

Illinois Valley Community College

Guidelines and Procedures
for Tenured Faculty
Evaluation System

October 2007

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I. Purpose of System

As professional educators, we understand that learning is a continuous process for our students and for ourselves. Therefore, the purpose of review for tenured faculty is to impartially document performance of faculty in regard to the identified Faculty Handbook **Expectations of Faculty at IVCC (Appendix A)**. This will serve as a catalyst for the continuous improvement in the discipline and the arts of teaching and counseling, and in the enhancement of student learning. The focus of this system will be formative, although it may serve a summative purpose.

“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.

All referenced forms and documents are available in the Faculty Handbook under “forms.” The electronic address is http://www.ivcc.edu/faculty_and_staff/forms/index.html

This tenure review system will

- Promote, demonstrate and recognize the professionalism, quality, and excellence among IVCC faculty in teaching and learning.
- Maintain quality instruction, encourage improvement, and focus on development.
- Identify faculty professional development activities based on stated and/or recognized needs and interests that match professional and institutional goals.
- Work toward increasing equity among faculty in terms of assignments, work load, and contributions to the College.
- Be manageable and clear, and have its own review process.
- Improve faculty/administration relations by creating opportunities for communication.
- Provide a fair means of documenting job performance, allowing for the opportunity to address identified deficiencies.
- Instill confidence that the intent of the system is to improve teaching and learning.

This system will

- Include student input.
- Benefit students through improved student learning, success, and retention.
- Contain a Reflection of Performance element, (Appendix B) for faculty to aid in professional development and improvement.
- Incorporate components that provide accountability for faculty and administration.

II. Introduction

The Faculty Handbook Expectations of Faculty at IVCC (Appendix A) was an important resource in the development and design of this system, and will guide the implementation of components of the system.

This system is based upon and designed to incorporate the principles of continuous quality improvement (CQI). This means that input from participants, results, and data measuring the system's effectiveness will be integrated into the system as it is implemented. It is intended to aid faculty in the continuous improvement of teaching, learning and counseling, and to aid administrators in providing the support needed for improvement. The belief underlying these principles is that we can continuously improve the activities that we all engage in as we strive to achieve our individual goals and the College's mission and vision.

Article IIIB of the Public Community College Act (Tenure)--references qualifications and competencies for community college faculty. IVCC's **Guidelines for Competencies and Qualifications** (section III.8) outlines how this requirement will be implemented and integrated into the performance review system for tenured faculty. The vehicle for this system is the **Faculty Goals and Development Plan** (Appendix C).

The review system includes a four-year cycle, as outlined below. It is intended that the number of faculty beginning the cycle will be as equal as possible across academic divisions. Each tenured faculty member will be reviewed according to this four-year cycle.

Component	Appendix	Year 1	Year 2	Year 3	Year 4
1. Notification to faculty in next cycle					X
2. Reflection of Performance	B	X			
3. Pre-Evaluation Conference		X			
4. FGDP completed	C	X			
5. Student Course Feedback	D	X		X	
6. Observation completed by dean and faculty(fall & spring)	E	X			
7. FGDP Review Conference			X	X	X
8. Review of Competencies and Qualifications (optional annually)	F G	X	X	X	X
9. Review Summary Conference		X			X
10. Improvement Plan (if needed)	H	X	X	X	X
11. Peer(s) Observation(s) (Optional)	E	X	X	X	X
12. Summary Form to HR	I	X			X

III. Review Components

1. Notification to Faculty in Next Cycle.

At the end of the spring semester, the dean will send a memorandum (which may be sent electronically) to each faculty member in that division who will begin the evaluation cycle in the following fall semester.

2. Reflection of Performance

Purpose: Faculty entering the review system for the first time will use this instrument to provide a structured opportunity for the faculty member to reflect on the past and to serve as a foundation for dialogue between the faculty member and the dean as the plan for the review cycle is developed.

The Reflection of Performance (Appendix B) will be completed by the faculty member prior to the Pre-Evaluation Conference.

3. Pre-Evaluation Conference

Purpose: To provide a structured opportunity for the faculty member and dean to review, discuss and develop the FGDP and agree on other required components of the process.

This conference should take place early in the fall semester in the first year of the faculty member's review cycle and will be scheduled by the dean. At this conference the following activities will take place, in conjunction with a general dialogue about the review process, which will include identifying issues and concerns of both parties:

- First time through the review system, review the Reflection of Performance (Appendix B) and discuss the Faculty Goals and Development Plan, FGDP (Appendix C).
- Each review cycle thereafter, only the FGDP will be filled out and discussed.
- Agreement on semester for student course feedback form (Appendix D) to be administered.
- Agreement on three (3) possible dates for observation.
- Identification of any additional items to be added to the student course feedback form.
- Tentative agreement on which sections of the Faculty Goals and Development Plan will be addressed.
- **Competencies and Qualifications** (Appendices F and G) will be identified and documented.

