

Implementation Procedures For Appointment Review Committees

Shoreline Community College
November 2013

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

**TENURE HANDBOOK
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I. 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.

This handbook contains the following: 1) general information that highlights the appointment review process according to Article VIII: Tenure from the 2013-2016 Agreement, 2) guidelines for preparation of the comprehensive and quarterly evaluation reports, 3) appendices that included Article VIII from the 2013-2016 Agreement, sample evaluation forms, and other sample pages for tenure reports.

II. 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*).

III. GUIDELINES FOR PREPARATION OF REPORTS

Under the law, 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.

These tenure reports play a major role in the Board’s decision-making. Therefore, 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. SUGGESTED CONTENT OUTLINE AND REQUIRED DUE DATES FOR APPOINTMENT REVIEW COMMITTEE REPORTS BY YEAR

The Office of the Vice President for Academic and Student Affairs (VPASA) 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.

Reports 1, 3, 5

These short reports are usually one to three pages long and in memo form addressed to the Board of Trustees, President and 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 agrees with the content of the report.

Reports 2, 4, 6

These comprehensive evaluation reports are to be in manuscript form with a cover sheet and table of contents (see Appendix B & C). 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.

1. First Report, First Quarter: Short Report in Memo Format Due on or Before Last Day of Quarter

In the past, most committees have found one to three pages sufficient for this report.

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
- 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)
- 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

2. **Second Report, Second Quarter: Comprehensive Evaluation Report**
Due March 1 (Fall Hire), May 20 (Winter Hire), November 15 (Spring Hire)

Cover Sheet (see Appendix B for sample)

- 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 (see Appendix C for sample)

- 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.

Committee Activities (see Appendix H for sample)

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

Summary in Narrative Form and Committee Recommendation

- synopsis of committee activities and review/overview of candidate's progress in the first two quarters of employment
- discussion of candidate's goals, strengths, progress on any noted areas needing improvement, etc.
- ends with recommendation to the Board of Trustees for continued or non-continued probationary status signed by all committee members supporting the recommendation

Committee Minority Recommendation (if any)

- narrative statement explaining the reasons for a minority recommendation signed by all committee members not supporting the majority recommendation

Self-Evaluation by Candidate

- statement of goals and plan for achievement of goals
- analysis of strengths and effectiveness of instructional approach
- as needed, responsiveness to and /or progress on student or committee member suggestions for improvement

Peer Evaluations for Current Year (see Appendix D for samples)

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

Student Evaluations for Quarter One *(see Appendix E for samples)*

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).

- at the beginning of the summary indicate each course section evaluated each quarter, and when presenting results identify course number, title, number of students enrolled and responding
- in a short paragraph, summarize the distribution of ratings and specifically identify any questions with low ratings
- include all student verbatim comments

Committee Member Observations of Candidate's Teaching for Quarters One and Two *(see Appendix F for sample)*

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).

- sample instrument with a brief summary that highlights comments from committee member observations for each area being evaluated
- since only two quarters are being reported, it may be appropriate to include the observation reports in their entirety

Narrative Evaluation by Head of Candidate's Administrative Unit

- brief discussion of candidate's assignment and activities to date
- summarize the candidate's areas of strength, areas needing improvement, steps that can be taken to improve, and candidate's progress during the two quarters of employment with the College
- assurance that the committee is proceeding as prescribed in Article VIII of the Agreement

3. **Third Report, Fourth Quarter: Short Report in Memo Format**
Due on or Before Last Day of Quarter

Average length is one to three pages, depending on findings.

