

ILLINOIS VALLEY COMMUNITY COLLEGE Post-Tenure Faculty Review System

Introduction, Overview, Definitions

The core strength of IVCC is its faculty. After tenure, faculty will still continue to strengthen their skills, acquire new knowledge, or stay current in their existing knowledge. The Post-Tenure Review System offers Post-Tenure Faculty an opportunity to engage in dialogue with their Dean/Director/Vice President for Student Services (VPSS) at regular, three-year intervals. The process intends to be both a reflection of where an individual faculty member has been since the last review (this would be documented in the CV) and forward looking to where a member wants to go (this would be documented in response to the questions in Appendix A). Faculty will reflect on teaching and learning and document their own professional needs. IVCC will be strengthened as an institution of learning through appropriate and considered use of the Post-Tenure review.

This post-tenure review system will document and describe how faculty are enhancing and improving their teaching and learning. The review system benefits students and faculty through faculty self-reflection and benefits faculty and administration by including components of accountability. This process includes student input by way of an anonymous Student Feedback Instrument (SFI) and administrator input by way of classroom observation.

“Faculty” refers to all faculty, including teaching faculty, counselors, and laboratory instructors. This system applies to all faculty, although some of the forms may vary according to responsibilities.

Review Components, Expectations, and Descriptions of Due Dates and Documents Notification to

Faculty in Next Cycle

The review process will begin the previous spring when the Dean/Director/VPSS informs the faculty member that a post-tenure review is to be implemented during the next academic year.

First Meeting to Review Process

Early in the fall of the review year, the Dean/Director/VPSS will initiate a meeting with the faculty member to go over the process, including a review of due dates. During the meeting, the faculty member will designate either fall or spring semester for the Dean/Director/VPSS to observe a class or counseling session. Additionally, the faculty member will designate either fall or spring semester for the deployment of the appropriate Student Course Feedback Instrument.

February 1st Due Date

By February 1st, the faculty member will submit the Self-Reflection (Appendix A), and an updated CV/Resume.

May 1st Due Date

The faculty member will meet with Dean/Director/VPSS by May 1st to review the post-tenure review process and discuss the documents, including all appendices, and prepare the signature page (Appendix G) for the Vice President for Academic Affairs (VPAA).

Self-Reflection (Appendix A)

The Self-Reflection is a four question document that asks the faculty member to think broadly about their role in the institution and what supports they might need to better achieve what they want to accomplish. It is intended to provide a way for the faculty member to look forward.

CV/Resume (Appendix B)

The CV/Resume is intended to document the following areas, which are typical professional categories: Post-Secondary Education (completed and/or in progress), Teaching Experience, Pedagogical Development, Grants, Publications, Presentations, Committee Work, Community Involvement, and Professional Organizations. Faculty are expected to be building in at least one or two of these areas. The CV/Resume will give a clear picture of faculty involvement and areas for discussion and planning. The CV/Resume is intended to document contributions since the last review period and, in this way, looks back on a career. A sample CV/Resume is included.

Student Feedback Instrument (SFI) (Appendix C and D):

Purpose: While students do not have the expertise to judge the content and design of a course, they have perspectives that are valuable for faculty to use to improve the teaching and learning process. As active learners, students deserve to have a voice in their education and an opportunity to reflect upon, understand, and assume responsibility for their learning.

Deployment: The SFI for teaching faculty (Appendix C) will be administered to all of the classes taught by the faculty member after midterm during the semester of the faculty member's choice. Surveys are deployed for one week. If the response rates do not reach 50%, the deployment might be extended. Students will receive an email and see a link in the Announcement page in Blackboard that invites them to participate. Faculty encouragement goes a long way to increase participation. Sometimes a facilitator can attend a face-to-face class to help increase response rates. SFIs for Counseling (Appendix D) will be administered after midterm during the semester the faculty member chooses.

