evaluations are also to be conducted every quarter for every class the candidate is assigned to teach.
- F. A written narrative summary of “all the evaluative observations and judgments” is to be included in the comprehensive annual tenure report (*Agreement, Article VIII, Section F, 7*).
- G. The 2013-2016 Agreement contains a provision concerning observations by “...the appropriate vice president and/or President [who] may observe the candidate once in the performance of his/her professional duties after the end of the fifth consecutive quarter, provided that advance notification is given to the candidate and the candidate’s committee of such visitation. A written report of such visitation shall be submitted to the committee and the candidate. When areas needing improvement in the performance of a candidate are noted by the appropriate vice president or President, specific areas needing improvement will be communicated to the candidate and the Appointment Review Committee within ten (10) working days of the visitation. Such communication concerning areas needing improvement shall occur no later than ten (10) days before the due date of the final Appointment Review Committee report. Nothing shall preclude the committee and the appropriate vice president or President from mutually agreeing to have additional classroom visits, which shall also include reports to the committee and candidate.” (*Agreement, Article VIII, Section F, 8*).
- H. Also in the 2013-2016 Agreement is a provision concerning committee work. “The candidate shall not be required to work on any campus- wide committees during the first year of probation, but shall concentrate on academic requirements and job skills. The candidate shall not normally be required to work on more than one (1) campus- wide committee during the second and third years of probation. The candidate shall be limited to one (1) divisional committee assignment per year during the probationary period. These provisions may be waived upon the request of the appropriate review committee.” (*Agreement, Article VIII, Section F, 9*).

- I. Committee members share responsibility for completing the work of the committee. Many committees in the past have designated one member per area of work (i.e., peer evaluations, student evaluations, minutes of the Appointment Review Committee meetings, etc.); however, the whole committee discusses with the candidate the results of those evaluations. The tenure candidate is responsible for developing proposed goals and reporting progress on individual goals, while the entire committee gives guidance in the development of the goals, responds to student/peer/committee evaluations, and discusses areas of improvement with the candidate. The candidate and committee have a joint responsibility for selecting evaluation forms and identifying the process that will be used.
- J. The 2013-2016 Agreement contains a provision concerning an extension of the probationary period in cases where the review committee believes the probationary faculty needs additional time to satisfactorily complete a written plan of action already in progress: "...upon formal recommendation of the review committee and with the written consent of the candidate, the appointing authority may extend its probationary period for one (1), two (2), or three (3) quarters, excluding summer quarter, beyond the maximum probationary period established herein." (*Agreement, Article VIII, Section C, 2*).

II. GUIDELINES FOR PREPARATION OF REPORTS

The ultimate authority for the granting of tenure is vested in the Board of Trustees. The tenure reports thus become critical to the proper conduct of the tenure process. It is through the analysis of these reports that the Board arrives at a level of understanding of the committee's work that enables it to give reasonable consideration to the recommendation.

Many of the details of format and content have been standardized to assist the Board in its task of reading, digesting, and evaluating the work of the committees. The guidelines that follow are offered as an aid to the committees by describing typical Appointment Review Committee work and the nature of their reports.

A. CONTENT OUTLINE AND DUE DATES FOR ARC REPORTS

The Office of the Executive Vice President for Academic and Student Affairs (EVPASA) is responsible for maintaining the official report for each candidate and for compiling and providing copies to the Board members, the College President, the ARC chairperson, the candidate, and the vice presidents. Normally, there will be six (6) ARC reports during the probationary period. These reports consist of three (3) short reports and three (3) comprehensive or long reports.

1. Reports 1, 3, 5 (Short Reports)

Short reports are usually one to three pages long and in memo form addressed to the Board of Trustees, President and Executive Vice President for Academic and Student Affairs. The date should be included at the top of the page. The RE: line is to indicate which report (e.g., Report 1, Report 3, Report 5). Do not include the student evaluation materials in the short reports (Reports 1, 3 and 5). The evaluation materials will be and still are required in the 2nd, 4th and 6th reports. The report is to be signed by all Appointment Review Committee members. Signing the report indicates that the signee has read and agree with the content of the report.

Short Report Contents:

Committee Activities

- report meeting date(s) and activities
- identify selection of chairperson
- identify selection of evaluation forms and procedure for evaluation based on candidate's assignment

Committee Findings

- outline evaluation process and evaluation results
- for the first report, summarize in narrative form the classroom observations by the administrator and one faculty member from the first quarter
- (student evaluation materials for the first quarter will be included in the second report)
- for the third and fifth short reports, summarize committee classroom observations.
- note strengths and any areas needing improvement
- memo ends with recommendation to the Board of Trustees for continued or non-continued probationary status of candidate
- signed by all committee members

Short Report Due Dates:

First Short Report – due on or before the last day of the candidate's First Quarter

Second Short Report – due on or before the last day of the candidate's Fourth Quarter

Third Short Report – due on or before the last day of the candidate's Seventh Quarter

“End of quarter or last day of the quarter” refers to the last day of final exams. If a due date falls on a weekend or holiday, the reports will be due no later than the end of the next business day.

2. Reports 2, 4, 6 (Long or Comprehensive Reports)

These comprehensive evaluation reports are to be in manuscript form with a cover sheet and table of contents. The comprehensive evaluation reports include the student evaluations and observations for the quarters since the previous comprehensive report, peer observations, and other material as described in the contract. Report sections are to be clearly numbered and titled with divider pages used, if necessary, for clarity. The recommendation page must be signed by all Appointment Review Committee members.