Committee Activities

- report on all committee meetings since the second report, including dates and activities at each meeting
- note any changes in committee membership

Committee Findings

- summarize in narrative form the numerical data and student comments for student evaluations from the second and third quarters.
- (student evaluation materials for the second and third quarters will be included in the fourth report)
- summarize the committee member observations for the third and fourth quarters
- candidate's strengths (areas of strength)
- report on committee assistance to and candidate progress on any suggestions, or on areas identified as needing improvement (recommended steps for improvement)
- memo ends with recommendation to the Board of Trustees for continued or non-continued probationary status of candidate signed by all committee members

4. **Fourth Report, Fifth Quarter: Comprehensive Evaluation Report**
Due March 1 (Fall Hire), May 20 (Winter Hire), November 15 (Spring Hire)

Cover Sheet (see Appendix B for sample)

- 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 (see Appendix C for sample)

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

Candidate's Current Resume or Vita

- updated education, work history, presentations/publications, special accomplishments, etc.

Committee Activities (*see Appendix H for sample*)

- report on all committee meetings since the third report, including dates and activities at each meeting
- note any changes in committee membership

Summary in Narrative Form and Committee Recommendation

- synopsis of committee activities and candidate's progress in the five quarters of employment
- if areas of improvement were noted, summarize them and indicate candidate's progress on them and the committee's efforts to assist
- ends with recommendation to the Board of Trustees concerning continued or non-continued probationary status
- signed by all committee members supporting the recommendation

Committee Minority Recommendation (if any)

- narrative statement giving reasons for minority recommendation signed by all committee members not supporting the majority recommendation

Self-Evaluation by Candidate

- discussion of goals and progress on them during the second year
- analysis of strengths and areas needing improvement and action plan for making improvement, as needed
- progress made on student and committee member suggestions

Peer Evaluations for Current Year (*see Appendix D for samples*)

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.)

- broaden the sample population from the first year
- indicate the number of peers sampled and responding (minimum of three; ordinarily not more than 5)
- include all peer evaluations

Student Evaluations for Quarters Two, Three and Four (*see Appendix E for samples*)

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.)

- at the beginning of the summary indicate each course section evaluated each quarter, and when presenting results identify course number, title, number of students enrolled and responding
- in a short paragraph, summarize the distribution of ratings and specifically identify any questions with low ratings
- include all student verbatim comments

Committee Member Observations of Candidate's Teaching for Quarters Three, Four and Five (*see Appendix F for sample*)

- indicate number of observations and classes observed
- report committee member observations by questions/criteria
- indicate areas of strengths and any areas needing improvement and candidate's progress on them
- generally it's this section that has a fuller discussion of candidate's areas of strength and progress on recommended steps to improve

Narrative Evaluation by Head of Candidate's Administrative Unit

- indicate candidate's professional responsibilities for the third, fourth and fifth quarters
- summarize the candidate's areas of strength, areas needing improvement, steps that can be taken to improve, and candidate's progress during the five quarters of employment with the College
- assurance that the committee is proceeding as prescribed in Article VIII of the Agreement

5. Fifth Report, Seventh Quarter: Short Report in Memo Format Due on or Before Last Day of Quarter

Average length is one to three pages, depending on findings.

Committee Activities

- report on all committee meetings since the fourth report, including dates and activities at each meeting
- note any change of committee membership

Committee Findings

- summarize in narrative form the numerical data and student comments for student evaluations from the fourth, fifth, and sixth quarters
- (student evaluation materials for the fourth, fifth and sixth quarters will be included in the sixth report)
- summarize the committee member observations from the sixth and seventh quarters
- candidate's strengths (areas of strength)
- report on committee assistance to and candidate progress on any suggestions, or on areas identified as needing improvement. (recommended steps for improvement)

- memo ends with recommendation to the Board of Trustees for continued or non-continued probationary status of candidate
- signed by all committee members

6. **Sixth Report, Eighth Quarter: Comprehensive Evaluation Report Due February 15 (Fall Hire), May 15 (Winter Hire), November 15 (Spring Hire)**

Normally, this will be the final committee report.

Cover Sheet (*see Appendix B for sample*)

- 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 (*see Appendix C for sample*)

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

Candidate's Current Resume or Vita

- updated education, work history, presentations/publications, special accomplishments, etc.

