

## 1. Introduction

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

It is assumed that the three consecutive years are completed at Carl Sandburg College. Employees that are three-quarter time contractual faculty are eligible for tenure.

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

## 2. Evaluation Process

- a. Purpose - The purpose of the evaluation process is to improve instruction, to help the individual faculty member improve their level of job performance, to make a basis for year-end recommendation for rehiring, and to provide information for making a tenure recommendation/decision.
- b. Types of Evaluation - Evaluation forms will be uniform for all faculty. The process will be applied to all non-tenured faculty in a uniform fashion. The Tenure Commission is responsible for distributing blank forms, collecting completed evaluations and distributing copies of these assessments, and serving as the depository of all the evaluation documents.
  - i. Annual Faculty Non-Tenured Professional Report (FEF #1)
    1. During the first academic week of the 2nd, 4th and 6th semesters, the non-tenured faculty completes the report (FEF #1 - Annual Faculty Non-Tenured Professional Report) and submits it to the Tenure Commission.
    2. Copies of the report are distributed to the chief academic officer, and the immediate supervisor, (or chief student services officer in the case of counselors).
  - ii. Faculty Peer Evaluation (FEF #2) (voluntary)
    1. This dimension of evaluation allows faculty to directly support good job performance and/or register concern for less than satisfactory performance.
    2. The Tenure Commission will send a notice to all faculty members in 1st, 3rd and 5th semesters that the commission will supply each faculty member with several copies of the form (FEF #2 - Faculty Peer Evaluation) on request.
    3. These are signed, voluntary evaluations which can be submitted to the Tenure Commission at any time.

4. The Tenure Commission will prepare copies without names (and may do minor editing to avoid identification) which will be sent to the chief academic officer, the immediate supervisor (or chief student services officer in the case of counselors), and the faculty member.
- iii. Client/User Evaluation of Non-Tenured Faculty Coordinator of Library Instructional Services (FEF #5.4)
    1. Because of the particular nature of the services provided by the Coordinator of Library Instructional Services, special College-wide peer evaluations (FEF #5.4 - Client/User Evaluation of Coordinator of Library Instructional Services) will be distributed to faculty members and other staff users to be completed during 1st, 2nd, 3rd, 4th and 5th semesters. Copies of the results will be distributed to the chief academic officer, chief student services officer and the faculty member.
  - iv. Student Evaluation of Non-Tenured Teaching Faculty (FEF #3.1)
    1. All students taught by a non-tenured teacher are asked to complete an unsigned student success survey of the faculty member.
    2. During the first and second evaluation years, the surveys will be done in the 1st, 2nd, 3rd, 4th, and 5th semesters. During the third evaluation year, surveys will be done during the fall semester only. With various course lengths, surveys will be completed three-fourths of the way through the course term length (i.e., 16-week courses will be done at the 12th week, 8-week courses at the 6th week, 4-week courses at the 3rd week, etc.).
    3. Compilations of the surveys will be distributed to the faculty member at the end of the semester.
    4. The distribution of student surveys for the first semester of an instructors' tenure process will be distributed to the Dean/Associate Dean (and coordinators where appropriate), only after the submission of the annual supervisory report (which is due the first week of the second semester). Copies of the student surveys will be distributed to the instructor and to the chief academic officer when they are compiled. During subsequent semesters in the tenure process, there will be no restriction on Dean/Associate Dean's (and coordinators where appropriate) access to student surveys. The Tenure Commission will distribute these surveys to Dean/Associate Dean and the chief academic officer. The deans/associate deans will distribute to coordinators where appropriate and each individual faculty.
  - v. Student Evaluation of Non-Tenured Faculty Counselor (FEF #4.1)
    1. A sample of no more than 150 counsees and/or advisees of non-tenured counselors are to be asked to complete an unsigned student evaluation of the faculty member. The Commission should be assured that the sample returned is adequate.
    2. During the first and second evaluation years, the evaluations will be done in the 1st, 2nd, 3rd, 4th, and 5th semesters. During the third evaluation year, evaluations will be done during the fall semester only. With various course