4. Faculty Goals and Development Plan (FGDP)

Purpose: The FGDP is a document that the faculty and dean use to record goals and plans for improvement.

The purpose of review is growth and development. This system is intended to improve faculty performance and thus improve college performance. Therefore, the **Faculty Goals and Development Plan** (Appendix C) is intended to guide faculty members in reflecting on past performance and setting goals for future performance. It is the desire of IVCC that the review process helps create a positive culture of faculty growth and development, supported by colleagues and administration. Every faculty member has strengths and areas in which he/she can improve. The FGDP will allow faculty to exhibit their strengths and provide flexibility in determining areas in which they can improve.

IVCC has identified a set of **Expectations for Faculty** (Appendix A) outlining four roles for faculty that should serve as a guide for professional activities, engagement, and development. They are:

- Responsibilities to Students
- Responsibilities to the College
- Responsibilities to the Community
- Professional Development

It is expected that each faculty member will engage in every role. However, it is not expected that every faculty member fill every activity within each role. It is also not expected that a faculty member will set goals for improvement in every role over the course of four years. Therefore, it will be appropriate in some cases to leave blanks in the "goals and improvement" sections of this form. The work to be carried out under each role shall be identified by the faculty member in consultation with his/her dean. The appropriate improvement activities to be engaged in by an individual faculty member will be agreed upon by that faculty member and her/his dean. If, during this process, significant changes are required, the approved FGDP may be revised at any time during the four-year review period, in consultation with the dean. Minor changes, such as serving on an extra committee, need not be submitted for re-approval.

The FGDP will be discussed at the Pre-evaluation conference, (first time through the review system, review the Reflection of Performance (Appendix B) and discuss the FGDP (Appendix C). Each review cycle thereafter, only the FGDP will be filled out and discussed.) and will include the following categories: Responsibilities to Students (Teaching and Service), Responsibilities to the College, Additional or Other Activities, and Professional Development.

a) Responsibilities to Students:

1) Teaching

- Courses that I expect to teach during the next four (4) years.
- Courses that I would like to teach during the next four (4) years.
- Courses I currently teach but expect to revise during the next four (4) years.
- Courses I would like to develop during the next four (4) years.
- During the next four (4) years I plan to develop my teaching in the following ways...

2) Service

- Student service activities that I plan to engage in during the next four (4) years.

b) Responsibilities to the College; options may include

- College-wide and department committees and activities I plan to actively participate in during the next four (4) years.
- Other activities I plan to undertake.
- Outreach activities I plan to participate in...
- I plan to model the IVCC Core Values and contribute to a collaborative work environment by...

c) Professional Development

The faculty member will identify professional development goals for the four year review cycle. These goals and related activities will be recorded on the **Tenured Faculty Professional Development Activity Plan**. Goals and activities will be designed to improve knowledge of subject area(s), pedagogy in the subject area(s), as well as leadership and/or supervisor skills as appropriate. In addition, the faculty member may plan to increase qualifications or competencies.

Faculty members may wish to explore involvement in additional activities or roles with their dean or with the vice president. For example, if a faculty member has an interest in a particular aspect of College service but is not aware of how to express this interest, he/she could discuss this interest with the dean. The dean could suggest committees, teams or activities that would provide avenues for pursuing the interest.

d) New or Additional Activities (optional)

5. Student Course Feedback Administered

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.

Administration: The **Student Course Feedback** (Appendix D) will be administered to all of the classes taught by the faculty member [need provision for laboratory instructors and counselors here] during one semester of Year 1 and one semester of Year 3 of the review cycle. At the pre-evaluation conference prior to Year 1, the faculty member and dean will agree in which semester, fall or spring, the survey will be administered in Year 1; the survey will be administered in the opposite semester in Year 3. In the event that an instructor is not teaching during a semester designated for administration of the student course feedback survey (sabbatical, maternity leave, etc.), an alternative semester can be agreed upon by the instructor and dean.

The student course feedback survey will be administered at the end of the designated semester. In a traditional semester this will take place during the last two weeks of class meetings before final exams or at an equivalent point for a class that meets for a shorter period. The survey should be administered in the beginning of the class period and should take no more than 25 minutes to complete. Please select a student in your class to open the packet, pass out the forms, read the enclosed instructions and collect the surveys. The student should deliver the envelope to the Information Desk in the main lobby.