Interpretation of Data: After final grades have been submitted for the semester, the Dean/Director/VPSS may discuss feedback with the faculty member. This assures anonymity of student responses. Should something concerning appear, the Dean/Director/VPSS might provide specific feedback immediately after receiving the feedback report so that the faculty member can make the appropriate adjustment. It is understood that both positive and negative comments will likely be provided by students. Negative comments from individual students will not be used in a punitive way; however, information regarding a breach of professional, ethical, or legal conduct will result in an appropriate response.

Course Observation Form (Appendix E and F):

The Course Observation Form for Teaching Faculty (Appendix E) or Counseling Faculty (Appendix F) will be used to observe one class period of the teaching faculty member or one counseling session of the counselors during the semester of their choice. The Course Evaluation Form contains three focus areas: Content, Rigor, and Delivery. A box is checked to indicate whether or not the particular item was observed. The Dean/Director/VPSS may also comment on the specific item or comment in a text box at the end. It should be noted that not all items may be observable in any given session.

Signature Page (Appendix G)

A Signature Page will be signed by Dean/Director/VPSS, the faculty member, and the VPAA. The signature page includes an area to indicate if an improvement plan is needed or not.

Improvement Plan (if needed) (Appendix H):

If the faculty member's performance is identified as needing improvement in any portion of the review process, an Improvement Plan may be developed by the Dean/Director/VPSS, with input from the faculty member, and signed by the Dean/Director/VPSS, faculty member, and the VPAA. The faculty member has the right to Union representation during this process. The Improvement Plan will also be noted on the Summary Evaluation form (Appendix I). It will not be placed in the faculty member's personnel file unless it becomes part of a progressive discipline process.

The Improvement Plan will:

- Identify expectations/standards for improvement.
- Specify how performance will be evaluated during the improvement period.
- Identify how improvement will be measured.
- Outline the manner and frequency of communication between the Dean or Director and the faculty member during the improvement period.

If, during the period identified in the Improvement Plan, the faculty member's performance meets the established standards of improvement, the Summary Evaluation form will be revised to that effect, and signed by the faculty member, the Dean/Director/VPSS, and the VPAA. If the faculty member's ability to complete the Improvement Plan changes, the plan can be amended, with agreement between the faculty member and the Dean/Director/VPSS.

Summary Evaluation Form (Appendix I)

A Summary Form is completed by the Dean/Director/VPSS and sent to HR along with original documents. The Dean/Director/VPSS will provide copies for the faculty member and the faculty member's Division office file.

Quick Guide to Appendices:

Appendix A: Self-Reflection

Appendix B: Sample CV/Resume

Appendix C: Student Feedback Instrument, Teaching Faculty

Appendix D: Student Feedback Instrument, Counseling Faculty

Appendix E: Observation Form, Teaching Faculty

Appendix F: Observation Form, Counseling Faculty

Appendix G: Signature Page

Appendix H: Improvement Plan

Appendix I: Summary Form



ILLINOIS VALLEY COMMUNITY COLLEGE

POST-TENURED FACULTY REVIEW SYSTEM

Appendix A: Self-Reflection

Faculty Member: _____

Date Completed: _____

1. Please address how you stay current in your field.

2. What do you wish to accomplish in your job over the next three years?

3. What do you need from IVCC to accomplish those goals?

4. What are the barriers/obstacles that might prevent these accomplishments?

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Appendix B: SAMPLE CV/RESUME

NAME

Address City, State Zip code

Telephone numbers

E-mail address

EDUCATION

State Technical University, City, State, MA, Sociology, May 1995

State University, City State, B.A., August 1990. Major: Sociology

TEACHING EXPERIENCE

Full-Time Teaching

- Community College, A and B Campuses, State
Sociology Instructor. Fall 1997 to Present

Taught International Studies, Introduction to Sociology Online (Fall 2002), Introduction to Sociology, Marriage and Family, and Social Problems on two campuses. Other duties included advising students, assisting with registration, developing ways to enhance Sociology curriculum, and maintained 15 hours of professional development credits a year. Duties have also included two years as a Phi Theta Kappa Advisor, and the current coordinator for the recycling initiative for the Jackson/ATC and Rankin campuses.