Committee Activities (*see Appendix H for sample*)

- report all committee meetings since the fifth report, including dates and activities at each meeting
- note any changes in committee membership

Summary in Narrative Form and Committee Recommendation

- synopsis of committee activities and summary of candidate's progress in the eight quarters of employment
- include summary of areas of strength
- if areas needing improvement were noted, summarize them and indicate candidate's progress on improving them and the committee's efforts to assist
- recommendation to the Board of Trustees concerning awarding of tenure
- recommendation signed by all committee members supporting the recommendation

Committee Minority Recommendation (if any)

- narrative statement giving reasons for minority recommendation
- signed by all committee members not supporting the majority recommendation

Self-Evaluation by Candidate

- discussion of goals for and progress on them for the third year as well as overall progress during the probationary period
- analysis of areas of strength and areas needing improvement and action plan for continuing to grow professionally
- progress made on student and committee member suggestions

Peer Evaluations for Current Year (see Appendix D for samples)

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).

- report the number of peers sampled and responding (minimum of three; ordinarily not more than five)
- include all peer evaluations

Student Evaluations for Quarters Five, Six and Seven (see Appendix E for samples)

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).

- at the beginning of the summary indicate each course section
- evaluated each quarter, and when presenting results identify the course number, title, number of students enrolled and responding
- in a short paragraph, summarize the distribution of ratings and specifically identify any questions with low ratings
- include all student verbatim comments

Committee Member Observations of Candidate's Teaching for Quarters Six, Seven and Eight (see Appendix F for sample)

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 number of observations and classes observed
- summarize committee member observations according to the agreed upon evaluation questions/criteria
- indicate areas of strength and candidates progress on any areas needing improvement.

Narrative Evaluation by Head of Candidate's Administrative Unit

- indicate candidate's professional responsibilities for the sixth, seventh and eighth quarters
- summarize the candidate's areas of strength, areas needing improvement, and progress on recommended steps for improvement; note any special achievements and contributions beyond the areas of strength
- because this is normally the last comprehensive evaluation report for a candidate, a discussion of growth throughout the process may be appropriate
- assurance that the committee adhered to the process as prescribed in Article VIII of the Agreement

B. 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.

C. **TENURE REPORT CHECKLIST**

Candidate Name: _____ Starting Qtr and Yr: _____

| Requirement | Report 1 | Report 2 | None | Report 3 | Report 4 | None | Report 5 | Report 6 |
|---------------------------------------|-----------------|------------------|-------|-----------------|------------------|-------|-----------------|-------------------|
| | Qtr 1 | Qtr 2 | Qtr 3 | Qtr 4 | Qtr 5 | Qtr 6 | Qtr 7 | Qtr 8 |
| Due Date (depending on hire - F,W,Sp) | Last Day of Qtr | 3/1, 5/20, 11/15 | | Last Day of Qtr | 3/1, 5/20, 11/15 | | Last Day of Qtr | 2/15, 5/15, 11/15 |
| Report Format | Memo | Comprehensive | None | Memo | Comprehensive | None | Memo | Comprehensive |

| Sect | Short Report Contains (1-3 pgs): | SHORT RPT | | | SHORT RPT | | | SHORT RPT |
|------|---|---------------------|--|--|----------------|--|--|----------------|
| | Committee Activities | x | | | Since Report 2 | | | Since Report 4 |
| | Committee Findings | x | | | x | | | x |
| | - Narrative Summary of Student Evaluations | n/a | | | Qtrs 2, 3 | | | Qtrs 4, 5, 6 |
| | - Narrative Summary of Committee Class Observations | Admin + 1 Fac Qtr 1 | | | Qtrs 3, 4 | | | Qtrs 6, 7 |
| | - Strengths/Improvements | | | | | | | |