Long/Comprehensive Report Contents: (see Appendix B for template)

Cover Sheet

- list candidate's position as it is reflected in current teaching load (normally, this includes the original position for which hired and the addition of a second area in which the candidate is qualified and is teaching)

Table of Contents

- list page numbers for each section
- blank pages in between sections are not necessary

Candidate's Current Resume or Vita

- education, work history, presentations/publications, special accomplishments, etc.
- keep to two or three pages

Administrative Evaluation

- list the candidate's assignment and activities to date
- enumerate the candidate's areas of strength, growth since last report (as applicable), and opportunities for growth
- assurance that the committee is proceeding as prescribed in Article VIII of the Agreement

Committee Activities

- report on all formal meetings and conferences since the first report
- note any changes in the committee membership

Committee Recommendations

- this section should be written by the committee chair, not the administrator
- enumerate the candidate's strengths, growth since last report (as applicable), and opportunities for growth
- ends with recommendation to the Board of Trustees for continued or non-continued probationary status signed by all committee members supporting the recommendation
- keep to two pages

Committee Minority Recommendation (if any)

- provide reasons for a minority recommendation signed by all committee members not supporting the majority recommendation

Self-Evaluation by Candidate

- list progress on previous goals (as applicable) including responsiveness to and/or progress on student or committee members' suggestions for growth (as needed)
- enumerate goals and plans for upcoming year, including plans for effective instructional approach

Peer Evaluations for Current Year

An "Academic Employee Peer" shall mean an individual holding a tenured academic employee appointment. (Agreement, Article VIII, Section B, 9).

A written summary in narrative form of all evaluative observations and judgments shall be prepared and included in the annual tenure report. (Agreement, Article VIII, Section F, 7).

- in the first year, peers might be from the same discipline and smaller in number than those included in the second and third year comprehensive reports (the fourth and sixth reports)
- indicate the number and size of the peer sample and those responding (minimum of three; ordinarily not more than five)
- include all peer evaluations

Committee Observations

A written summary in narrative form of all evaluative observations and judgments shall be prepared and included in the annual tenure report. (Agreement, Article VIII, Section F, 7).

"...Additional observations by qualified individuals other than committee members may be requested by the candidate or the committee. Such additional observations shall be limited to specified aspects of the candidate's role. Qualifications of the individuals selected to observe shall be determined by the Appointment Review Committee." (Agreement, Article VIII, Section F, 4).

- indicate classes observed
- report committee member observations by criteria
- provide separate report for each observer for each course observed

Student Evaluations

A written summary in narrative form of all evaluative observations and judgments shall be prepared and included in the annual tenure report. (Agreement, Article VIII, Section F, 7).

- this section includes quantitative and qualitative student evaluation
- summarize ratings for candidate's top three strengths, with quantitative evidence
- summarize ratings for any areas that demonstrate improvement over time, with quantitative evidence
- summarize ratings that have been relatively low or areas for future growth with quantitative evidence
- provide a summary table of data
- when presenting results, identify course number, title, number of students responding
- on the qualitative section, include three representative verbatim comments from students of the candidate's strengths, evidence of growth (as applicable), and areas for future growth

Long Report Due Dates:

Deadlines for long reports (Reports 2, 4, and 6) depend on when the candidate was hired:

Reports	Fall Qtr. Hire	Winter Qtr. Hire	Spring Qtr. Hire
First Long Report (Report 2) Quarter 2, Year 1	March 1	May 20	November 15
Second Long Report (Report 4) Quarter 5, Year 2	March 1	May 20	November 15
Third Long Report (Report 6) Quarter 8, Year 3	February 15	May 15	November 15

If a due date falls on a weekend or holiday, the reports will be due no later than the end of the next business day.

B. FORMAT GUIDELINES FOR PREPARATION OF APPOINTMENT REVIEW COMMITTEE REPORTS

PAPER	8 ½ x 11, white
MARGINS	Left, 1 ½”; Right, Top and Bottom, 1”
FONT	Size 12, Times New Roman
COPIES	Duplicate materials must be on 8 ½” x 11” white paper with 1 ½” left margin
DO	Number all pages (bottom center)
SUBMIT	One original copy of report to the Executive Vice President for Academic Affairs. This copy will be duplicated for the President, Board of Trustees, Vice Presidents, Appointment Review Committee chair and the candidate
DO NOT	<ul style="list-style-type: none">- staple, bind, or place report in cover- use 3-hole punch paper- re-submit materials contained in previous reports

C. SUMMARY OF REPORT DEADLINES

	Report 1 1 st Qtr	Report 2 2 nd Qtr	<i>None</i> 3 rd Qtr	Report 3 4 th Qtr	Report 4 5 th Qtr	<i>None</i> 6 th Qtr	Report 5 7 th Qtr	Report 6 8 th Qtr
FALL HIRE	End of Fall* Short Report	March 1 Comprehensive Report	<i>No</i> <i>Report</i>	End of Fall* Short Report	March 1 Comprehensive Report	<i>No</i> <i>Report</i>	End of Fall* Short Report	February 15 Comprehensive Report
WINTER HIRE	End of Winter* Short Report	May 20 Comprehensive Report	<i>No</i> <i>Report</i>	End of Winter* Short Report	May 20 Comprehensive Report	<i>No</i> <i>Report</i>	End of Winter* Short Report	May 15 Comprehensive Report
SPRING HIRE	End of Spring* Short Report	November 15 Comprehensive Report	<i>No</i> <i>Report</i>	End of Spring* Short Report	November 15 Comprehensive Report	<i>No</i> <i>Report</i>	End of Spring* Short Report	November 15 Comprehensive Report

* *End of quarter means the last day of final exams.*

If a due date falls on a weekend or holiday, the reports will be due no later than the end of the next business day.

APPENDIX A

ARTICLE VIII: TENURE

ARTICLE VIII: TENURE

From: Agreement by and Between the Board of Trustees of Shoreline Community College
District VII and the Shoreline Community College Federation of Teachers Local No. 1950
Effective July 1, 2013 – June 30, 2016

The Federation agrees that the ultimate authority to grant or deny tenure is vested with the Employer subject to the terms of this Article. It is further agreed that any and all decisions relating to the awarding or withholding of tenure or the non-renewal or renewal of tenure candidates shall not be subject to the grievance procedure of this Agreement.