It is required that you leave the room while the students complete the survey. Many students feel “intimidated” if the instructor stays in the room while they complete the form. (See attached samples of instructions)

Students will be informed of the following:

As a student, you are the primary reason IVCC exists and we value your opinion. This activity will help your instructor identify what helped and/or hindered your learning in this course. Your input will be confidential, but the class results will be shared with the instructor and Dean after the semester ends. We appreciate your taking the time to complete this activity; your efforts will improve the learning experiences of future IVCC students.

Interpretation of Data: It is understood that both positive and negative comments will likely be provided by students. Trends that may emerge will be discussed by the faculty member and Dean as they relate to the objectives of the course.

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. In the interpretation of the data, considerations such as class size will be made.

6. Observations Administered (including alternate delivery systems)

At the pre-evaluation conference, the faculty member and the dean will agree upon three possible dates for the fall and three possible dates for the spring semester for the two required observations during year one (1); these dates will be exclusive of the first two weeks and the last two weeks of the 16 week semester, or a proportional limitation if the course is not offered over 16 weeks. The administrator will use the **Observation Form** (Appendix E). At the same time, the faculty member will complete the Observation Form (Appendix E) for the same class period. Within approximately two weeks after the observation, the faculty member and administrator will meet to review the results and complete the Review Summary (Appendix H, in progress).

7. FGDP Review Conference

A conference will be held between the faculty member and the dean at the end of years two (2), three (3) and four (4) of the review cycle.

The purpose of the FGDP Review Conference is to review and discuss the faculty member's progress in completing the Tenured Faculty Professional Development Activity Plan (section of FGDP) and other identified activities, and to amend the FGDP, if appropriate. Any changes in the FGDP will be documented and signed by the faculty member and the dean.

In year three, the FGDP Review Conference will include results of year three student feedback data.

8. Review of Competencies and Qualifications

Purpose: In order to comply with the provisions of the Illinois Tenure Law, this document establishes procedures for determining qualifications for faculty and a process whereby competencies can be attained, maintained and documented.

Definitions:

Render Service: Teaching and/or counseling.

Qualifications: Precondition for employment. In general, the minimum qualifications for both counselors and faculty teaching transfer courses will be a master's degree from an accredited institution. Minimum qualifications for

laboratory instructors and faculty teaching occupational courses may include academic preparation and experience in the field.

Competencies: Sufficient expertise to effectively render service, which means demonstrating the appropriate background knowledge and the ability to teach or to deliver a service. Competencies at the time of initial employment will be documented and recorded in the faculty member's personnel file. Faculty are expected to maintain competence in areas in which they were hired to render service, and may gain competence in other areas.

Maintaining Competencies: (Appendix F) Maintenance of competencies in areas hired to render service will be documented through tenure review and the performance review systems, and recorded in the faculty member's personnel file.

Attaining Additional Competencies: (Appendix G) Faculty may attain additional competencies to render service by first demonstrating background knowledge. Sufficient background knowledge will be determined by the following steps:

1. Presentation of proof (including, but not limited to college transcripts, additional degrees, licensure, certificates, professional development seminars, industry experience and workshops) to the appropriate dean(s).
2. If the faculty member and dean(s) agree that there is a need for additional background knowledge, a Professional Development Plan will be jointly developed, with the approval of the appropriate Vice President to allow the faculty member to achieve the necessary background knowledge.

Once sufficient background knowledge has been demonstrated, the faculty member will be given provisional acceptance, and approval to render service.

Full competency will be awarded once the faculty member has successfully rendered service (including documentation through the Observation Form (Appendix E) and Student Course Feedback (Appendix D)). Approval of qualifications and/or competencies will be recorded in the faculty member's personnel file.

Tenured faculty will complete this process as they begin the evaluation cycle. Non-tenured faculty will complete the process during the 2006-07 academic year.

9. Evaluation Summary Conference

The dean will complete the **Summary Evaluation** form (Appendix I) and review it with the faculty member. The form will include strengths and identify areas for improvement.

If the performance of the faculty member is determined to be satisfactory in all categories, the **Summary Evaluation** form will be signed by both the faculty member and the dean, and will be submitted to the Human Resources Office to be included in the faculty member's personnel file.

In addition, the competencies of the faculty member will be reviewed and finalized, and the **Maintaining Qualifications and Competencies** (Appendix F) form will be completed and attached to the **Summary Evaluation** form.

10. Improvement Plan (if needed)

If the faculty member's performance in any category is identified as needing improvement, an **Improvement Plan** (Appendix H) will be developed by the dean, with input from the faculty member, and signed by the dean and faculty member. The faculty member has the right to union representation during this process. The Improvement Plan will 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 the progressive discipline process. The **Improvement Plan** will

- a) Identify and describe the area(s) in which improvement is required.
- b) Outline improvement activities.
- c) Define a timeline for improvement; this timeline will vary according to the details of the **Improvement Plan**.
- d) Identify expectations/standards for improvement.
- e) Specify how performance will be evaluated during the improvement period.
- f) Identify how improvement will be measured.
- g) Outline manner and frequency of communication between the dean and faculty member during the improvement period.