- State University, City, State.
Temporary Full-Time Instructor. Fall 1995 to Spring 1996

Taught Introduction to Sociology, Marriage and Family, and Social Problems. Other duties included assisting with registration and acted as advisor for Sociology club.

Part-Time Teaching

- Community College, City, State.
Fall 1996 to Spring 1997, and Spring 1995
Taught Introduction to Sociology, and Marriage and Family
- State University, City, State.
Summer 1995, Fall 1996 to Spring 1997.
Taught Introduction to Sociology.
- Western Community College, City, State.
Fall 1994.
Taught Social Problems

- Southern Community College, City, State.
Fall 1992 to Spring 1993.
Taught Introduction to Sociology.

PEDAGOGICAL DEVELOPMENT

- Participation, HLC Assessment Academy, June 4-5, 2018
- Attendee, Forum for Excellence, ICCB, September 20-23, 2020

GRANTS

- Association for International Educators. Funded seminar, International Customs, Traditions, and Cultures: Poland and Mississippi, a three-day conference that increased the awareness of the college's new international studies course. The conference enhanced the experience of US student's involved in the course who will study abroad in Poland in the summer 2002.

PUBLICATIONS

- Name, Name, Name, and Job Candidate. 1989. "Gender Differences in Self Advertisements for Dates." Free Inquiry in Creative Sociology. 17:45-50.

PRESENTATIONS

- Social Science Conference, March 2002. Chair and Discussant for Issues in Community College Teaching.
- Social Science Conference, March 2001. Presenter in Community College Teaching.
- Sociological Association, February 1999. Chair and Discussant for Innovative Teaching Strategies.

COMMITTEE WORK

- Teaching and Learning
- Student Success

COMMUNITY INVOLVEMENT

- Volunteer Room Parent, Soccer Coach, Food Pantry

PROFESSIONAL ORGANIZATIONS

- Sociological Association, Committee on the Professions, and Committee on Membership.
- Sociological Association
- Sociological Association

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Post-Tenure Faculty Review System
Appendix C: Student Feedback Instrument, Teaching Faculty

Please answer the following multiple choice questions. You may comment on your responses after each choice.

1. My instructor's expectations for students in this class are. (Please check one.)
- High
 - Average
 - Low
 - Unknown/Not communicated

Comments:

2. My instructor encourages students to do their best work.
- Yes
 - No

Comments:

3. Would you recommend this course to another student?
- Yes
 - No

Comments:

4. The instructor follows the syllabus.
- Strongly agree
 - Agree
 - Neutral
 - Disagree
 - Strongly disagree
 - Does not apply

Comments:

5. The instructor is organized.
- Strongly agree
 - Agree
 - Neutral
 - Disagree
 - Strongly disagree
 - Does not apply

Comments:

6. The instructor is enthusiastic about the material.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree
- Does not apply

Comments:

7. I feel encouraged to express my ideas.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree
- Does not apply

Comments:

8. I feel the instructor graded assignments, quizzes, and tests in a reasonable amount of time.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree
- Does not apply

Comments:

9. I feel that the classroom and equipment in the classroom enhanced my learning experience in this class. If you are in an online class, what software or equipment would have helped enhance your learning experience? Please provide your answer in the comment section.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree
- Does not apply

Comments:

10. Does the instructor uphold IVCC's Core Values (Respect, Caring, Honesty, Fairness, and Responsibility)?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree
- Does not apply

Comments:

Please answer the following open-ended questions:

11. Which of the various components of this class are most helpful to your learning? Please list everything that applies. Answers may be drawn from the following list, or anything else you might think of: clinicals; feedback from instructor; group work; guest lectures; open labs; closed labs; lectures; observations; office hours; problem sets; publisher web based content such as MyLabs, McGraw Hill Connect, Parralex, etc.; reading/doing homework; written assignments; visits to on campus supports, such as disability services, tutoring, help desk, library; artistic performance projects, etc.
12. How would you describe your efforts for this course?
13. What would have helped you be more successful in this course?
14. What, if anything, stands/stood in the way of you being successful in this course?