SECTION A. Purpose

The Board of Trustees of Community College District Number Seven hereby establishes (in accordance with RCW 28B.50.850 through RCW 28B.50.869 as it now exists or hereinafter may be amended) the following rules on academic employees' tenure, the purpose of which is twofold:

1. To protect academic employees' employment rights and academic employee involvement in the establishment and protection of these rights at Shoreline Community College and any other community college hereafter established within Community College District Number Seven; and
2. To define a reasonable and orderly process for the appointment of academic employees to tenure status, or for the non-renewal of tenure candidates.

SECTION B. Definitions

As used in Articles VIII through XI, the following terms and definitions shall mean:

1. "Appointing Authority" shall mean the Board of Trustees of Community College District Number Seven.
2. "Tenure" shall mean an academic employee appointment for an indefinite period of time, which may be revoked, only for sufficient cause and with due process. RCW 28B.50.851(1)
3. "Faculty Appointment" shall mean full-time employment as a teacher, counselor, librarian, or other position for which the training, experience, and responsibilities are comparable as determined by the appointing authority, except administrative appointments. Academic employee appointment shall also mean department heads, division deans and administrators to the extent that such department heads, division deans or administrators have had or do have status as a teacher, counselor, or librarian. RCW 28B.50.851(2a) The term "academic employee" as used within Articles VIII-XI of the Agreement will imply that such academic employee has a "faculty appointment" per this definition.

4. "Probationary Academic Employee Appointment" shall mean an academic employee appointment for a designated period of time, which may be terminated without cause upon expiration of the candidate's term of employment. RCW 28B.50.851(3)
5. "Candidate" shall mean any individual holding a probationary academic employee appointment. RCW 28B.50.851(4) uses the word "probationer" and for all purposes, "candidate" will replace "probationer" in this section.
6. "Administrative Appointment" shall mean employment in a specific administrative position as determined by the appointing authority. RCW 28B.50.851(5)
7. "President" shall mean the President of Community College District Number Seven, or in the President's absence, the Administrator in charge.
8. "College" shall mean Shoreline Community College and any other community college hereafter established in Community College District Number Seven.
9. An "Academic Employee Peer" shall mean an individual holding a tenured academic employee appointment.
10. "Appointment Review Committee" shall mean a committee composed of the candidate's tenured academic employee peers, a student representative, and a member of the administrative staff of the College, provided that a majority of the committee shall consist of the candidate's academic employee peers. RCW 28B.50.851(7)
11. "Non-renewal" shall mean the decision of the Board of Trustees not to renew the appointment of a probationary academic employee for the succeeding three (3) -quarter appointments, excluding summer quarter and approved leaves of absence.
12. "Full-time" shall mean an individual assigned a full load for the entire academic year, or, as applicable, three (3) successive quarters for probationary appointments.

SECTION C. Eligibility for Tenure

As stipulated by law RCW 28.B.50.852, tenure shall be granted only to full-time academic employee appointments. The Board of Trustees, acting as the appointing authority, shall provide for the award of academic employee tenure upon one (1) of the following conditions:

1. a probationary period not to exceed successful completion of nine (9) consecutive regular college quarters, excluding summer quarters and approved leaves of absence; or
2. upon formal recommendation of the review committee and with the written consent of the candidate, the appointing authority may extend its probationary period for one (1), two (2), or three (3) quarters, excluding summer quarter, beyond the maximum probationary period established herein. No such extension shall be made, however, unless the review committee's recommendation is based on its belief that the candidate needs additional time

to complete satisfactorily a written plan of action already in progress and in the committee's further belief that the candidate will complete the plan satisfactorily. At the conclusion of any such extension, the appointing authority may award tenure unless the candidate has, in the judgment of the committee, failed to complete the professional improvement plan satisfactorily; or

3. any academic employee employed full-time in a temporary academic employee appointment, and subsequently full-time in a probationary appointment, both of whose terms total nine (9) consecutive regular college quarters, excluding summer quarters and approved leaves of absence; provided that tenure may be awarded at any time as may be determined by the appointing authority after it has given reasonable consideration to the recommendations of the Appointment Review Committee.

SECTION D. Appointment Review Committees: Purpose of the Committee and Selection of Membership

1. A separate five (5)-member Appointment Review Committee shall be established between October 31 and November 15 for:
 - a. each candidate in the first year of his/her appointment, or
 - b. temporary academic employee appointees (Appendix A, Article III, Section A.3) employed full time for three (3) consecutive regular college quarters, who are subsequently contracted for fourth, fifth and sixth consecutive college quarters, or
 - c. candidates appointed at some time other than the beginning of fall quarter, within six (6) weeks of the date of the appointment. Appointment Review Committees shall serve as standing committees until such time as the candidate is either granted tenure or his/her employment in a probationary academic employee appointment is terminated.
2. Each Appointment Review Committee shall be composed of a member of the administrative staff, a student representative, and three (3) tenured academic employees. RCW 28B:50:869
 - a. The divisional or administrative unit tenured academic employees shall submit a list of three (3) or more nominees who shall be tenured academic employees to serve on the Appointment Review Committee. Insofar as possible, at least one (1) nominee of the committee should be from the candidate's academic discipline or field of specialization and one (1) nominee from a related discipline or field of specialization. All full-time tenured and tenure track faculty as well as full-time temporary faculty described in Article VIII, Section D.1.b., acting in a body, shall then vote to select two (2) such nominees as members of the Appointment Review Committee.
 - b. The candidate should submit to the division dean a list of two (2) or more nominees who shall be tenured academic employees to serve on the Appointment Review

Committee. The academic employees, acting in a body, shall then vote to select one (1) such nominee as a member of the Appointment Review Committee, provided that in the event the candidate does not submit nominations, all full-time tenured and tenure track faculty as well as full-time temporary faculty described in Article VIII, Section D.1.b., acting in a body, shall then vote to select a third Appointment Review Committee member.

- c. The administrative representative on the committee shall be appointed by the College President.
 - d. The full-time student member on each Appointment Review Committee, and designated alternate(s), shall be appointed by the Student Body Association.
 - e. If a vacancy occurs during the term of the Appointment Review Committee, a designated alternate student shall be appointed by the Student Body Association, an administrative position shall be appointed by the College President, or in the case of an academic employee vacancy on the committee, the provisions of Article VIII, Section D.2.a and b shall be followed.
3. Training shall be provided for the Appointment Review Committees jointly conducted by the Federation and the District.

