TENURE PROCESS
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CITY COLLEGES OF CHICAGO
ACADEMIC POLICY

SOURCE OFFICE: Chancellor's Office DATE: 05/25/99


REVIEWED BY: AVC FOR ACADEMIC PROGRAMS WITH
COMMITTEE OF THREE ACADEMIC VICE PRESIDENTS

ISSUER'S SIGNATURE: ON FILE

SUBJECT: Contract Renewal and the Issuance of Tenure

POLICY:

All new faculty members employed since May 19, 1971 are required to meet all requirements for contract renewal. A tenure contract will not be recommended unless the faculty member complies with this understanding. The following requirements are specifically listed as items that must be complied with in order for contract renewal and/or a tenure contract issuance.

I. NON-RENEWAL AND RENEWAL

A. Notification must be given of the intention not to retain the faculty member at least sixty (60) days prior to the contract termination date.

B. Renewal or non-renewal contracts should be sent to the Vice Chancellor for Academic Affairs ninety (90) days prior to contract renewal and must be accompanied by administrative evaluations and signed by the President of the college.

II. SIGNED STATEMENT BY NON-TENURED FACULTY MEMBER (SEE INITIAL EMPLOYMENT-MEMORANDUM OF UNDERSTANDING.)

A. All new faculty members are required to sign the Memorandum of Understanding indicating their understanding and acceptance of the requirements for acquiring tenure. No recommendation for tenure will be entertained by the Board of Trustees unless the Memorandum of Understanding has been signed by the faculty member and the conditions therein have been met.

III. FIFTEEN GRADUATE SEMESTER HOURS

A. Graduate semester hours must be in accordance with criteria for lane advancement. Official transcripts from accredited institutions of higher education must be included.

B. Where the highest degree earned at the time of employment on the first employment contract is a bachelors or masters, then a faculty member must earn an additional fifteen (15) graduate credit hours (or their
professional equivalent) from an accredited institution in an academic
subject relevant to the faculty member's teaching field after employment
at the City Colleges of Chicago and prior to being offered a tenure
(fourth) employment contract by the college administration.

C. Where the highest degree earned at the time of employment on the first
employment contract is a doctorate, then a faculty member may be
required to complete additional course work as part of a prescribed
faculty development program recommended by his/her department
and/or by the college administration as part of the contract renewal and
tenure process. Notification of additional required course work will be
given to the candidate in writing.

D. Specific graduate level courses must be approved in advance by the
college President or his/her designee in order to be used for tenure
purposes.

IV. RESEARCH PAPER/PROJECT

A. A tenure contract will not be recommended unless the faculty member,
in addition to meeting all other requirements, satisfactorily completes a
research paper or project that has been approved in advance. By the end
of the first year of employment all topics for papers or projects must
receive prior approval from the local college administrator responsible
for the faculty member's evaluation.

V. ADMINISTRATIVE RESPONSIBILITY

A. To ensure that each non-tenured faculty member recalls all obligations
for tenure, the college President is to send the annual Memorandum of
Understanding to each non-tenured faculty member for signature prior to
the start of each contract term of each academic year. In addition, all
faculty must receive the documents "Requirements for Contract Renewal
and Tenure of Faculty Members."

VI. EVALUATION (see requirements for contract renewal)

A. All non-tenured faculty must be evaluated each semester. Contact
renewal evaluation must include the separate evaluation for each
semester.

B. All contracts offered to non-tenured faculty members must be
accompanied by an in-depth evaluation by the President before the
Chancellor will recommend the contract to the Board. This evaluation
should be an independent administrative evaluation including a
description of ongoing evaluations throughout the year, specifically:
class visitations, personal conferences, and other in-service activities.

C. The President shall make an independent evaluation and submit a written
recommendation to the Vice Chancellor for Academic Affairs prior to
the end of the semester that precedes the faculty member's contract
ending date. (All recommendations, whether favorable or unfavorable are to be made by the President.)

D. Faculty members may be considered for continued employment if classes are available and the President gives a favorable evaluation.