Evaluation strategies may include any of the components of the review processes including classroom observation and/or student feedback.

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 and the appropriate vice president. 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.

If performance does not improve per item "e" above, the College's progressive discipline procedures will be instituted. This could include a formal Remediation Plan.

11. Observation by Peer (optional)

The faculty member may ask another faculty member to observe a session using the **Observation Form** (Appendix E) as a development tool. The expectation is that the faculty members will have a conference to review the results for purposes of feedback. The results of the peer observation will not be shared with the dean or VP unless the faculty member chooses to do so. The peer evaluator may voluntarily notify his/her dean if he/she chooses, to document that he or she has conducted the evaluation.

12. Summary Form to Human Resources

[Appendix I]

IV: Appeal Process

If a faculty member believes his/her review procedure, content, conclusions, and/or consequences are inconsistent with the provisions of this agreement; arbitrary, capricious, or without just cause, he/she may file an appeal.

The memorandum of appeal shall be submitted to the appropriate dean within ten (10) working days following the event that gives rise to the appeal. The memorandum shall include the reason(s) for the appeal and evidence supporting the appeal. A copy of the memorandum of appeal will also be sent to the President of the Federation.

It is the responsibility of the faculty member filing the appeal to provide evidence supporting his/her argument. For example, if the faculty member is disputing a poor classroom performance evaluation, he/she may choose to present a positive classroom visit report from another source such as the vice president, associate vice president, or dean.

The dean will review the appeal and within ten (10) working days shall schedule a conference with the faculty member. The purpose of the meeting shall be to clarify concerns and to explore options for resolving the issue by mutual agreement.

If the faculty member decides to pursue the appeal, he/she must notify the vice president and the President of the Federation. The vice president and the Federation will, within ten (10) working days, establish a **Conflict Resolution Team**, consisting of three administrators selected by the vice president and three faculty members selected by the Federation. The team members will select co-leaders of the team. The faculty member's dean will not be a member of the Conflict Resolution Team unless requested by the faculty member. It is recommended that the principles and process of interest-based bargaining be used, including a trained facilitator if necessary.

Within ten (10) working days following the establishment of the team, the co-leaders shall hold a meeting to determine if the appeal warrants further review. If the appeal does warrant further review, the faculty member shall be contacted and a meeting between the Team, the faculty member, and the appropriate personnel (i.e., the person(s) involved in the appeal) shall be arranged within five (5) working days. At this point, the person(s) involved may submit her/his own materials regarding the appeal. The Team as well as the faculty member should be given a copy of these materials as soon as possible before the meeting date. After this meeting, the Team shall have five (5) working days to submit its decision to the vice president and a copy will be sent to the Federation.

In the event the Team is unable to reach agreement on the appeal, the vice president shall make the decision, which will be final. A memorandum outlining the decision, including rationale, shall be sent to the faculty member within ten (10) working days. A copy of the memorandum shall be sent to the Federation.

Section VI: Recognition and Celebration

APPENDIX A
ILLINOIS VALLEY COMMUNITY COLLEGE
FACULTY HANDBOOK EXPECTATIONS OF FACULTY AT IVCC

The faculty at IVCC actively support the Mission, Vision and Valued Practices of the College, and to adhere to our core values of **respect, responsibility, caring, honesty and fairness**. The following is intended to serve as a guide for the profession:

Responsibilities to Students

- Maintain and enhance the quality of instruction and expertise in the discipline or program area.
- Assess student learning on a regular basis, using multiple measures and strategies that address student learning styles and needs; use the results of assessment to improve teaching and learning.
- Develop knowledge, skills and abilities of students, while recognizing the needs of diverse learners.
- Model IVCC's core values for students in the classroom, in extracurricular activities, and in the community, holding students to high expectations—academic and behavioral.
- Treat students with respect, demonstrating responsibility, caring and honesty.
- Respect and value student autonomy and diversity
- Attempt to instill in students a life-long appreciation for knowledge and learning.

Responsibilities to the College

- Participate in curriculum development and evaluation of courses and programs, including general education
- Treat faculty colleagues, administration, staff with respect, demonstrating responsibility, caring, and honesty.
- Respect the diversity, dignity and autonomy of others.
- Participate in department governance, College committees, and related activities, striving for continuous improvement; contribute to the collaborative environment that we all work to create and sustain at IVCC.
- Assist in the promotion of the college and recruitment of students.