SECTION E. Appointment Review Committees: Duties and Responsibilities

1. The general duties and responsibilities of the Appointment Review Committee shall be to:
 - a. evaluate the candidate;
 - b. advise him/her of his/her strengths and areas needing improvement;
 - c. develop with him/her a plan to improve and strengthen performance.

The evaluation process shall place primary importance upon the candidate's effectiveness in his/her appointment. In accordance with the procedures in Article VIII Section G, the Appointment Review Committee shall be responsible for making a recommendation as to whether the candidate shall be granted renewal or non-renewal of his/her candidate status.

2. The first meeting of the Appointment Review Committee shall be called and chaired by the Vice President for Academic Affairs of the College. A chairperson shall be elected by the committee at the first meeting.
3. All subsequent meetings of the Appointment Review Committee after the first meeting shall be called by the Appointment Review Committee chairperson. Appointment Review committees may meet with or without the candidate. The committee shall determine whether the candidate's presence is necessary or advisable; in any event, the committee shall

meet with the candidate at least once per quarter until the candidate is granted tenure, tenders resignation, or is notified of non-renewal.

4. Failure of the Appointment Review Committee to perform its responsibilities will not negate the review process of a candidate.

SECTION F. Evaluation of the Candidate

1. Each Appointment Review Committee shall evaluate only the candidate's effectiveness in his/her appointment.
2. Each committee shall consider the following criteria in the course of evaluating the effectiveness of each full-time candidate:
 - a. the candidate's teaching, advising, and/or counseling skills or skills as librarian;
 - b. the candidate's ability to work with students;
 - c. the candidate's ability to work with academic employees and staff (staff input to be provided through administrative representative on the committee);
 - d. the candidate's knowledge of or competence in subject/discipline area;
 - e. the candidate's adherence to established College policies and procedures;
 - f. the candidate's general College involvement;
 - g. the candidate's action toward professional development and improvement;
 - h. the candidate's participation in curriculum/program development and promotion, which may include up to one-third release time for one (1) or more quarters, as determined by the administrative head and appropriate vice president.
3. Each Appointment Review Committee shall use a four (4)-part evaluation process, which includes the candidate's annual self-evaluation, quarterly student evaluations by the candidate's students in all assigned classes, annual peer evaluations, and an annual administrative evaluation by the head of the candidate's administrative unit.
4. Observations of the candidate while s/he is performing her/his professional responsibilities also shall be part of the evaluation process. During the first quarter of the probationary appointment, student evaluations shall be conducted for all classes. At any point during the first quarter, there shall be at least two (2) classroom observations, one (1) administrative and one (1) faculty. In all subsequent quarters, a minimum of one (1) observation per committee member shall be conducted each quarter and shall be scheduled in consultation with the candidate. Additional observations by qualified individuals other than committee members may be requested by the candidate or the committee. Such additional observations

shall be limited to specified aspects of the candidate's role. Qualifications of the individuals selected to observe shall be determined by the Appointment Review Committee.

5. A written evaluation noting the areas of strength and areas needing improvement shall be made for each observation. Within ten (10) working days after the observation, the observer shall meet with the candidate to discuss his/her performance and the observation report.
6. In those areas such as the library and the counseling center wherein teaching observations and/or student class evaluations may be inappropriate or limited, the Appointment Review Committee shall develop and employ alternative techniques and procedures to obtain evaluations by students and committee members of the candidate's performance of his/her professional responsibilities.
7. A written summary in narrative form of all evaluative observations and judgments shall be prepared and included in the annual tenure report.
8. During a candidate's employment, the appropriate vice president and/or President may observe the candidate once in the performance of his/her professional duties after the end of the fifth consecutive quarter, provided that advance notification is given to the candidate and the candidate's committee of such visitation. A written report of such visitation shall be submitted to the committee and the candidate. When areas needing improvement in the performance of a candidate are noted by the appropriate vice president or President, specific areas needing improvement will be communicated to the candidate and the Appointment Review Committee within ten (10) working days of the visitation. Such communication concerning areas needing improvement shall occur no later than ten (10) days before the due date of the final Appointment Review Committee report. Nothing shall preclude the committee and the appropriate vice president or President from mutually agreeing to have additional classroom visits, which shall also include reports to the committee and candidate.
9. The candidate shall not be required to work on any campus-wide committees during the first year of probation, but shall concentrate on academic requirements and job skills. The candidate shall not normally be required to work on more than one (1) campus-wide committee during the second and third years of probation. The candidate shall be limited to one (1) divisional committee assignment per year during the probationary period. These provisions may be waived upon the request of the appropriate review committee.

SECTION G. Communication of Evaluation Results

1. Each Appointment Review Committee, as part of its ongoing evaluation of the candidate, shall meet as a body and prepare report(s) that document the evaluation process of the candidate's strengths and recommendations for improvement as applicable. The committee will meet with the candidate to discuss the report(s) and furnish the candidate with a copy of the written report(s).