| Sect | Long Report Contains: | | LONG RPT | | | LONG RPT | | | LONG RPT |
|------|---|--|----------------|-------|-------|----------------|-------|-------|----------------|
| 0 | Cover Sheet | | x | | | x | | | x |
| 0 | Table of Contents | | x | | | x | | | x |
| 1 | Current Resume or Vita | | Yr 1 | | | Yr 2 | | | Yr 3 |
| 2 | Committee Activities | | Since Report 1 | Do Q3 | Do Q4 | Since Report 3 | Do Q6 | Do Q7 | Since Report 5 |
| 3 | Committee Recommendation Summary | | x | | | x | | | x |
| 3A | Committee Minority Recommendation | | x | | | x | | | x |
| 4 | Self Evaluation | | Yr 1 | | | Yr 2 | | | Yr 3 |
| 5 | Peer Evaluations (3-5) | | For current yr | | | For current yr | | | For current yr |
| | PE - Summary | | x | | | x | | | x |
| | PE - Indiv Peer Evals | | x | | | x | | | x |
| 6 | Student Evaluations | | Qtr 1 | Do Q3 | Do Q4 | Qtrs 2, 3, 4 | Do Q6 | Do Q7 | Qtrs 5, 6, 7 |
| | SE - Summary (by indiv class) | | x | | | x | | | x |
| | SE - Graphs | | x | | | x | | | x |
| | SE - Student Comments/Verbatims - Dept Secy types verbatims | | x | | | x | | | x |
| 7 | Committee Class Observations | | Qtr 1, 2 | Do Q3 | Do Q4 | Qtrs 3, 4, 5 | Do Q6 | Do Q7 | Qtrs 6, 7, 8 |
| | CO - Summary | | x | | | x | | | x |
| | CO - Indiv Observations | | x | | | x | | | x |
| 8 | Administrative Evaluation | | For current yr | | | For current yr | | | For current yr |

Candidate Name: _____ Starting Qtr and Yr: _____

Committee Members: (Name and credentials)

Responsible for:

Changes in Committee:

Chair: _____

Activities, Summ/Recomm

Dean: _____

Admin Evaluation

Faculty #1: _____

Peer Evaluation

Faculty #2: _____

Class Observations

Student: _____

Student Evaluations

D. FORMAT GUIDELINES FOR PREPARATION OF APPOINTMENT REVIEW COMMITTEE REPORTS

| | |
|---------|--|
| PAPER | 8 ½ x 11, white |
| MARGINS | Left, 1 ½”; Right, Top and Bottom, 1” |
| 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 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 | - staple, bind, or place report in cover - use 3-hole punch paper - re-submit materials contained in previous reports |

Reports 1, 3, 5

These short reports are usually one to three pages long and in memo form addressed to the Board of Trustees, President and 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 agrees with the content of the report.

Reports 2, 4, 6

These comprehensive evaluation reports are to be in manuscript form with a cover sheet and table of contents (see attached samples). 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.

APPENDIX A

ARTICLE VIII: TENURE

FROM AGREEMENT BY AND BETWEEN

THE BOARD OF TRUSTEES
OF SHORELINE COMMUNITY COLLEGE
DISTRICT NUMBER VII

AND

THE SHORELINE COMMUNITY COLLEGE

FEDERATION OF TEACHERS

LOCAL NO. 1950
WFT/AFT/AFL-CIO

Effective July 1, 2013
Through June 30, 2016

ARTICLE VIII: TENURE

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

SAMPLE COVER SHEET

TO BE USED ON ALL
COMPREHENSIVE EVALUATION
REPORTS

SHORELINE COMMUNITY COLLEGE

**APPOINTMENT REVIEW COMMITTEE
EVALUATION REPORT**

for

John D. Doe, Ph.D.