- lengths, evaluations will be completed 3/4 of the way through the course term length (i.e., 16-week courses will be done at the 12th week, 8-week courses at the 6th week, 4-week courses at the 3rd week, etc.).
3. In the case of probationary counselors, a list of all counsees is obtained from data processing by the Tenure Commission. The Tenure Commission then sends letters to a sample as described in “a” above. (Student Evaluations of Non-Tenured counseling Faculty – FEF #4.1 – are to be completed and returned to the Commission.)
  4. Compilations of the evaluations will be distributed to the faculty member at the end of the semester.
  5. A copy of the compilation goes to the chief academic officer. The chief academic officer is privileged to consult with the chief student services officer regarding conclusions drawn from the student evaluations. Neither the evaluations nor the compilations, however, may be shared with the chief student services officer.
- vi. Supervisory Classroom Visitation Report (FEF #3.2) (Teaching Faculty)
1. Classroom visits, on campus, will be made by the Dean/Associate Dean or a designee recommended by the chief academic officer. Classroom visits, off campus, will be made by the administrator serving as immediate supervisor (with the provision that either the faculty member or the immediate supervisor could request participation by a member of the Office of Academic Services). There will be two visits each semester each year unless more visits seem necessary.
  2. Before evaluating classroom performance, the supervisor must consult with the faculty member on what will be covered in the evaluation process. For example, there should be a review of the course syllabus (outline and content) for the course being visited. Instructional methodology might also be discussed. During this session, the supervisor and faculty member should decide what class will be visited and when the evaluation will take place.
  3. There will be consultation between the faculty member and Dean/Associate Dean or immediate supervisor as soon as possible following each visit; the consultation must be within two calendar weeks. When evaluation and the remediation processes are discussed between the immediate supervisor and faculty member, the faculty member signs the classroom visitation report to verify that the consultation has been held (FEF #3.2 Supervisory Classroom Visitation Report) and may add comments which then become a part of the report.
  4. The original classroom visitation report (FEF #3.2 - Supervisory Classroom Visitation Report) goes to the Tenure Commission which will send a copy to the chief academic officer. (The Dean/Associate Dean and the faculty member will make their own copies before submitting it to the Tenure Commission.)

- vii. Supervisory Annual Evaluation of Non-Tenured Teaching Faculty (FEF #3.3)
  - 1. The Dean/Associate Dean or immediate supervisor will complete a written annual evaluation of the non-tenured faculty in their area indicating quality of job performance and growth during the year. The faculty member will sign the evaluation to verify that the evaluation has been discussed with the Dean/Associate Dean and may add comments if desired.
  - 2. The Dean/Associate Dean will make their own copy and submit the original to the Tenure Commission. The Tenure Commission will send a copy to the chief academic officer. (The faculty member should make their own copy before submission.) This report must be submitted to the Tenure Commission during the first week of the 2nd, 4th and 6th semesters.
- viii. Instructional Program Coordinator's Annual Evaluation of Non-Tenured Teaching Faculty (FEF #3.5)
  - 1. The instructional program coordinator will complete a written annual evaluation of the non-tenured faculty in their program. The faculty member will sign the evaluation to verify that the evaluation has been discussed with the program coordinator and may add comments if desired.
  - 2. The program coordinator will make their own copy and submit the original to the Tenure Commission. The Tenure Commission will send copies to the chief academic officer and the Dean/Associate Dean. (The faculty member should make their own copy before submission.) This report must be submitted to the Tenure Commission during the first week of the 2nd, 4th and 6th semesters.
- ix. Supervisory Report - Student Services Personnel - Non-Tenured Counselor (FEF #4.2a)
  - 1. The chief student services officer will complete at least one written report each semester. The faculty member will sign the report to verify that it has been discussed with the supervisor and may add comments if desired.
  - 2. The chief student services officer will make their own copy and submit the original to the Tenure Commission. The Tenure Commission will send a copy to the chief academic officer. (The faculty member should make their own copy before submission.)
- x. Supervisory Annual Evaluation of Non-Tenured Faculty Counselor (FEF #4.3a/b)
  - 1. The chief student services officer will complete a written annual evaluation of counseling faculty indicating the quality of job performance and growth during the year. The faculty member will sign the evaluation to verify that it has been discussed with the supervisor and may add comments if desired.
  - 2. The chief student services officer will make their own copy and submit the original to the Tenure Commission. The Tenure Commission will send a copy to the chief academic officer. (The faculty member should make their own copy before submission.) This report must be submitted to the Tenure Commission during the first week of the 2nd, 4th and 6th semesters.