2. Copies of the written report(s) shall be submitted to the Vice President for Academic Affairs and appropriate vice president, who will forward them to the College President. The College President will submit the written report(s) to the Board of Trustees.
3. At a minimum, the following Appointment Review Committee reports will be submitted to the Vice President for Academic Affairs and appropriate vice president on or before the dates specified below:
 - a. a written progress report outlining the evaluation process, all evaluation results, areas of strength and those needing improvement, and specific steps that can be taken by the candidate to improve. Submitted by the last day of the first probationary quarter.
 - b. a comprehensive evaluation report that includes documentation of the process, all evaluative material collected during the college year, summary of progress, and recommendation for continued probationary status or tenure. Submitted by the dates indicated below:
 - (1) for candidates whose appointments begin in fall quarter, by February 15 for evaluation of the sixth, seventh and eighth quarters; by March 1 for evaluation of the third, fourth, and fifth quarters; and by March 1 for evaluation of the first and second quarters.
 - (2) for candidates whose appointments begin in winter quarter, by May 15 for evaluation of the sixth, seventh and eighth quarters; by May 20 for evaluation of the third, fourth and fifth quarters; and by May 20 for evaluation of the first and second quarters.
 - (3) for candidates whose appointments begin in a spring quarter, by November 15 for evaluation of the sixth, seventh and eighth quarters; by November 15 for evaluation of the third, fourth and fifth quarters; and by November 15 for evaluation of the first and second quarters.
4. When areas needing improvement in the performance of a candidate are noted by the Appointment Review Committee, the following steps will be taken by the committee:
 - a. specific areas needing improvement will be outlined in writing and discussed with the candidate within five (5) days of the conclusion of each Appointment Review Committee meeting.
 - b. the Appointment Review Committee will develop with the candidate a written plan of action to improve these deficient areas.
 - c. follow-up conferences (at least one [1] a month) will be held and written progress reports will be prepared by the Appointment Review Committee to help the candidate improve and document progress.

5. The College President may require reports at any time. Such reports shall be submitted by the Appointment Review Committee within fifteen (15) working days of the written request.

SECTION H. Rights and Reasonable Expectations of the Candidate

1. Rapport should be established and maintained between the candidate and his/her Appointment Review Committee so that the purposes of the observations and evaluations are clear.
2. The classroom observations shall be arranged with the candidate so that s/he will be prepared for the visit.
3. The candidate shall be acquainted with all evaluative instruments prior to their use and at the end of the evaluation process all the gathered data and materials shall be returned to the successful candidate. Upon request, the administrative head will have access to primary or “raw” evaluation data.
4. When a disagreement occurs between the candidate and his/her Appointment Review Committee over any area of evaluation, the candidate may submit a written statement of these disagreements and shall be entitled to a timely written response from the committee.
5. If the candidate disagrees with the recommendation of his/her Appointment Review Committee to the Board of Trustees, s/he may request a meeting of the academic employees in a body, to review and approve or disapprove the committee’s recommendation. This request shall be made in writing to the Federation President within five (5) days after the candidate’s receipt of the committee’s recommendation. The Federation President shall call the meeting within ten (10) days of receipt of such request. Within one (1) week of the meeting, the decision of the academic employees in a body, shall be sent, in writing, to the Board of Trustees for the Board’s consideration. This report shall be advisory and shall not be construed to be contrary to or supersede any provisions of RCW 28B.50.850 through RCW 28B.50.869.
6. The candidate must be given the right to review all written material to be seen by the Board and have the opportunity to respond in writing.

SECTION I. Board Decisions Regarding Tenure

1. Upon receiving the President’s or appropriate vice-president’s recommendation regarding the award or non-award of tenure or the non-renewal of a contract of the evaluated candidate(s), the Board of Trustees may meet with the chair of the Appointment Review Committee, Vice President for Academic Affairs or appropriate vice president, and any representative of a minority report, if applicable, to examine the records of the candidate(s). The Board shall give reasonable consideration to the recommendation of the College President or appropriate vice-president as to the award or non-award of tenure or the non-renewal of a contract to said candidate(s). The Board shall receive recommendations from both the Appointment Review Committee and College President/Vice President for

Academic Affairs or appropriate vice-president; provided, however, if the President or Vice President makes a recommendation that is contrary to the recommendation of the Appointment Review Committee, s/he shall discuss such differences with the committee prior to her/his recommendation to the Board.

2. All Board decisions regarding the award or non-award of tenure to candidates considered pursuant to this section shall be accomplished by no later than the end of the eighth probationary quarter. Written notice of such award or non-award shall be transmitted by the Board to the candidate no later than the end of the eighth probationary quarter.

APPENDIX B

LONG REPORT TEMPLATE

SHORELINE COMMUNITY COLLEGE

**APPOINTMENT REVIEW COMMITTEE
EVALUATION REPORT**

for

CANDIDATE NAME, Credentials

Academic Appointment and/or

Teaching Field(s):

Years on Probation:

Years on Associate Status:

Dept

3rd year

(or x of quarters taught)

Committee Members:

Name, Credentials

Administrator Name

Faculty Name

Faculty Name

Student Name

Committee Chair

Professor of

Administrator Title and Area of
Responsibility

Professor of

Professor of

Student Representative, Dept.

Month dd, 20yy

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I. Candidate's Current Resume or Vita

Candidate's Current Resume or Vita

Candidate Name

CV goes here, as provided by the Candidate (cut and paste, font can be other than Times New Roman size 12, but margins must be 1.5" left and 1" all others. This is the only part of the report that can be in a different font and size. No header required. Keep to two or three pages.)

II. Administrative Evaluation

ADMINISTRATIVE EVALUATION

Candidate Name – Quarter Year

Administrator Name, Administrative Title, Area of Responsibility

Maximum 2 pages, with bullet points

Note that the content of this can align closely with the committee evaluation.

Candidate's Assignments and Activities to Date [First report] or Since Last Report

- Courses
- Committees
- Conferences [professional development]
- Other

The above bullets are examples; there can be flexibility in the categories of these bullets. For non-instructional faculty, describe major activities and assignments related to position.

Candidate's Strengths *(cut and paste)*

- Classroom *or Non-Classroom Assignment (e.g., librarians, advisors)*
- Non-classroom

Bullets should be modified for non-instructional

Growth Since Last Report

- Bulleted list *or "N/A" for first long report*

Opportunities for Growth

- Bulleted list

Assurance Regarding Committee Procedure

I would like to assure the Board that this Committee has followed all the processes as they are prescribed in Article VIII of the Agreement.

III. Committee Activities

COMMITTEE ACTIVITIES

Candidate Name – Quarter Year

There have been no changes to the committee membership since the last report.