Academic Appointment and/or
Teaching Field(s): Engineering, Engineering Tech
Years on Probation: 1
Years on Associate Status: 3

Committee Members:

Mable Smith, M.S. -- Committee Chair, Engineering
Susan Hill, M. Ed. -- Academic Dean, Science and Math Division
 Ronald Jones -- Engineering
William Davis -- Physics
 Jane Adams -- Student, Engineering

Month Day, Year

APPENDIX C

SAMPLE TABLE OF CONTENTS

TO BE USED FOR ALL
COMPREHENSIVE EVALUATION
REPORTS

Sample Cover Table of Contents for Comprehensive Evaluation

TABLE OF CONTENTS

| | <u>Page</u> |
|--|-------------|
| I. Candidate's Current Resume or Vita | xxx |
| II. Committee Activities | xxx |
| III. Summary in Narrative Form and Committee Recommendation | xxx |
| IV. Self-Evaluation by Candidate | xxx |
| V. Peer Evaluations..... | xxx |
| VI. Student Evaluations | xxx |
| VII. Committee Observations..... | xxx |
| VIII. Narrative Evaluation of Head of Candidate's Administrative Unit..... | xxx |

APPENDIX D

PEER EVALUATIONS

SAMPLES OF
PEER EVALUATION FORMS

SAMPLE FORM FOR PEER EVALUATION

NOTE: *This is another available peer evaluation form to be used by individual faculty. Then, all responses can be summarized for the report using these headings.*

Candidate Being Evaluated: _____

Evaluator: _____

- 1. Faculty member's effectiveness as a teacher.**

- 2. Faculty member's effectiveness as a teacher based upon classroom and/or other presentations you have observed.**

- 3. Faculty member's contribution to the division.**

- 4. Faculty member's contribution to the campus.**

- 5. Are there any ways in which the faculty member could improve as advisor and/or teacher?**

- 6. What do you think is the faculty member's strongest point?**

- 7. Are there other comments you wish to make?**

APPENDIX E

STUDENT EVALUATIONS

SAMPLES OF
STUDENT EVALUATION FORMS

A FEW NOTES

- Using the same evaluation form for a number of classes and quarters allows the committee and candidate to see patterns over time.
- Using at least one quantitative evaluation instrument for some of the classes during the probationary period gives the committee and candidate information not necessarily obtained from instruments using only student comments on each question/criterion.
- Shoreline has computerized Student Evaluation Questionnaire forms for all three categories of faculty, i.e., classroom, library/media, and counselor/advisor.
- Any of the current Student Evaluation Questionnaire forms being used for students to evaluate their instructors in face-to-face classes can be used for evaluating on-line instruction.

APPENDIX F

**COMMITTEE MEMBER
CLASSROOM OBSERVATIONS**

SAMPLES OF
COMMITTEE MEMBER CLASSROOM
OBSERVATION FORMS
AND
COMMITTEE MEMBER CLASSROOM
OBSERVATION SUMMARY FORM

SAMPLE CLASSROOM OBSERVATION FORM

APPENDIX F

NOTE: This form could be completed by committee members or other colleagues invited to observe and evaluate and also be used later to give summary comments and average ratings.