- xi. Supervisory Report - Non-Tenured Faculty Coordinator of Library Instructional Services (FEF #5.2)
  - 1. The chief student services officer will complete at least one written report each semester. The faculty member will sign the report to verify that it has been discussed with the supervisor and may add comments if desired.
  - 2. The chief student services officer will make their own copy and submit the original to the Tenure Commission. The Tenure Commission will send a copy to the chief academic officer. (The faculty member should make their own copy before submission.)
- xii. Supervisory Annual Evaluation of Non-Tenured Faculty Coordinator of Library Instructional Services (FEF #5.3)
  - 1. The chief student services officer will complete a written annual evaluation of non-tenured Library personnel which will indicate quality of job performance and growth during the year. The faculty member will sign the evaluation to verify that the evaluation has been discussed with the supervisor and may add comments if desired.
  - 2. The chief student services officer will make their own copy and submit the original to the Tenure Commission. The Tenure Commission will send a copy to the chief academic officer. (The faculty member should make their own copy before submission.) This report must be submitted to the Tenure Commission during the first week of the 2nd, 4th and 6th semesters.
- c. Reappointment of Non-Tenured Faculty Not Eligible for Tenure
  - i. The chief academic officer makes a recommendation to the chief executive officer regarding the reemployment of non-tenured faculty not eligible for tenure. The chief executive officer subsequently recommends the reappointment of these faculty to the Board of Trustees. Prior to making their recommendation to the Board, the chief executive officer will notify in writing any non-tenured faculty member they do not intend to recommend for reappointment. The ultimate reemployment decision is made by the Board. Following action of the Board, the chief academic officer shall hold a brief summary conference with each non-tenured faculty member.
- d. Non-Tenured Faculty Serving as Dean/Associate Dean
  - i. The non-tenured faculty member serving as a Dean/Associate Dean is evaluated by Academic Services using the Non-Tenured Teaching Faculty process. Classroom observation reports (FEF #3.2) and annual evaluations (FEF #3.3) will be submitted to the Tenure Commission.
- e. Training of Immediate Supervisors
  - i. The chief academic officer sees that the immediate supervisors get training in the evaluation of good job performance and remediation of problems and monitors the evaluation/remediation process.
- f. Training of Faculty
  - i. The Dean/Associate Dean or immediate supervisor will work closely with new faculty to help them remediate problems (classroom performance, tests, non-teaching responsibilities) that are identified during the evaluation process: Annual

Faculty Non-Tenured Professional Report, voluntary peer evaluations, classroom visitations, and both formal and informal faculty/student interaction.

- ii. Faculty who have had minimal educational training are encouraged to take education courses. Tuition will be paid and credit toward movement on the salary scale will be given the non-tenured faculty member.

### 3. Tenure Decision Process

#### a. Purpose

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

#### b. Fall Orientation

- i. The chief academic officer holds a joint meeting with the Tenure Commission, immediate supervisors, and all new faculty to orient the new faculty member to the evaluation/tenure process and to explain job descriptions and evaluation forms. The chief student services officer will participate when student services personnel are involved.

#### c. Responsibilities

##### i. Immediate Supervisor

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

##### ii. Tenure Commission

1. The Tenure Commission contacts each non-tenured faculty member annually in writing to acknowledge that the process has been followed.
2. After reviewing all available materials, the Tenure Commission makes a tentative tenure recommendation by February 1st to the Conference Committee concerning those faculty who are eligible for tenure.
3. The Tenure Commission has the responsibility to see that forms are completed by the appropriate students or full-time personnel and that conferences are held. The Tenure Commission may seek the assistance of Academic Services.

##### d. Chief Academic Officer

- i. By week 5 of fall and spring each year, the chief academic officer will compile a list of faculty members to be evaluated, including information concerning their status in the evaluation process and the Dean/Associate Dean and/or supervisor and/or coordinator who will be evaluating each.
- ii. Academic Services holds a fall orientation as described above in 3b.
- iii. The chief academic officer reviews all materials and makes a tentative recommendation to the Conference Committee.

##### e. Conference Committee

- i. The Conference Committee consists of the members of the Tenure Commission, the chief academic officer, and one other administrator named

- for a one-year term in September by the chief academic officer from the Vice President or Dean level from an area with no personnel being evaluated, if possible.
- ii. The major function of the Conference Committee is to discuss all the available information, reach a consensus and make a recommendation to the chief academic officer by February 1 regarding a tenure recommendation for each third-year non-tenured faculty member or fourth-year probationary faculty member. The recommendation will be taken to the chief executive officer by the chief academic officer and the Tenure Commission Chairperson.
  - iii. In keeping with the evaluation process, the Conference Committee is responsible for initiating a remediation process for non-tenured faculty as needed. Either the Tenure Commission or the chief academic officer may call a special meeting of the Conference Committee to discuss the need for remediation for a specific faculty member as part of the remediation process. The Conference Committee may direct the chief academic officer to share areas of concern made apparent through the student evaluation process with the immediate supervisor. The chief academic officer should emphasize that confidences shared should not bias the supervisor's Annual Evaluation of the non-tenured faculty member, as the Annual Evaluation is based on other documented materials and observations.
  - iv. The Conference Committee may make one of the following decisions about any third-year faculty member:
    - 1. to recommend that tenure be granted,
    - 2. to recommend that tenure be denied,
    - 3. to recommend a fourth probationary year.
  - v. The Conference Committee may make one of the following decisions about any fourth-year faculty member:
    - 1. to recommend that tenure be granted,
    - 2. to recommend that tenure be denied.
  - vi. If a consensus cannot be reached for any individual faculty member regarding a recommendation, any member(s) of the Conference Committee has the privilege of making an alternate recommendation to the chief executive officer.
  - vii. During the 6th semester, the Conference Committee will re-evaluate all procedures and forms and make recommendations for any changes to the Faculty Council.
- f. Office of the President
- i. The chief executive officer notifies the individual faculty member and the Conference Committee of their recommendations before the recommendations go to the Board of Trustees.
  - ii. The chief executive officer takes their recommendation to the Board.
- g. Board of Trustees
- i. The final decision for rehiring rests with the Board.