OR

The following changes have been made to the committee membership since the last report:
(state changes)

<u>Conference Date</u>	<u>Discussion Summary</u>
Month dd, 20yy	
Month dd, 20yy	

I. Committee Recommendations

COMMITTEE RECOMMENDATION

Candidate Name – Quarter Year

*Should be written by the committee chair, not the administrator
Keep to 2 pages, maximum*

Candidate’s Strengths

- Classroom *or Non-Classroom Assignment (e.g., librarians, advisors)*
- Non-classroom

Bullets should be modified for non-instructional

Growth Since Last Report

- Bulleted List *or “N/A” for first long report*

Opportunities for Growth (don’t leave blank)

- Bulleted List

Committee Recommendation Prescribed by Article VIII

We unanimously recommend to the Board of Trustees that _____ (name of candidate) be continued on probationary status.” *[For 2nd and 4th report] (If it is not unanimous, the minority report should be inserted after the committee report.)*

OR

The Appointment Review Committee (unanimously) recommends to the Board of Trustee that tenure be granted to _____ (name of candidate). *[For 6th report]*

_____ Name, Credentials, Committee Chair
Professor of

_____ Name, Credentials
Administrator, Title and Area of
Responsibility

_____ Name, Credentials
Professor of

_____ Name, Credentials
Professor of

_____ Name, Credentials
Student Representative, Dept.

IV. Self-Evaluation by Candidate

SELF-EVALUATION STATEMENT
Candidate Name – Quarter Year

(Keep to around 6 reasonable, achievable goals. Suggested length: 2 – 6 pages.)

Progress on Previous Goals

- Bulleted paragraphs *or “N/A” for first long report*
-

Goals and Plan for Upcoming Year

- Bulleted paragraphs
-

VI. Peer Evaluations

CONSOLIDATED PEER EVALUATIONS

Candidate Name – Quarter Year

Peer Evaluators:

Minimum of three evaluators, maximum of five

- | | | |
|----|----------------------|--------------|
| 1. | Name #1, Credentials | Professor of |
| 2. | Name #2, Credentials | Professor of |
| 3. | Name #3, Credentials | Professor of |
| 4. | Name #4, Credentials | Professor of |
| 5. | Name #5, Credentials | Professor of |

Interaction with Peers:

Cut and paste comments from individual evaluations, in a table format, as below. No need to repeat names. Suggested: 3 to 4 sentences per evaluator.

1. #1's Comments
2. #2's Comments
3. #3's Comments
4. #4's Comments
5. #5's Comments

Professional Knowledge:

1. #1's Comments
2. #2's Comments
3. #3's Comments
4. #4's Comments
5. #5's Comments

Interaction with Students:

1. #1's Comments
2. #2's Comments
3. #3's Comments
4. #4's Comments
5. #5's Comments

General Comments:

1. #1's Comments
2. #2's Comments
3. #3's Comments
4. #4's Comments
5. #5's Comments

VII. Committee Observations

COMMITTEE MEMBER CLASS OBSERVATION

Candidate Name – Quarter Year

[NOT consolidated, separate report for each observer for each course observed provide all observations since most recent long report, if applicable. See website on approved form for faculty, advisor, or librarian]

Observer:

Course Number and Section:

Quarter:

Date:

Number of Students Present:

Lesson Content and Design

- *(bullets are responsibility of observer so it can be narrative)*
- *(bullet can be one or two sentences or phrases)*

Learning Environment

-

Strengths

-

Effectiveness of Instructional Approach

-

Other Suggested Approaches for Enhancing Student Learning

-

Areas for Growth

-

VII. Student Evaluations

SUMMARY OF STUDENT EVALUATIONS

Candidate Name – Quarter Year

Provide a summary table of data as shown below. The example provided is based on Form A - Student Evaluation Questionnaire. No need to write the entire text in "Items". For those who teach 3 classes, add another column for "Course C".

Statements	Q1		Q2		Q3	
	Course A	Course B	Course A	Course B	Course A	Course B
Presentation and explanations are clear	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]
Responds clearly to students' questions	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]
Developed good rapport with class	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]
Presents materials in a well-organized manner	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]
Listens carefully to students in class	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]
Presents a variety of explanations to clarify difficult concepts	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]
Course goals and expectations are clear	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]
Keeps to stated goals and requirements or explained why change is necessary	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]
Well-prepared for each class	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]
Uses variety of materials and methods to teach	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]
Assignments help students gain better understanding of the course	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]
Evaluation and grading clearly explained and presented in writing	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]
Starts class on time	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]
Evaluates and/or grades in a timely manner	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]
Provides helpful oral or written feedback	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]

on student performance						
Sought and responsive to student feedback on assignments, etc.	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]
Treats students with respect	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]
Available for assistance during posted office hours	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]

Add a **Footnote here for any discrepancies on data. For example, only ___ (number of students) responded to this statement/question.*

Similar courses can be combined as warranted. A separate table for each different type of form can be provided (e.g., Table 1. Face-to-Face, Table 2.). If the candidate is teaching in a classroom and on-line, there will be one table for classroom and one for on-line.

OR

Strengths

*Summarize ratings for top three strengths (bullet points)
Provide quantitative evidence*

Evidence of Growth (as applicable)

*Summarize ratings for any areas that demonstrate improvement over time (bullet points)
Provide quantitative evidence*

Areas for Future Growth

*Summarize ratings that have been relatively low (bullet points)
Provide quantitative evidence*

**Provide copies of table from previous report in a separate page. If presenting 3rd long report, provide copies of the 1st and 2nd long reports starting with the most recent. If prior report was done using the old format, keep it as is. There is no need to redo the work.*

[For each course since the most recent long report, first provide the quantitative report, then provide verbatim comments – repeat for each course.]