E. The evaluation for non-tenured faculty should include goals and criteria (See "Requirements for Contract Renewal and Tenure of Faculty Members.") A non-tenured faculty member of the City Colleges of Chicago (CCC) is expected to be a competent, effective, contributing member of the college community, serving both through teaching and related professional activities to provide a high quality educational experience for the students the system serves. Each faculty member is expected:

- to have academic credentials and/or experience in a specific teaching field and periodically to enhance knowledge of this field as a condition for continued employment and advancement;

- to be effective in teaching the content of the field to students and to take steps to enhance this effectiveness;

- to be helpful, constructive, and innovative in providing assistance to students both in and out of class and to develop additional knowledge, skills and abilities to fulfill these professional responsibilities;

- to be a contributing member of the instructional department and the college as a whole, as well as the community that the college serves; and

- to perform all duties in a professional manner and in accordance with administrative policies and procedures.

In addition to the above criteria for performance evaluation, non-tenured faculty must meet the following requirements to be considered for tenure:

i. Completion of fifteen (15) graduate semester hours of previously approved graduate-level course work or its equivalent. At least nine (9) of these hours should be completed by the end of the second year of employment. Priority of the course work shall be determined in advance by the local college administration with the timely approval of the central administration.

ii. Satisfactory completion of a research paper or project that demonstrates awareness of the community college/teaching/learning environment. All topics for papers or projects must receive prior approval from the local college administrator responsible for faculty evaluation by the end of the first year. All topics for papers or projects should be approved by the end of the first year of employment, research in the second year, and papers by end of the third year.
Administrative Procedures

1. All non-tenured faculty shall be given a copy of the CCC Faculty Evaluation Policy at the beginning of their employment as full-time CCC faculty and again at the beginning of their third year of full-time employment. (At those times, Vice Presidents are required to secure signatures upon receipt of these copies.)

2. The performance of non-tenured faculty shall be reviewed each semester; and at least one classroom visitation by, and conference with, the local administration to review teaching effectiveness and fulfillment of tenure requirements, shall be held each year before tenure. Student evaluations of non-tenured faculty shall be held each term and the results communicated to the administration, department and instructor.

3. Throughout the period of evaluation, non-tenured faculty shall be required to submit pertinent instructional materials for review by the local administration.

4. The local administration of the non-tenured faculty member's college of assignment shall coordinate the evaluation of the faculty member's performance with any outside agencies or other CCC college(s) at which the faculty member may teach.

MINIMUM CRITERIA

It is recommended that, at the time of initial placement in rank and salary, the faculty member be informed of the minimum criteria necessary for administrative approval of a contract renewal and of the tenure contract. These criteria cover the areas of teaching effectiveness involvement in the college activities, and in evidence of professional growth.

It should be understood that the minimum criteria outlined here assume placement at the Instructor or Assistant Professor level. The administration must structure a procedure to insure periodic evaluation according to the minimum criteria for all non-tenured faculty and maintain continuing records of compliance with these criteria.

FIRST YEAR

At the end of the first year, faculty members should present to the administration evidence of:

I. TEACHING EFFECTIVENESS

A. Colleague and student evaluations.
B. Dependability in classroom and student commitments (i.e., promptness, preparedness, emotional maturity, confidence, flexibility, etc.)
C. Develops course objectives (elective only), outlines and plans courses he/she teaches.
D. Participates in departmental recommendations for acquisition of new books and publications; plans student use of learning resource materials in conjunction with classroom activities.
II. INVOLVEMENT IN COLLEGE ACTIVITIES AND RESPONSIBILITIES

A. Awareness of the role of the community college and the philosophy of his/her particular college as evidenced by his/her student-community involvement (appointments met, availability for counseling, participation in college committees, community projects, etc.)

B. Utilizes or has knowledge of new teaching techniques and technology available to him/her, e.g. TV, tapes, learning resources center, CAI (College Acceleration Institute), etc. Attends in-service seminars or conducts independent research.

C. Participates in departmental and college activities. Attends meetings, serves on committees, files reports on time, follows procedures, etc.

III. PROFESSIONAL GROWTH

A. Participation in professional societies and/or conferences. (List societies to which he/she belongs and all conferences or professional meetings attended.)

B. Participation in workshops, if possible.

C. Awareness of current publications and readings in his/her field and in the field of community college education. (The report should be submitted to the chairperson and the Vice President for Academic Affairs and should include current trends and developments, references, etc.)