- ii. The Board must give the non-tenured faculty member notice in writing 60 days before the end of their third consecutive school year if they do not intend to rehire the non-tenured faculty member or if they wish to give a probationary period in a fourth year.
- iii. If a probationary year is given, the Board must state the corrective actions which the faculty member should take. The specific reasons for the one-year extension shall be confidential and must be issued in writing to the faculty member.
- iv. The Board must give the probationary faculty member, who is on the one-year extension, written notice 60 days before the end of their fourth consecutive school year at Carl Sandburg College if they do not intend to rehire the non-tenured faculty member.
- v. In case the Board's decision is not to rehire the non-tenured faculty member, specific reasons for the dismissal shall be confidential and must be issued to the faculty member in writing. A conference with the appropriate administrator shall be held.
- vi. If the Board fails to give such notice within the time provided during the third academic year or during the probationary year, the faculty member shall enter upon tenure during the ensuing school year.

#### 4. Probationary Year

##### a. Corrective Plan

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



5. Clarification of Submitted Materials - During the evaluation process, any party may consult with any person who had submitted information regarding a faculty member for the purpose of clarification of that previously submitted material.
6. Purging Files - A faculty member's tenure file shall be retained for ten years following the final tenure decision. After that date, the file will be destroyed.
7. Special Cases - The Tenure Commission and the chief academic officer will prepare a schedule on an individual basis with people who are hired out of cycle.

## NON-TENURED TEACHING FACULTY

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

1st, 3rd, and 5th Semester

- FEF #2 Peer Evaluation\*
- FEF #3.1 Survey of Student Success (3/4 point of the course length)
- FEF #3.2 Supervisory Classroom Visitation Report (two per semester)

2nd and 4th Semester

- FEF #1 Professional Self-Report (first week)
- FEF #2 Peer Evaluation\*
- FEF #3.1 Survey of Student Success (3/4 point of the course length)
- FEF #3.2 Supervisory Classroom Visitation Report (two per semester)
- FEF #3.3 Supervisory Annual Evaluation (first week)
- FEF #3.5 Coordinator's Annual Evaluation (if required) (first week)

6th Semester

- FEF #1 Professional Self-Report (first week)
- FEF #2 Peer Evaluation\*
- FEF #3.2 Supervisory Classroom Visitation Report (two per semester)
- FEF #3.3 Supervisory Annual Evaluation (first week)
- FEF #3.5 Coordinator's Annual Evaluation (if required) (first week)

If tenure is not granted in the 6th semester and the faculty member is given an additional, probationary year, the standard evaluation forms will be used as part of a corrective plan during the 6th and 7th semesters.

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

## NON-TENURED FACULTY COUNSELOR

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

1st, 3rd and 5th Semester

- FEF #2 Peer Evaluation\*
- FEF #4.1 Student Evaluation (counselee) (3/4 point of the course length)
- FEF #4.2a Supervisory Report (at least one per semester)

2nd and 4th Semester

- FEF #1 Professional Report (first week)
- FEF #2 Peer Evaluation\*
- FEF #4.1 Student Evaluation (counselee) (3/4 point of the course length)
- FEF #4.2a Supervisory Report (at least one per semester)
- FEF #4.3a/b Supervisory Annual Evaluation (first week)

6th Semester

- FEF #1 Professional Report (first week)
- FEF #2 Peer Evaluation\*
- FEF #4.2a Supervisory Report (at least one per semester)
- FEF #4.3a/b Supervisory Annual Evaluation (first week)

If tenure is not granted in the 6th semester and the faculty member is given an additional, probationary year, the standard evaluation forms will be used as part of a corrective plan during the 6th and 7th semesters.

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

## NON-TENURED FACULTY COORDINATOR OF LIBRARY INSTRUCTIONAL SERVICES

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

1st, 3rd, and 5th Semester

- FEF #2 Peer Evaluation\*
- FEF #5.2 Supervisory Report (at least one per semester)
- FEF #5.4 Client/User Evaluation of Library Instructional Services

2nd and 4th Semester

- FEF #1 Professional Report (first week)
- FEF #2 Peer Evaluation\*
- FEF #5.2 Supervisory Report (at least one per semester)
- FEF #5.3 Supervisory Annual Evaluation (first week)
- FEF #5.4 Client/User Evaluation of Library Instructional Services

6th Semester

- FEF #1 Professional Report (first week)
- FEF #2 Peer Evaluation\*
- FEF #5.2 Supervisory Report (at least one per semester)
- FEF #5.3 Supervisory Annual Evaluation (first week)

If tenure is not granted in the 6th semester and the faculty member is given an additional, probationary year, the standard evaluation forms will be used as part of a corrective plan during the 6th and 7th semesters.