STUDENT QUANTITATIVE RESPONSES

Candidate Name – Quarter Year

Instructor:	Name
Quarter Evaluated:	Winter 20yy
Class and Section:	Class #1 Course Num
	Official Title
Evaluation Form Used:	

STUDENT VERBATIM COMMENTS

Candidate Name – Quarter Year

Instructor: Name
Quarter Evaluated: Winter 20yy
Class and Section: Class #2 Course Num
Official Title
Evaluation Form Used:

Student Verbatim Comments from Student Evaluations here

APPENDIX C

SAMPLE FORMS

PEER EVALUATION FORM
1st Year – Fall 2016

Candidate Being Evaluated: Candidate's name here
Evaluator: Evaluator name here
Title here
Date: Date here

I. Interaction with Peers:
Start typing here.

II. Professional Knowledge:
Start typing here.

III. Interaction with Students:
Start typing here.

IV. General Comments:
Start typing here.

PEER EVALUATION FORM (Librarian/Media Coordinator)

Librarian/Media Coordinator's Name: _____ Quarter: F W Sp S Year ____
 Peer Evaluator's Name (optional): _____ Today's Date: _____

Please evaluate the librarian's or media coordinator's performance by rating each statement below. If you do not have sufficient knowledge/information regarding a specific item, or believe that it is not applicable, you may leave it blank. For each statement, consider whether the instructor performs at a level you would rate:

1 = Poor 2 = Below Average 3 = Average 4 = Above Average 5 = Excellent

The librarian/media coordinator named above:

1. Instructional Delivery Skills

- | | | | | | |
|--|---|---|---|---|---|
| 1.1 Listens carefully to what is being asked. | 1 | 2 | 3 | 4 | 5 |
| Comments: | | | | | |
| 1.2 Has a friendly, approachable manner. | 1 | 2 | 3 | 4 | 5 |
| Comments: | | | | | |
| 1.3 Demonstrates that the library is a place for learning. | 1 | 2 | 3 | 4 | 5 |
| Comments: | | | | | |
| 1.4 Communicates effectively. | 1 | 2 | 3 | 4 | 5 |
| Comments: | | | | | |

2. Client Consulting and Service Skills

- | | | | | | |
|--|---|---|---|---|---|
| 2.1 Has a friendly, approachable manner and communicates clearly and courteously with patrons. | 1 | 2 | 3 | 4 | 5 |
| Comments: | | | | | |
| 2.2 Works well with the diversity of students at Shoreline i.e., high school graduates, returning adults, international students, disabled students, those with low as well as high research and technology competency, etc. | 1 | 2 | 3 | 4 | 5 |
| Comments: | | | | | |
| 2.3 Determines whether requests should be satisfied by the teaching the patron how to access the information or finding the information for the patron. | 1 | 2 | 3 | 4 | 5 |
| Comments: | | | | | |
| 2.4 Provides assistance in a timely and usable form and, if requested, is available for consultation, bibliographic instruction, etc. at times other than regularly scheduled. | 1 | 2 | 3 | 4 | 5 |
| Comments: | | | | | |
| 2.5 Provides bibliographic instruction to faculty, makes recommendations for improving the collection and helps anticipate the needs of patrons. | 1 | 2 | 3 | 4 | 5 |
| Comments: | | | | | |

3. Content Expertise

- | | | | | | |
|---|---|---|---|---|---|
| 3.1 Demonstrates breadth in knowledge of different kinds of reference material and depth in areas of specialization.
Comments. | 1 | 2 | 3 | 4 | 5 |
| 3.2 Accesses information from databases such as WLN, INLEX, Internet, etc.
Comments. | 1 | 2 | 3 | 4 | 5 |
| 3.3 Is recognized by her/his peers as having depth and breadth of understanding of her/his discipline(s).
Comments. | 1 | 2 | 3 | 4 | 5 |
| 3.4 Is frequently asked/relied upon for assistance by other faculty.
Comments | 1 | 2 | 3 | 4 | 5 |

4. Management of Assigned Functions

- | | | | | | |
|--|---|---|---|---|---|
| 4.1 Completes the special responsibilities unique to her/his position in a thorough and timely manner.
Comments | 1 | 2 | 3 | 4 | 5 |
| 4.2 Helps implement college and Library/Media policies and procedures.
Comments. | 1 | 2 | 3 | 4 | 5 |

5. Service to Students

- | | | | | | |
|---|---|---|---|---|---|
| 5.1 Communicates frequently with the faculty and staff about the resources and assistance available at the Library/Media Center.
Comments. | 1 | 2 | 3 | 4 | 5 |
| 5.2 Serves on college committees.
Comments. | 1 | 2 | 3 | 4 | 5 |
| 5.3 Provides support for the basic mission and goals of the college.
Comments. | 1 | 2 | 3 | 4 | 5 |
| 5.4 Is able to work democratically and cooperatively.
Comments | 1 | 2 | 3 | 4 | 5 |

6. Professional Development and Recognition

- | | | | | | |
|--|---|---|---|---|---|
| 6.1 Regularly reads relevant newspapers, magazines, journals and books to maintain currency and learn more about his/her area of expertise.
Comments. | 1 | 2 | 3 | 4 | 5 |
| 6.2 Participates in professional development activities on campus by attending conferences and class preparations, etc. and in other related ways works to increase knowledge in his/her area of expertise.
Comments. | 1 | 2 | 3 | 4 | 5 |

6.3 Is recognized by his/her colleagues for professional knowledge, scholarship and leadership. 1 2 3 4 5
Comments.

7. Open-ended Questions

7.1 What are this individual's strengths?

7.2 In what ways could this individual improve?

7.3 Other comments.

PEER EVALUATION FORM (Counselor/Academic Advisor)

Counselor Peer Evaluation Questionnaire

Shoreline Community College Academic Employee Evaluation

Counselor's Name _____ Quarter: F W Sp S Year _____

Peer Evaluator's Name (optional) _____ Today's Date: _____

Please evaluate the counselor's performance by rating each statement below. If you do not have sufficient knowledge/information regarding a specific item, or believe that it is not applicable, leave it blank. For each statement, consider whether the instructor performs at a level you would rate:

1 = Needs Development 2 = Is Developing 3 = Proficient 4 = Advanced
NA = Not Applicable

The counselor named above:

Part I – Instructional Delivery Skills

- | | |
|---|---------------------|
| 1. Presents material in an organized and logical manner. | 1 2 3 4
NA |
| Comments: | |
| 2. Provides clear explanations. | 1 2 3 4
NA |
| Comments: | |
| 3. Seems interested in the subject presented. | 1 2 3 4
NA |
| Comments: | |
| 4. Is responsive to student questions and concerns and is willing to help. | 1 2 3 4
NA |
| Comments: | |
| 5. Makes presentations or performs other activities in an effective manner overall. | 1 2 3 4
NA |
| Comments: | |

Part II – Content Expertise

- | | |
|---|---------------------|
| 6. Demonstrates depth, breadth, and currency in content and applications of counseling theory and practice. | 1 2 3 4
NA |
| Comments: | |

- | | |
|--|---------------|
| 7. Knows and can access both college and community resources to assist students and faculty with requests for information, assessment, and referrals to other counseling practitioners.
Comments: | 1 2 3 4
NA |
| 8. Can be relied upon for professional assistance by instructional faculty when appropriate.
Comments: | 1 2 3 4
NA |
| 9. Maintains current knowledge of educational programs and instructional changes for his/her advisees.
Comments: | 1 2 3 4
NA |

Part III – Management of Assigned Functions

- | | |
|---|---------------|
| 10. Completes responsibilities unique to his/her position.

Comments: | 1 2 3 4
NA |
| 11. Has a friendly, approachable manner and communicates effectively.

Comments: | 1 2 3 4
NA |
| 12. Works well with the diversity of students at Shoreline.

Comments: | 1 2 3 4
NA |
| 13. Listens carefully to what is being reported or requested and offers assistance when appropriate.
Comments: | 1 2 3 4
NA |
| 14. Refers students to other available resources as appropriate.

Comments: | 1 2 3 4
NA |

Part IV – Service to College

- | | |
|--|---------------|
| 15. Helps implement Advising and Counseling Center policies and procedures.
Comments: | 1 2 3 4
NA |
| 16. Attends and prepares for staff meetings.

Comments: | 1 2 3 4
NA |
| 17. Participates in Advising and Counseling Center projects.

Comments: | 1 2 3 4
NA |
| 18. Communicates with the campus community to enhance student success.

Comments: | 1 2 3 4
NA |

19. Participates in college committees and activities with the College's goals and mission statement in mind. 1 2 3 4
NA

Part V – Professional Development/Recognition

20. Participates in professional development activities by attending conferences, taking classes, or in other ways increasing knowledge about his/her profession. 1 2 3 4
NA

Comments:

21. Is recognized for leadership, service or other professional contributions. 1 2 3 4
NA

Comments:

Part VII - Open-ended Questions (please respond on the other side of this sheet)

22. What are this individual's strengths?

23. In what ways could this individual improve?

24. Other comments?

CLASSROOM OBSERVATION
Faculty Observed – Quarter Year

Observer:
Course Number and Section:
Quarter:
Date of Observation:
Number of Students Present:

Lesson Content and Design

-

Learning Environment

-

Strengths

-

Effectiveness of Instructional Approach

-

Other Suggested Approaches for Enhancing Student Learning

-

Areas for Growth

-

ADVISING OBSERVATION
Advisor Observed – Quarter Year

Observer:
Advising Purpose:
Quarter:
Date of Observation:
Number of Students Present:

Content and Organization

-

Environment

-

Strengths

-

Effectiveness of Approach

-

Other Suggested Approaches for Effective Advising

-

Areas for Growth

-

SUMMARY OF STUDENT EVALUATIONS
(Form A)

Candidate Name – Quarter Year

Statements	Q1		Q2		Q3	
	Course A	Course B	Course A	Course B	Course A	Course B
Presentation and explanations are clear	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]
Responds clearly to students' questions	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]
Developed good rapport with class	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]
Presents materials in a well-organized manner	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]
Listens carefully to students in class	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]
Presents a variety of explanations to clarify difficult concepts	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]
Course goals and expectations are clear	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]
Keeps to stated goals and requirements or explained why change is necessary	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]
Well-prepared for each class	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]
Uses variety of materials and methods to teach	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]
Assignments help students gain better understanding of	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]

the course						
Evaluation and grading clearly explained and presented in writing	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]
Starts class on time	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]
Evaluates and/or grades in a timely manner	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]
Provides helpful oral or written feedback on student performance	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]
Sought and responsive to student feedback on assignments, etc.	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]
Treats students with respect	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]
Available for assistance during posted office hours	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]

SUMMARY OF STUDENT EVALUATIONS

(Form B)

Candidate Name – Quarter Year

Statements	Q1		Q2		Q3	
	Course A	Course B	Course A	Course B	Course A	Course B
Well-organized classroom activities	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]
Presents subject matter in effective manner	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]
Communicates expectations clearly	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]
Encourages students to think critically and problem solve	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]
Well prepared for each class	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]
Uses variety of teaching materials and methods	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]
Assignments/tests give students opportunity to express knowledge	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]
Helps broaden students' interests	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]
Impartial in dealing with students	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]
Encourages expression of differing points of view	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]
Assignments/course graded fairly	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]
Willing to give individual help	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]

when requested						
Prompt in meeting classes	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]
Readily available for assistance during posted office hours	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]

SUMMARY OF STUDENT EVALUATIONS

Candidate Name – Quarter Year

(On-line student evaluation)

Statements	Q1		Q2		Q3	
	Course A	Course B	Course A	Course B	Course A	Course B
	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]
Provides clear information for navigating online classroom	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]
Presents subject matter in clear and organized manner	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]
Communicates expectations clearly	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]
Encourages to think critically and problem-solve	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]
Posts class materials in timely fashion	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]
Uses variety of materials and methods to teach class	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]
Assignments/tests give adequate opportunity to express knowledge	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]
Helps broaden interests	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]
Impartial in dealing with students	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]
Encourages expression of differing points of view within context of academic class	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]
Assignments/course requirements graded fairly and objectively	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]
Willing to give	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]

individual help when requested						
Clearly states online office hours or availability by appointment	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]	[Mean]