Student Feedback Questionnaire

Did your counselor meet your needs for this visit? Yes _____ No _____ If no, please explain.

EDUCATE:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
1. My counselor assisted me with appropriate course selection based on my interest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. My counselor was knowledgeable about degree, certificate, and/or transfer requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. My counselor was able to communicate information clearly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. My counselor was effective in responding to questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. My counselor accurately outlined steps necessary to meet my goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. My counselor was organized and well-prepared.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. My counselor kept me up to date on changes in academic requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ADVOCATE:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
1. My counselor was able to adapt to issues I brought up.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. My counselor encouraged me to achieve my academic/personal goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. My counselor helped me obtain academic/personal assistance or resources when needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. My counselor encouraged me to assume an active role in planning my academic program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. My counselor respected my rights to make my own decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

EMPOWER:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
1. My counselor encouraged my participation during my appointment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. My counselor reviewed strategies that helped to meet my goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The information the counselor provided will be helpful for future use and reference.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I felt comfortable expressing my ideas and opinions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. My counselor showed interest in my progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I was treated with courtesy and respect by my counselor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. My counselor communicated the importance of being prepared for my next appointment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: Please share any other comments about your experience with this counselor.

Intended Academic Program (please circle one) Transfer Not Transferring -- If not transferring (please circle one) Degree Certificate

Please indicate the number of semesters completed at IVCC (does not include summer sessions). 1 2 3 4 5 6 7 8 9+

I attend (please circle one): Part-time (below 12 credit hours this semester) Full-time (12 credit hours and above this semester)

Reason for your visit today (circle all that apply): Academic Personal Other (please explain below)

Thank you for your participation and feedback.

Mark Grzybowski, Vice President for Student Services

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 Appendix E: Observation Form, Teaching Faculty

DATE:	INSTRUCTOR:		
COURSE:	TIME/DAY:		
EVALUATOR	CLASS SESSION IS FINE AS IS	FURTHER ACTION NEEDED	
Note: Not all would normally occur in one typical class session.			

		CONTENT	COMMENTS
Observed		Connect this lesson to previous lessons or future lessons	
Not Observed		Summarized major points of the lesson	
		Supported lesson with active classroom discussion/activities	
		Utilized helpful multimedia and technology to support lesson	
RIGOR			
		The learning objectives are stated, clear and measurable	
		Presented examples to clarify and expand points	
		Defined unfamiliar items, concepts and principles	
		Presented material appropriate to students knowledge and background	
		Utilized or referenced resource material: text, handouts, websites, etc.	
		Encouraged student discussion and interaction	
		Asked questions to monitor students' progress (formative assessment)	
		Encouraged students to ask questions	
DELIVERY			
		Made clear the lesson's purpose and overview	
		Presented topics in a logical sequence	
		Class time is well-utilized	
		Projected voice to be easily heard, varied voice intonations	
		The instructor's enthusiasm for the content is evident	
		Maintained eye contact with students	
		Obvious evidence of preparation for the period	
		Explained ideas with clarity	
		Referred to students by name	
		Maintained student's attention	
		Demonstrated rapport with students	

	Made motivational and encouraging comments or praised answers	
	Acknowledged student answers by reflecting, clarifying, or summarizing	
	Evidence that syllabus will be completed on time	

SUMMARY OF EVALUATION

ADDITIONAL COMMENTS

Signature of Evaluator

Signature of Instructor



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POST-TENURE FACULTY REVIEW SYSTEM Appendix F: Observation Form, Counseling Faculty

Counselor: _____

Date Form Completed: _____

Evaluator: _____

Review Period: _____

Please select the response that best describes the observation in each area.