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

**Carl Sandburg College**  
**Annual Faculty Non-Tenured Professional Report**  
**FEF #1**

As outlined in the regulation, non-tenured faculty members are required to complete a report of professional activities to date and submit it to the Tenure Commission. Most important is to describe how the primary assignment of serving students has been accomplished. Samples of materials developed in the professional area – such as a course syllabus – may be submitted. Brief descriptions of involvement in faculty committees and professional development may also be included. Community service may be included if related to the primary assignment.

Original:4/89  
Reviewed: 4/05  
Revised 9/22

**Carl Sandburg College**  
**Faculty Peer Evaluation Report (Voluntary)**  
**FEF #2**

Name of Individual Evaluated:

On the average I have contact with them:

- \_\_\_\_\_ Daily
- \_\_\_\_\_ Weekly
- \_\_\_\_\_ Monthly
- \_\_\_\_\_ Bi-monthly
- \_\_\_\_\_ Occasionally

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

- \_\_\_\_\_ I have observed this person while they were teaching.
- \_\_\_\_\_ Approximately how many times?

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

- \_\_\_\_\_ I have observed this person while they were in conference with students.
- \_\_\_\_\_ Approximately how many times?

Describe observed behaviors or events which you think illustrate the kind of helping relationship established by this individual.

- \_\_\_\_\_ I have served on a committee(s) with this person.
- \_\_\_\_\_ Approximately how long?

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

- \_\_\_\_\_ I have discussed teaching processes/problems with this person.

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

- \_\_\_\_\_ I have discussed student problems with this person.

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

- \_\_\_\_\_ I have other information which I think the Tenure Commission should have.

Explain:

Signed \_\_\_\_\_ Date \_\_\_\_\_

When you have completed this form, please return it to the Tenure Commission. Copies with your signature deleted will be made available to the chief academic officer, the faculty member's immediate supervisor and to the faculty member evaluated. Thank you for your help.

Original: 5/89  
Reviewed: 4/05  
Revised: 9/22

**Carl Sandburg College**  
**Supervisory Classroom Visitation Report (Teaching Faculty)**  
**FEF #3.2**

Instructor's Name:

Date:

Class Visited (course and section):

Location:

Instructions: The dean/associate dean (or other immediate supervisor) is to observe the faculty member in a regular teaching situation. The visitation should be long enough to fairly observe instructional techniques and class dynamics. The elements of teaching to be used as a guide in instructional visitations are enumerated in Parts I and II of the Supervisor's Annual Evaluation of Non-Tenured Teaching Faculty.

Following the visitation, the dean/associate dean is to prepare a summary report of their observations and suggestions for improvement. This report is to be shared with the faculty member in a visitation post conference. The faculty member may add comments or reactions to the chairperson's observations. Both persons are to sign the final report. The original goes to the Tenure Commission which will distribute copies to the chief academic officer. The dean/associate dean will make their own copy before submitting the original. (Use back of form and/or additional sheet if needed.)

Evaluator Signature \_\_\_\_\_

Date \_\_\_\_\_

Faculty Signature \_\_\_\_\_

Date \_\_\_\_\_

Original: 5/89  
Reviewed: 4/05  
Revised: 9/22

**Carl Sandburg College**  
**Supervisory Annual Evaluation of Non-Tenured Teaching Faculty**  
**(Completed by the Dean/Associate Dean or Immediate Supervisor)**  
**FEF #3.3**

Faculty Member's Name:

Date:

Instructions: This annual evaluation is to be completed during the first week of the Spring Semester for each non-tenured faculty member under your immediate supervision. Circle the answer for each item which reflects your best judgment based upon all prior information and observations during the past year. The abbreviations have these meanings: E = Excellent; AV = Average; P = Poor; NO = Not Observed. Average is defined as "the average of good instructors observed." Please retain a copy of the completed form for your records.