Responsibilities to the Community

- Appreciate and respond to the needs of the IVCC community.
- Promote regard for the dignity, welfare, and contributions of others.
- Engage in community service that promotes the College.

Professional Development

- Attendance at conferences and meetings, within the teaching discipline and/or on teaching and learning.

- Conference presentations, exhibitions, demonstrations, etc.
- Workshops, seminars, and/or courses on assessment of student learning.
- Coursework within the discipline, occupational area, or on teaching and learning.
- Industry experience.
- Earning an advanced degree.

APPENDIX B
ILLINOIS VALLEY COMMUNITY COLLEGE
TENURED FACULTY
REFLECTION OF PERFORMANCE

Faculty member	
Date Form completed	
Review Period	
Dean	

While the Tenured Faculty Review System allows the faculty member to look forward for the next four years, this Reflection of Performance will provide a basis for discussion between the dean and faculty member for the Pre-Evaluation Conference. This instrument is intended to be reflective and foster a dialog about past activities that may include, but are not limited to the information below.

1. What courses have taught during since your last evaluation?
2. What courses/curriculum have you developed or modified since your last evaluation?
3. Describe influential professional development activities that you have participated in since your last evaluation?
4. Describe any student organizations that you have been involved with since your last evaluation.
5. Describe your involvements in college-wide, state, regional and national activities/organizations, including names of committee(s) you have served on and describe your major contribution(s) to the committee(s) since your last evaluation.
6. Describe other activities, not mentioned above, that you participated and wish to share/discuss with your Dean.
7. In what area(s) of your job performance do you feel that you have been particularly successful? What are your strengths?

8. In what areas have you been dissatisfied with your performance? What specific plans have you considered to improve?

9. How has your role as a faculty member changed/developed since your last evaluation?

10. After taking the time to reflect, how could you provide students with a more successful learning experience?

Faculty Goals and Development Plan

As described in the Faculty Review and Development System, the purpose of the system is growth and development. The review is intended to improve faculty performance and thus improve college performance. Therefore, the Faculty Goals and Development Plan (FGDP) form is intended to guide faculty members in reflecting on past performance and setting goals for future performance. It is the desire of IVCC that the review process helps create a positive culture of faculty growth and development, supported by colleagues and administration. Every faculty member has strengths and areas in which he/she can improve. The FGDP will allow faculty to exhibit their strengths and allow flexibility in determining areas in which they can improve.

IVCC has identified four main roles of its faculty. It is expected that each faculty member will engage in every role; however, it is not expected that every faculty member fill every activity within each role. It is also not expected that a faculty member will set goals for development in every role over the course of four years. Therefore, it will be appropriate in some cases to leave blanks in the "goals and development" sections of this form. The work to be carried out under each role shall be identified by the faculty member in consultation with his/her Dean. The appropriate development activities to be engaged in by an individual faculty member will be agreed upon between that faculty member and her/his Dean. If significant changes are required, the FGDP may be revised at any time during the four-year evaluation period in consultation with the Dean. Minor changes, such as serving on an extra committee, need not be submitted for re-approval.

A new or revised FGDP should be submitted to the Dean by October 1st of the faculty member's review year.* The Dean will then set up an appointment with the faculty member. This meeting will allow the faculty member and Dean to review and agree upon the proposed FGDP. It will also give a chance for clarification of what will be expected of the faculty member and how he/she will be evaluated. Once agreed upon, both members will sign the proposed FGDP. A copy will be given to the faculty member and the original will be retained by the Dean.

The FGDP is a continuous development tool of the faculty review and development system. In the beginning of a faculty member's review year, the FGDP will be used to look forward four-years and reviewed at the annual meeting with the Dean. At the completion of the four-year cycle, the FGDP will be reviewed with the Dean, the Dean will provide suggestions for revising the FGDP for the next four-year cycle.

*This date may vary according to individual circumstances noted and agreed upon by the Dean and Evaluatee.

APPENDIX C
ILLINOIS VALLEY COMMUNITY COLLEGE
TENURED FACULTY
FACULTY GOALS AND DEVELOPMENT PLAN (FGDP)

Faculty member:	
Date FGDP Form Completed:	
Review Period:	
Dean:	
FGDP Form Updates (dates):	

I. Responsibility to Students

A. Teaching

1. Courses that I expect to teach during the next four years:
2. Courses I would like to develop during the next four years:
3. Courses I currently teach, but expect to revise during the next four years:
4. Courses that I would like to teach during the next four years:
5. During the next four years I plan to develop my teaching (i.e. technology, assessment, online/blended, classroom management, design, delivery, planning and preparation):
6. I will meet my goal to develop my teaching by...