Instructor: _____
Course: _____
Time/Date: _____
Evaluator: _____

Rating: 4 = Superior
3 = Good
2 = Adequate
1 = Poor
0 = No opinion

| | <u>RATING</u> | <u>COMMENTS</u> |
|------|--|-----------------|
| I. | <u>Content</u> | |
| 1. | Evidence of preparedness | _____ |
| 2. | Organization of material | _____ |
| 3. | Clarity of presentation | _____ |
| 4. | Pacing of presentation | _____ |
| 5. | Level of presentation | _____ |
| 6. | Overall content evaluation | _____ |
| II. | <u>Presentation</u> | |
| 1. | Effective utilization of time | _____ |
| 2. | Clarity of speech | _____ |
| 3. | Clarity of handwriting/graphics | _____ |
| 4. | Effective use of teaching aids | _____ |
| 5. | Detracting habits | _____ |
| 6. | Overall presentation | _____ |
| III. | <u>Relationship with Students</u> | |
| 1. | Responsiveness to questions | _____ |
| 2. | Effectiveness of answers | _____ |
| 3. | Rapport with students | _____ |
| 4. | General class atmosphere | _____ |
| 5. | Overall relationship | _____ |
| IV. | <u>Student Evaluation Tools</u> | |
| 1. | Appropriateness of assignments | _____ |
| 2. | Tests: relevance to objectives, Frequency, clarity | _____ |
| V. | <u>Course Critique</u> | |
| 1. | Organization and pacing throughout quarter | _____ |
| 2. | Attainment of course goals | _____ |
| VI. | <u>Overall Evaluation</u> | _____ |
| VII. | <u>Further Comments:</u> | _____ |

SAMPLE CLASSROOM OBSERVATION

NOTE: Some committees have used this format for individual observation reports and then summarized all responses into these categories.

Faculty Member Observed:

Observer:

Course Number and Section:

Quarter:

Date:

Number of Students Present:

I. Lesson Content and Design

II. Learning Environment

III. Strengths

IV. Effectiveness of Instructional Approach

V. Other Suggested Approaches for Enhancing Student Learning

VI. Areas Needing Improvement

CLASSROOM OBSERVATIONS SUMMARY

| <u>OBSERVER</u> | <u>Observer's Name</u> | <u>Observer's Name</u> | <u>Observer's Name</u> | <u>Observer's Name</u> |
|--|--|--|--|--|
| DATE OF OBSERVATION | 11/27/10 | 11/27/10 | 2/7/11 | 3/7/11 |
| CLASS OBSERVED | Nursing 202 Pregnancy and Family Health | Nursing 202 Pregnancy and Family Health | Nursing 202 Pregnancy and Family Health | GWS 283 Women of Power |
| LECTURE TOPIC | Conception control, contraceptive methods, premenstrual syndrome | Exploring current contraceptive methods | Pregnancy induced hypertension, pre-eclampsia and eclampsia | Birth control techniques |
| TEACHING METHODS USED IN CLASS | Lecture, discussion, handout, overheads | Lecture, class participation, overhead, classroom handout | Lecture, overhead projector, slide projector, class participation, student demonstration | Lecture with discussion, showed samples |
| EFFECTIVENESS OF TEACHING METHODS | Lecture/discussion: responsive to all questions and comments offered; cited current literature and research frequently, handout: listed information re contraceptives. Much information useful in patient teaching | Relaxed and confident. Showed respect for the students in answering their questions and concerns. Some of this material was very controversial and she was clear about her responsibilities in covering it. Clarified any misunderstandings with statements such as "the literature doesn't support that." | Lecture well-researched, well-organized, clearly presented. Discussed information noted in recent medical and nursing literature. Most overheads were clear and readable, some print too small. Slides illustrated subject well. Class discussions relaxed and informative and appropriate in amount. Allowed student volunteer to demonstrate reflexes. | Used an outline to keep her on track with the material. Handled the fact that it was a new group of students (to her) very professionally. She had to teach a subject that was unknown to the majority of the students and had to dispel many myths. Able to field questions in the middle of the lecture. Relaxed and confident in her lecture. |
| OVERALL EFFECTIVENESS IN THE CLASSROOM | Provided an open discussion of a sensitive issue. Open to all questions and opinions - responded with rationale for her views. Voice level easily heard and clear. Eye contact consistent. Came out from behind podium frequently. Aware of community resources. | Very effective. Helped students to relax and encouraged them to ask questions. Since she is teaching nurses who will need to teach this material, she stressed the importance of being knowledgeable about the subject as well as to be comfortable about discussing these subjects with clients. | Excellent. Appeared to be very knowledgeable in her subject and seemed to enjoy discussing the material. | Very effective. Students were very impressed with her knowledge and very appreciative of her expertise. Made them feel comfortable with the subject immediately which allowed them to ask questions without being embarrassed. Clear and concise, honest in her answers, gave excellent demonstrations. Made the topic fun to discuss. |