- |  |  |   |    |   |    |
|--|--|---|----|---|----|
| 1. Knowledge and Preparation               |  |   |    |   |    |
| a. Depth of Knowledge in Teaching Field(s) |  |   |    |   |    |
| i.   | Demonstrates breadth and depth of knowledge  | E | AV | P | NO |
| ii.  | Demonstrates current and historical knowledge  | E | AV | P | NO |
| b. Evidence of Preparation for Classes     |  |   |    |   |    |
| i.   | Quality of instructional planning  | E | AV | P | NO |
| ii.  | Clarity of stated objectives   | E | AV | P | NO |
| iii.                                       | Scope and clarity of information provided to students (time schedule, evaluation procedure, grading, attendance, etc.) | E | AV | P | NO |
| iv.  | Quality and currency of course syllabus (syllabi) on file with division chairperson                                    | E | AV | P | NO |
| 2. Teaching Techniques                     |  |   |    |   |    |
| a. Class Presentations                     |  |   |    |   |    |
| i.   | Exhibits quality classroom performance (significant items emphasized, stays on subject but not to exclude humor, etc.) | E | AV | P | NO |
| ii.  | Senses when students do not understand and explains item (material) in different ways                                  | E | AV | P | NO |
| iii.                                       | Projects interest in and enthusiasm for subject area   | E | AV | P | NO |
| iv.  | Accommodates individual differences among students   | E | AV | P | NO |
| v.   | Promotes a cordial classroom atmosphere  | E | AV | P | NO |
| vi.  | Stimulates student participation in class discussion/activities  | E | AV | P | NO |
| vii.                                       | Utilizes appropriate teaching methods  | E | AV | P | NO |
| viii.                                      | Avoids distracting influences (playing with glasses, pacing back and forth, etc.)                                      | E | AV | P | NO |
| b. Verbal and Written Communications       |  |   |    |   |    |
| i.   | Uses quality oral communication  | E | AV | P | NO |
| ii.  | Uses quality written materials   | E | AV | P | NO |
| c. Evaluation Techniques                   |  |   |    |   |    |
| i.   | Uses examinations consistent with course syllabus  | E | AV | P | NO |
| ii.  | Returns examinations in a reasonable period of time  | E | AV | P | NO |
| iii.                                       | Identifies student performance standards appropriate to subject area   | E | AV | P | NO |
| 3. Instructional Support                   |  |   |    |   |    |
| i.   | Is punctual for classes and student appointments   | E | AV | P | NO |
| ii.  | Exhibits self-confidence and emotional stability   | E | AV | P | NO |
| iii.                                       | Is available to students for assistance beyond class hours   | E | AV | P | NO |
| iv.  | Adheres to office hours  | E | AV | P | NO |
| v.   | Exhibits helpful attitude toward students  | E | AV | P | NO |

Original: 5/89  
Reviewed: 4/05  
Revised: 9/22



4. General Professional Responsibility

i.	Continues efforts to maintain/improve competence in teaching area(s)	E	AV	P	NO
ii.	Participates in committee assignments and college activities beyond teaching assignment	E	AV	P	NO
iii.	Interrelates instruction with other areas of instruction and college activities	E	AV	P	NO
iv.	Accepts criticism and suggestions in evaluation	E	AV	P	NO
v.	Is critical in self-evaluation	E	AV	P	NO
vi.	Uses time effectively	E	AV	P	NO
vii.	Turns in grades, book orders, and other required reports	E	AV	P	NO
viii.	Attends Department Meetings and Faculty Assemblies	E	AV	P	NO
ix.	Notifies appropriate supervisor when it is necessary to be absent during classes and regularly scheduled office hours	E	AV	P	NO

On an attached sheet(s), provide detailed statements to elaborate on the various items marked. In addition, summarize the overall effectiveness of this faculty member.

Faculty Member's Comments:

Evaluator's Signature \_\_\_\_\_

Date \_\_\_\_\_

Faculty Signature \_\_\_\_\_

Date \_\_\_\_\_

**Carl Sandburg College**  
**Instructional Program Coordinator's Annual Evaluation of Non-Tenured Teaching Faculty**  
**FEF #3.5**

Faculty Member's Name:

Date:

Instructional Program Coordinator's Name:

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

After completion, the coordinator is to share the report with the faculty member. The faculty member may add comments or reactions to the report. Both individuals are to sign the final report. After making a copy for their files, the coordinator submits the original form to the Tenure Commission which distributes copies to the chief academic officer. (The faculty member should make their own copy before submission.) The report is to be submitted during the first week of the 6th Semester.

1. Strengths – Please list and comment on the strengths or ways the individual is contributing to your program.
  
2. Needs – Please list and comment on areas of need the individual has which would improve his or her performance.

Program Coordinator's Signature \_\_\_\_\_

Date \_\_\_\_\_

Faculty Member Comments:

Faculty Signature \_\_\_\_\_

Date \_\_\_\_\_

CARL SANDBURG COLLEGE  
STUDENT EVALUATION OF NON-TENURED FACULTY COUNSELOR

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

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

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

Original: 2/01  
Reviewed: 4/05  
Revised: 9/22

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
13. The counselor helped me to see what I need to do to attain my objectives.	SA	A	D	SD	NA
14. Other students could be helped by talking with this counselor.	SA	A	D	SD	NA
15. I felt satisfied as a result of my talks with the counselor.	SA	A	D	SD	NA
16. I trusted the counselor.	SA	A	D	SD	NA
17. I would go back to this person for additional services if I needed them.		<u>1.</u> Yes	<u>2.</u> No		

**PLEASE USE THE SEPARATE SHEET OF PAPER PROVIDED TO MAKE ANY ADDITIONAL COMMENTS ABOUT ASPECTS OF THE COUNSELOR YOU PARTICULARLY LIKED OR DISLIKED.**

**COMMENTS:**

CARL SANDBURG COLLEGE  
SUPERVISORY REPORT - NON-TENURED FACULTY COUNSELOR

Name \_\_\_\_\_

Date \_\_\_\_\_

INSTRUCTIONS: The chief student services officer is to visit with each Student Services faculty member a minimum of once per term for the purpose of consultation regarding their work. The elements to be used as a guide in this process include but are not limited to the following: verbal and written communications skills, projection of interest and enthusiasm, punctuality, service-orientation, evidence of a well-defined theory of counseling, demonstrated skill in interpreting test results, making referrals to outside agencies, maintaining adequate counseling load, projection of empathy and concern for student needs, perceived as open and approachable by students, evidence of competency in the counseling process, maintaining proper confidential counseling records, and leading the counselee to develop a definite plan of action.