B. Service

1. Student service activities that I plan to engage in during the next four years (advising/counseling, mentoring, student clubs, organizations, group activities, etc.):

II. Responsibilities to the College

1. Department, College-wide, State, Regional and National committees and activities I plan to actively participate in the next four years:
2. Other activities I plan to undertake:

3. Outreach activities I plan to participate in...
4. I plan to model the IVCC Core Values and contribute to a collaborative work environment by...

III. Tenured Faculty Professional Development Activity Plan

I plan to improve my knowledge of my subject area, pedagogy in my subject area, and leadership and supervisory skills, if applicable.

Professional Development Goals	Activities	Time line	Resources Needed	Anticipated Results	Evidence – Completion Date

IV. New or Additional Activities (Optional)

1. Faculty members may wish to explore involvement in additional activities or roles with Deans. For example, if a faculty member has an interest in a particular aspect of the College service but is not aware of how to express this interest, he/she could discuss this interest with the Dean. The Dean could suggest committees, teams, activities that would provide avenues for pursuing the interest.

This Faculty Goals and Development Plan, FGDP was reviewed and approved.

Faculty Member

Date

Dean

Date

APPENDIX D
ILLINOIS VALLEY COMMUNITY COLLEGE
TENURED FACULTY
STUDENT COURSE FEEDBACK GUIDELINES

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.

Administration

The student feedback survey will be administered to all classes taught by a faculty member during one semester of Year 1 of the evaluation cycle and one semester of Year 3 of the evaluation cycle. At the pre-evaluation conference prior to Year 1, the faculty member and Dean will agree in which semester, fall or spring, the survey will be administered in Year 1; the survey will be administered in the opposite semester in Year 3. In the event that an instructor is not teaching during a semester designated for administration of the student feedback survey (sabbatical, maternity leave, etc.), an alternative semester can be agreed upon by the instructor and Dean.

The student feedback survey will be administered at the end of the designated semester. In a traditional semester this will take place during the last two weeks of class meetings before final exams or at an equivalent point for a class that meets a shorter period. The survey should be administered in the beginning of the class period and should take no more than 25 minutes to complete. Please select a student in your class to open the packet, pass out the forms, read the enclosed instructions and collect the surveys. The student should deliver the envelope to the Information Desk in the main lobby.

It is required that you leave the room while the students complete the survey. Many students feel "intimidated" if the instructor stays in the room while they complete the form. (See attached samples of instructions)

Students will be informed of the following:

As a student, you are the primary reason IVCC exists and we value your opinion. This activity will help your instructor identify what helped and/or hindered your learning in this course. Your input will be confidential, but the class results will be shared with the instructor and Dean after the semester ends. We appreciate your taking the time to complete this activity; your efforts will improve the learning experiences of future IVCC students.

Interpretation of Data

It is understood that both positive and negative comments will likely be provided by students. Trends that may emerge will be discussed by the faculty member and Dean as they relate to the objectives of the course. 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. In the interpretation of the data, considerations such as class size will be made.

SAMPLE INSTRUCTIONS – Faculty Member



ILLINOIS VALLEY
COMMUNITY COLLEGE

Memorandum (FACULTY MEMBER)

To: Faculty Member

From: Dean

Date: October 24, 2007

Re: Student Course Feedback

Enclosed in this packet are student feedback surveys for the students in your class to complete. A portion of the survey still will consist of written comments and the other portion will be put on the Scantron form. **Please take time at the beginning of your next class meeting to allow students the opportunity to complete the form.** Please select a student in your class to open the packet, pass out the forms, read the enclosed instructions and collect the surveys. **The student should deliver the envelope to the Information Desk in the main lobby.**

It is required that you leave the room while the students complete the survey. Many students feel “intimidated” if the instructor stays in the room while they complete the form.

I will share a summary of the surveys with you after the end of the semester.

Thank you for helping to facilitate this activity.

SAMPLE INSTRUCTIONS – Student Facilitator



ILLINOIS VALLEY
COMMUNITY COLLEGE

Memorandum (STUDENT FACILITATOR)

To: Student Facilitator – On Campus

From: Dean

Date: October 24, 2007

Re: Student Course Feedback

Enclosed in this packet are feedback survey sheets for the students in your class to complete. Your instructor has asked you to help with this process. Please follow these instructions:

1. Please hand out to each student a “STUDENT COURSE FEEDBACK” Scantron form.
2. Please read the following instructions to the class:
 - **Please complete both sides of the student opinion form.**
 - **Please use a #2 pencil to mark your responses on the Scantron form.**
 - **DO NOT put your name or social security number on the sheet.**
 - **Please return the completed feedback forms.**
 - **Your instructor will only receive a typed summary of all responses after the end of the semester. They will not see the individual feedback forms that you complete.**
 - **Thank you for taking the time to give us your input.**
3. Please collect the completed forms and place them back in the attached original envelope.
4. Please drop the addressed envelope at the Information Desk in the main lobby.