O = Observed

DNO = Did not have occasion to observe

***Each section must include a written comment.**

Subject Matter

O DNO

1. Demonstrates knowledge of counseling and advising information, policies, initiatives, etc.	<input type="checkbox"/>	<input type="checkbox"/>
2. Demonstrates knowledge of current trends in the Counseling, Advising, and Student Development fields.	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Counseling and Advising Techniques

O DNO

3. Presents well prepared material in an organized manner.	<input type="checkbox"/>	<input type="checkbox"/>
4. Adjusts counseling and advising approach to the appropriate level of student need and/or learning style to make explanations logical and understandable.	<input type="checkbox"/>	<input type="checkbox"/>
5. Uses appointment sessions effectively.	<input type="checkbox"/>	<input type="checkbox"/>
6. Has advisement and counseling philosophy and techniques that are consistent with the mission, vision, and goals of the Counseling Center and the college.	<input type="checkbox"/>	<input type="checkbox"/>
7. Uses informal assessment techniques to determine if students understand the provided material and information.	<input type="checkbox"/>	<input type="checkbox"/>
8. Students are engaged, comfortably, in active learning.	<input type="checkbox"/>	<input type="checkbox"/>
9. Encourages student to apply knowledge or skills to real world situations.	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Counselor:

Evaluator:

Date:

Student Expectations/Assessment

DN DNO

10. Evidence exists of clear and appropriate expectations of the students. (ex. Explains student responsibility of preparedness for advisement sessions.	<input type="checkbox"/>	<input type="checkbox"/>
11. Student progress is evaluated on a regular basis using available technology (ex. Colleague Degree Audit, etc.).	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Motivation of Students

DN DNO

12. Demonstrates enthusiasm towards assisting students.	<input type="checkbox"/>	<input type="checkbox"/>
13. Maintains an environment conducive to learning.	<input type="checkbox"/>	<input type="checkbox"/>
14. Provides opportunities for students to take responsibility for their educational plans and goals.	<input type="checkbox"/>	<input type="checkbox"/>
15. Displays respect and courtesy to the students.	<input type="checkbox"/>	<input type="checkbox"/>
16. Encourages students to express their ideas, opinions, and viewpoints.	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Media and Materials

DN DNO

17. Uses materials that facilitate student understanding.	<input type="checkbox"/>	<input type="checkbox"/>
18. Uses technology effectively.	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Summary Comments:

Evaluator's Signature Date

Counselor's Signature Date

Counselor Comments (Optional):

Counselor:

Evaluator:

Date:

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Appendix G: Signature Page

Faculty Member: _____

The faculty member has completed all paperwork required of the Post-Tenure Faculty Review process.

An Improvement Plan is: NOT required required.

Faculty Member Signature Date

Dean/Director/VPSS Signature Date

VPAA Signature Date



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Appendix H: Improvement Plan

Faculty Member: _____

Date Completed: _____

1. Identify and describe the area(s) in which improvement is required.

2. Outline proposed improvement activity, identify a timeline for each improvement activity, and identify how performance improvement will be measured.

	Improvement Activity	Timeline for Activities	Improvement Performance Measures

3. Identify expectations/standards for improvement.

4. Specify how performance will be evaluated during the improvement period.

5. Outline manner and frequency of communication between the dean/director/VPSS and the faculty member during the improvement period.

Faculty Member Signature: _____

Date: _____

Dean/Director/VPSS Signature:: _____

Date: _____

Dean/Director/VPSS Signature:: _____

Date: _____

ILLINOIS VALLEY COMMUNITY COLLEGE
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 Appendix I: Summary Form

Faculty Member: _____

Component	Year 1	Year 2	Year 3
1. Notification of faculty in next cycle by Dean/Director			Date sent:
2. Fall meeting between Dean/Director and Faculty member	Date met:		
3. Appendix A: Self-Reflection Due Feb 1	Date received by Dean/Director/VPSS:		
4. Appendix C/D: Student Feedback Form (choose either semester)	Date feedback discussed:		
5. Appendix E/F: Observation by Dean/Director (choose either semester)	Date observed:		
6. Spring meeting between Dean/Director and Faculty member by May 1	Date met:		
7. Appendix G: Signature page Due by May 1	Date signed:		
8. Appendix H: Improvement Plan (if necessary) by May 1	Date signed:		
9. Appendix I: Summary Form to HR by May 1	Date sent:		