Following the visitation, the chief student services officer is to prepare a summary report of the observations made and any suggestions for improvement. This report is to be shared with the faculty member in a post conference. The faculty member may add comments or reactions to the report. Both persons are to sign the final report. After making a copy for their file, the chief student services officer sends the original copy to the Tenure Commission.

Date \_\_\_\_\_

Chief Student  
Services Officer \_\_\_\_\_

Date \_\_\_\_\_

Student Services  
Faculty Member \_\_\_\_\_

CARL SANDBURG COLLEGE  
SUPERVISORY ANNUAL EVALUATION OF NON-TENURED FACULTY COUNSELOR

INSTRUCTIONS: This annual evaluation is to be completed during the first week of the Spring Semester for each non-tenured faculty member under your immediate supervision. Circle the answer for each item which reflects your best judgement based upon all prior information and observations during the past year. The abbreviations have these meanings: E = Excellent; AA = Above Average; AV = Average; BA = Below Average; P = Poor; NA = Not Applicable. Please retain a copy of the completed form for your records.

Faculty Member

Professional

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

Productivity

- |    |   |   |    |    |    |   |    |
|----|---|---|----|----|----|---|----|
| 1. | Shows initiative and innovation   | E | AA | AV | BA | P | NA |
| 2. | Is able to encourage measurable output of those for whom they are responsible | E | AA | AV | BA | P | NA |
| 3. | Completes successfully personal and departmental goals                        | E | AA | AV | BA | P | NA |
| 4. | Is available to students for advisement                                       | E | AA | AV | BA | P | NA |
| 5. | Maintains a patient, understanding, helping relationship with students        | E | AA | AV | BA | P | NA |
| 6. | Provides a mature self-image model for students                               | E | AA | AV | BA | P | NA |

7.	Is punctual for meetings and student appointments	E	AA	AV	BA	P	NA
8.	Utilizes tests and self-reports to assist students	E	AA	AV	BA	P	NA
9.	Participates in student activities beyond assigned responsibilities	E	AA	AV	BA	P	NA
10.	Shows evidence of effective use of time	E	AA	AV	BA	P	NA
<u>Interpersonal Relations</u>		E	AA	AV	BA	P	NA
1.	Applies policy consistently and fairly	E	AA	AV	BA	P	NA
2.	Is able to relate effectively with community agencies with whom the college maintains liaison	E	AA	AV	BA	P	NA
3.	Has sufficient contact with colleagues, supervisors, and subordinates	E	AA	AV	BA	P	NA
4.	Is sensitive to the mood of employee groups	E	AA	AV	BA	P	NA
5.	Recognizes others for their contributions	E	AA	AV	BA	P	NA
6.	Is able to work toward the successful solutions of interpersonal relations problems	E	AA	AV	BA	P	NA
<u>Leadership/Decision-Making</u>		E	AA	AV	BA	P	NA
1.	Establishes own self-goals and objectives	E	AA	AV	BA	P	NA
2.	Helps the departments in establishing and accomplishing goals and objectives	E	AA	AV	BA	P	NA
3.	Is able to help formulate specific operational objectives	E	AA	AV	BA	P	NA
4.	Uses sound judgement in decision-making	E	AA	AV	BA	P	NA
5.	Shows evidence of services to institutional governance	E	AA	AV	BA	P	NA
6.	Is proficient in participating in decision-making	E	AA	AV	BA	P	NA
7.	Is open to suggestions for constructive change	E	AA	AV	BA	P	NA

\*ADDITIONAL COMMENTS:

Date \_\_\_\_\_

Faculty Member \_\_\_\_\_

Date \_\_\_\_\_

Evaluator \_\_\_\_\_

\*Additional comments may be written on the back and signed and dated by both parties.

\*\*Please submit this report to the Tenure Commission.



**Carl Sandburg College**  
**Supervisory Report - Non-Tenured Faculty Coordinator of Library Instructional Services**  
**FEF #5.2**

Faculty Member's Name:

Date:

Supervisor's Name:

Instructions: The Vice President of Student Services is to visit with each Library faculty member a minimum of once per term for the purpose of consultation regarding their work. The elements to be used in this process shall be the characteristics set forth on the annual supervisor's evaluation form for each respective position.