Thank you for helping to administer this activity.

Student Course Feedback

As a student you are the primary reason IVCC exists and we value your feedback. This activity will help your instructor identify what helped and/or hindered your learning in this course. Your input will be confidential, but the class results will be shared with the instructor and Dean after the semester. We appreciate your taking the time to complete this activity; your efforts will improve the learning experiences of future IVCC students.

Part I. Student Participation Information

Please mark the answer that best describes your participation in this class. (Please consider all aspects of this course including labs, lectures, field experiences, etc.)

1. I ask questions in class or contribute to class discussions.
Very Often Often Sometimes Never
2. I prepare two or more drafts of a paper or assignment before turning it in.
Very Often Often Sometimes Never
3. I work on a paper or project that requires integrating ideas or information from various sources.
Very Often Often Sometimes Never
4. I come to class without completing reading or assignments.
Very Often Often Sometimes Never
5. I work with other students on projects during class or outside of class to prepare class assignments.
Very Often Often Sometimes Never
6. I participate in a community-based project as a part of this course.
Very Often Often Sometimes Never
7. I discuss grades or assignments with my instructor.
Very Often Often Sometimes Never
8. I discuss ideas from the readings or class with the instructor outside of class.
Very Often Often Sometimes Never
9. I work harder than I thought I could to meet the instructor's standards and expectations.
Very Often Often Sometimes Never
10. I discuss ideas from my readings or class with others outside of class (students, family, friends, co-workers, etc.)
Very Often Often Sometimes Never
11. I have serious conversations with students who differ from me in terms of their religious beliefs, political opinions, or personal values.
Very Often Often Sometimes Never

12. Which best describes the reason you took this course?
- A. Requirement for your degree/certificate
 - B. Requirement for your degree/certificate but outside your major area of study (ie: general education requirement)
 - C. Elective for your degree/certificate
 - D. Personal Interest
 - E. Prerequisite
13. Please share any other comments about your experience in this course. (Please consider all aspects of this course including labs, lectures, field experiences, etc.)
14. I attend IVCC:
- A. Full-Time (12 credit hours or more)
 - B. Part-Time (Less than 12 credit hours)
15. In this course I:
- A. Attended all class sessions
 - B. Missed 1 – 2 classes
 - C. Missed 3 – 5 classes
 - D. Missed 6 or more classes
16. On average, how many hours a week have you spent on this course outside of class?
- A. 0 – 3
 - B. 4 – 6
 - C. 7 – 9
 - D. 10 plus
17. I am current with my work in this class.
- A. All of the time
 - B. Most of the time
 - C. Some of the time
 - D. Little of the time or never
18. The grade I am currently earning is best estimated as:
- A. A
 - B. B
 - C. C
 - D. D or lower

19. How many credit hours have you completed so far towards your degree or certificate?
- A. 45 or more
 - B. 30 to 44
 - C. 16 to 29
 - D. 0 to 15

Part II. Student Course Experience. (Please consider all aspects of this course including labs, lectures, field experiences, etc.)

20. I understand the relationship between the material presented and the course objectives.
21. I understand the instructor's expectations of me in this class.
22. The presentations, lectures and activities are well planned and organized.
23. The instructor is enthusiastic about the subject matter.
24. I feel comfortable enough in this class to express my ideas and opinions.
25. The instructor makes sure that I understand the material being presented.
26. The instructor varies his or her teaching methods (lecture, discussion, video, small-group, visual aids, music, "hands on" etc.) to help me better understand the material.
27. I am treated with courtesy and respect.
28. The assigned homework, papers, and/or projects help me meet and learn the objectives of the course.
29. I feel that the tests and/or exams reflect the content and objectives of this course.
30. I feel that the exams allow me to demonstrate and apply my knowledge of the subject.
31. I feel that the instructor returned tests and/or assignments in a reasonable amount of time.
32. I feel that I clearly understand the grading methods used, and they are constantly applied.
33. The instructor is generally available during office hours to give assistance.
34. I feel challenged to learn in this class.
35. This class meets as scheduled on a regular basis.
36. I feel the facility and equipment in the classroom enhanced my learning experience in this class.

APPENDIX E
ILLINOIS VALLEY COMMUNITY COLLEGE
TENURED FACULTY
OBSERVATION FORM

Faculty member:	
Evaluator:	
Date Form Completed:	
Review Period:	
Course and Section	

Please place a mark next to the response that best describes the classroom observation in each area.