SAMPLE SUMMARY OF CLASSROOM OBSERVATION
 (Regardless of form used)
NOTE: If desired, each individual observer's report can be summarized as shown below
APPENDIX F

OBSERVER

Observer's Name

Observer's Name

Observer's Name

Observer's Name

Able to share her knowledge in a non-threatening way. Honest about her attitudes and beliefs. Makes the information clear. Not afraid to share personal life in an appropriate manner. Asked for questions. Was firm in answering controversial questions without putting the student down who was misinformed. Handout made it easy to take notes and get back on track. Compliments students by stating "you bring up an important concern."

Very articulate. Answers questions easily and concisely. Good eye contact. Used a variety of teaching methods to present information. Took a complex subject and broke it down into meaningful units for discussion. Lecture pace appropriate for note-taking.

Base of knowledge very strong. Extensive experience allowed her to cover some important issues which might be missed by someone without her level of expertise. Able to give a great deal of information in a short period of time and still answer important questions raised by students. Good comfort level in speaking about this topic. Clearly the level of a Master Teacher.

Very positive interaction with the class. States own opinion, but leaves room for those of others. STRONG knowledge base - comfortable with material. Includes much current research data.

Limit discussion in order to cover material in its entirety (did not complete discussion of information on handout). Perhaps limit HOW MUCH information given about any one topic (she knows so much) in order to move through outline in more orderly and expedient fashion.

Allow more time for the subject within the course syllabus. Possibly use plastic models.

Use large enough print on all overheads for readability in the back rows of the room. Use light pen to point out pertinent areas on the screen when slides are used.

Allow more time for her in the course and will ask her to elaborate on some of the issues.

MAJOR STRENGTHS

SUGGESTIONS FOR IMPROVEMENT

APPENDIX G

ADMINISTRATOR EVALUATION

SAMPLE QUESTIONNAIRE FORMS
WHICH COULD BE USED TO SUPPORT THE
NARRATIVE SUMMARY

- CLASSROOM ACADEMIC EMPLOYEE (FT)
- COUNSELOR OR ACADEMIC ADVISOR
- LIBRARIAN/MEDIA COORDINATOR

APPENDIX H

**SCHEDULE OF
CONFERENCES/MEETINGS**

SAMPLE OF
SCHEDULE FOR CONFERENCES/MEETINGS

**SAMPLE OF RECORD OF MEETINGS HELD DURING FIRST QUARTER
OF PROBATIONARY PERIOD**

The following is a record of the conferences that have been held to date regarding the review of the appointment of (probationer's name) for the tenured position, Professor of _____, at Shoreline Community College.

Conference Date

Purpose

November 17, 2010

The purpose of this first meeting of the Appointment Review Committee for (probationer's name) was to allow the members to become acquainted with each other; to elect a chairperson; to review and discuss with the Vice President for Academic Affairs the contractual responsibilities of the Committee; and to discuss the procedural guidelines to be followed by the Committee.

November 29, 2010

The purpose of this meeting of the Committee with (probationer's name) was to relay the Board's expectations of the Committee and candidate; to review the criteria for determining tenure as recorded in the faculty working agreement; to establish a mutually agreeable time of day for future committee meetings; and to discuss procedures to be followed in conducting and reporting on classroom teaching observations.

December 6, 2010

The purpose of this meeting of the Committee with (probationer's name) was to review the classroom teaching observations made by committee members. A further purpose of this meeting was to arrange for a self-evaluation to be written and submitted to the Committee. A third purpose of this meeting was to finalize the first report on the progress of the candidate and the Committee for the Vice President for Academic Affairs and the Board of Trustees by the end of Fall Quarter.