Following the visitation, the vice president is to prepare a summary report of the observations made and any suggestions for improvement. This report is to be shared with the faculty members in a post-conference. The faculty member may add comments or reactions to the report. Both persons are to sign the final report. After making a copy for their files, the vice president sends the original to the Tenure Commission which will distribute copies to the chief academic officer.

Vice President's Signature \_\_\_\_\_ Date \_\_\_\_\_

Faculty Member Comments:

Coordinator of Library Instructional Services Signature \_\_\_\_\_ Date \_\_\_\_\_

Original: 5/89  
Reviewed: 4/05  
Revised: 9/22

**Carl Sandburg College**  
**Supervisory Annual Evaluation of Non-Tenured Faculty Coordinator of Library Instructional Services**  
**FEF #5.3**

Faculty Member's Name:

Date:

Instructions: This annual evaluation is to be completed during the first week of the Spring Semester by the Vice President of Student Services. Circle the answer for each item which reflects your best judgement based upon all prior information and observations during the past year. The abbreviations have these meanings: E = Excellent; AA = Above Average; AV = Average; BA = Below Average; P = Poor. Please retain a copy of the completed form for your records.

**Communication/Interpersonal Skills**

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

**Expertise and Performance**

- |   |   |    |    |    |   |
|---|---|----|----|----|---|
| 1. Assists clients in defining and meeting their needs for Library Instructional Services                             | E | AA | AV | BA | P |
| 2. Fulfills responsibilities as a cooperative and constructive member of the Library staff                            | E | AA | AV | BA | P |
| 3. Demonstrates accountability for the objectives of assigned/assumed projects  | E | AA | AV | BA | P |
| 4. Strives to provide consistently effective services to promote client confidence and satisfaction                   | E | AA | AV | BA | P |
| 5. Performs services on time  | E | AA | AV | BA | P |
| 6. Evidences appropriate rationale processes and judgement in making decisions and recommendations                    | E | AA | AV | BA | P |
| 7. Evidences concern and appropriate action for the promotion of program services                                     | E | AA | AV | BA | P |
| 8. Demonstrates appropriate knowledge and/or skills encompassed within the area of responsibility:                    |   |    |    |    |   |
| i. Circulation System   | E | AA | AV | BA | P |
| ii. Reference Services  | E | AA | AV | BA | P |
| iii. Interlibrary Loan System   | E | AA | AV | BA | P |
| iv. Training Student Workers  | E | AA | AV | BA | P |
| v. Other:   | E | AA | AV | BA | P |
| 9. Devises and implements innovative responses to problems as appropriate   | E | AA | AV | BA | P |
| 10. Expresses and promotes positive attitudes toward innovation and change among subordinates, colleagues and clients | E | AA | AV | BA | P |

**Management Skills**

- |   |   |    |    |    |   |
|---|---|----|----|----|---|
| 1. Is thorough in completing routine procedures | E | AA | AV | BA | P |
|---|---|----|----|----|---|

Original: 5/89  
Reviewed: 4/05  
Revised: 9/22

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

Professional and Institutional Commitment

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

Comments:

Vice President's Signature \_\_\_\_\_ Date \_\_\_\_\_

Faculty Member Comments:

Coordinator of Library Instructional Services Signature \_\_\_\_\_ Date \_\_\_\_\_

**Carl Sandburg College**  
**Client/User Annual Evaluation of Non-Tenured Faculty Coordinator of Library Instructional Services**  
**FEF #5.4**

**Job Function**

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

**Instructions**

Instructions: For items 1-11 mark your reactions to the statements on the scantron card using:

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

**Expertise and Performance**

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
1. Demonstrates appropriate knowledge and/or expertise:					
Book and periodical circulation system	SA	A	D	SD	NA
Reference Services	SA	A	D	SD	NA
Interlibrary Loan System	SA	A	D	SD	NA
Materials Preview/Purchase	SA	A	D	SD	NA
2. Provides services on time	SA	A	D	SD	NA
3. Responds to expressed needs	SA	A	D	SD	NA
4. Seeks to identify needs not expressed	SA	A	D	SD	NA
5. Provides clear and effective request procedures:	SA	A	D	SD	NA
Circulation Services	SA	A	D	SD	NA
Reference Services	SA	A	D	SD	NA
6. Supervises the organization and performance of LRC					
Instructional Services staff including student workers	SA	A	D	SD	NA
7. Shows willingness to work cooperatively	SA	A	D	SD	NA

**Communication Skills/Interpersonal Relations**

8. Maintains cooperative and productive inter-personal relationships	SA	A	D	SD	NA
9. Is interested in and able to understand my needs	SA	A	D	SD	NA
10. Seeks and shares information regarding production services	SA	A	D	SD	NA
11. Is clear and effective in written communications	SA	A	D	SD	NA

Comments:

Signed \_\_\_\_\_

Date \_\_\_\_\_

\*Also to be distributed to a list of users provided to the Tenure Commission from among other CSC staff.

Original: 5/89  
 Reviewed: 4/05  
 Revised: 9/22