EE = Exceeds Expectations

ME = Meets Expectations – The Faculty Member is doing his/her job well.

DN = Does Not Meet Expectations

DNO = Did not have occasion to observe

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

Observation Criteria

EE ME DN DNO

Subject Matter

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Demonstrates knowledge of the subject. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Demonstrates knowledge of current trends in the field. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Evidence exists that course syllabus will be completed as scheduled. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

Observation Criteria

EE ME DN DNO

Teaching Techniques

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 4. Presents well prepared material in an organized manner. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Adjusts methods to the range of abilities and varied learning styles of the students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Observation Criteria	EE	ME	DN	DNO
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Teaching Techniques

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 6. Uses classroom time effectively. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Makes explanations logical and understandable. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Has classroom objectives that are consistent with the course syllabus. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Uses teaching methods that are clearly related to meeting the learning objectives. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Uses supplementary materials that are applicable to the class objectives. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Uses informal assessment techniques to determine if students understand the material covered. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Students are engaged, comfortably, in active learning. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Encourages student to apply knowledge or skills to real world situations or other academic areas. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

Observation Criteria	EE	ME	DN	DNO
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Student Expectations / Assessment

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 14. Evidence exists of clear and appropriate expectations of the students. (ex. Outside assignments, exams, papers) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. Student progress is evaluated on a regular basis using multiple measures of assessment. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

Observation Criteria	EE	ME	DN	DNO
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Motivation Of Students

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 16. Demonstrates enthusiasm towards subject matter. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|---|--------------------------|--------------------------|--------------------------|--------------------------|

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 17. Maintains an environment conducive to learning. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. Provides opportunities for students to practice critical thinking and analysis. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. Displays respect and courtesy to the students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. Encourages students to express their ideas, opinions, and viewpoints. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

Observation Criteria

EE ME DN DNO

Media and Materials

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 21. Uses media/materials that facilitate student learning. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. Uses technology effectively. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. Uses technology appropriately. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

Summary Comments:

Evaluator —Date

Faculty Member —Date

Faculty Member completed Observation Form

Faculty Member Comments (Optional):

APPENDIX F
ILLINOIS VALLEY COMMUNITY COLLEGE
MAINTAINING QUALIFICATIONS AND COMPETENCIES

Faculty Member: _____

Academic Qualifications (degree(s) or work experience):

The faculty member is competent to render service (teach or provide counseling) in the following areas and courses as appropriate:

Faculty Member Date

Dean Date

Vice President Date

APPENDIX G
ILLINOIS VALLEY COMMUNITY COLLEGE
ATTAINING ADDITIONAL QUALIFICATIONS AND/OR COMPETENCIES

Faculty Member: _____

Additional Academic Qualification sought (degree(s) or work experience):

-or-

Additional Academic Competency sought (to render service, area or course(s) to teach):

Plan to develop additional qualifications or competencies, with timeline:

Faculty Member Date

Dean Date

Vice President Date

APPENDIX H
ILLINOIS VALLEY COMMUNITY COLLEGE
TENURED FACULTY
IMPROVEMENT PLAN

Faculty member:	
Date Form Completed:	
Review Period:	
Dean:	
Improvement Plan updates (dates):	

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 Activities	Timeline for Activities	Improvement Performance Measures

3. Identify expectations/standards for improvement.

4. Specify how performance improvement activities will be evaluated during the period covered by this improvement plan.

5. Outline manner and frequency of communication between the Dean and the Faculty Member during the improvement period. (Monthly meetings, monthly e-mail updates, etc.)

Faculty Member

Date

Dean

Date

- Check if this is an amended Improvement Plan. Provide below a brief rationale for amending. Dean should retain both the original and the amended Improvement Plan. Attach all previous versions of amended Improvement Plan(s).

APPENDIX I
ILLINOIS VALLEY COMMUNITY COLLEGE
TENURED FACULTY
SUMMARY EVALUATION FORM

Faculty member:	
Date Form Completed:	
Observation Cycle	<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4
Dean:	

1. Observations Conducted:

Activity (i.e., class, lab, counseling session):

Date(s):

2. Student Course Feedback Administered:

Semester _____ Year _____

Semester _____ Year _____

3. FGDP Submitted ___Yes ___No

Date submitted _____

Updated on _____

4. Qualifications/Competencies Updated Yes No

Attached _____

5. Strengths of faculty member

Responsibilities to Students

Responsibilities to the College

Other area(s)

6. Areas in which the faculty member can improve:

Responsibilities to Students

Responsibilities to the College

Other area(s):

7. Improvement Plan Required Yes No

Status of Improvement Plan:

Completed

In Progress

Not completed according to established performance levels (explanation required)

8. Dean's Comments