D. Earn graduate credit or equivalent, if possible. (Forward transcripts to college President.)

E. Approved topic for tenure research paper.

SECOND YEAR

At the end of the second year, the faculty member would present evidence of continued and expanded activity in all areas outlined for the end of the first year. In addition, he/she would:

I. (Teaching Effectiveness continued.)
E. Develop course syllabi (electives only)

II. (Involvement in College Activities continued.)
D. Participate in community service programs
III. (Professional Growth continued)

F. Actively pursue graduate courses, fellowships or their equivalents

G. Concluded research for tenure paper

THIRD YEAR

At the end of the third year, the faculty member would present evidence of continued activity in all areas outlined above and, in addition, he/she would:

III. (Professional Growth continued)

H. Complete the tenure paper about a special problem of interest to him/her for inclusion in his/her permanent record file, such as recommendations for curriculum improvement, community-college involvement, statistical studies relating to college and/or community, research, or their equivalent, since his/her last degree.

In order to aid the faculty member in fulfilling these requirements, the administration should:

1. Compile reading lists about the community college and related information.
2. Organize and conduct in-service programs.
3. Provide an opportunity for periodic meetings to review progress of faculty member.
4. Work with department chairperson to aid effectiveness of faculty member.

A:\POLICY1-.doc
CONTRACT RENEWAL/TENURE PORTFOLIO
SUBMISSION REQUIREMENTS

Due Dates:

**Fall Semester Start Dates**
- **First Renewal Year**
  - December 15 (Candidate to College Administration)
  - January 2 (College Administration to Vice Chancellor for Academic Affairs, Planning and Research for inclusion in February Board Report)
- **Second and Third Renewal Years**
  - November 1 (Candidate to College Administration)
  - December 1 (College Administration to Vice Chancellor for Academic Affairs, Planning and Research for inclusion in February Board Report)

**Spring Semester Start Dates**
- **First, Second and Third Renewal Years**
  - July 1 (Candidate to College Administration)
  - August 30 (College Administration to Vice Chancellor for Academic Affairs, Planning and Research for inclusion in October Board Report)

**Number of Copies Required:**

| Contract Renewal Portfolios (First and Second Years) | 1 |
| Contract Renewal/Tenure Portfolios (Third Year) | 1 |

Submit Required Copies Through Local College Administration To:

Vice Chancellor for Academic Affairs, Planning and Research District Office
INITIAL EMPLOYMENT - MEMORANDUM OF UNDERSTANDING

FROM: ____________________________  DATE: ____________________________

(Name of Faculty Member)

COLLEGE: ____________________________

TO: The Board of Trustees of Community College District No. 508, County of Cook and State of Illinois

I understand that, as one of the requirements to acquire tenure in the City Colleges of Chicago:

1. I must earn an additional fifteen (15) graduate credit hours or their professional equivalent in an academic subject relevant to my teaching field, where the highest degree earned on the first employment contract is a bachelor's or master's, or the professional equivalent, after employment at the City Colleges of Chicago and prior to being offered a tenure (fourth) employment contract.

   Also, if the candidate is ABD and the college administrator deems the dissertation to be relevant to the candidate's teaching discipline, some or all of the documented 15 graduate hours may be considered as meeting a portion or all of the graduate hour requirement.

2. I may be required to complete additional course work as part of a prescribed faculty development program recommended by my department and/or by the college administration as part of the contract renewal and tenure process where the highest degree earned at the time of employment is a doctorate.

3. The graduate credit earned must be from an accredited institution, approved by college administration.

4. The graduate hours must be in accordance with the criteria for lane advancement.

5. It is my responsibility to provide the college president with official transcripts from the institutions where the graduate hours are earned for the purpose of validating my academic growth.

UNDEERSTOOD AND ACCEPTED

BY: ____________________________

Faculty Member  DATE: ____________________________

BY: ____________________________

President  DATE: ____________________________
COLLEGE

ACKNOWLEDGMENT AND RECEIPT OF:

Academic Policy Number 2.20A, Contract Renewal and the Issuance of Tenure

I, ____________________________, received a copy of Academic Policy
(Name of Faculty Member)

Number 2.20A, Contract Renewal and Issuance of Tenure for the City Colleges of Chicago

on ______________________, 2____.

____________________________
Signature of Faculty Member

____________________________
Social Security Number
COLLEGE LETTERHEAD

Office of the President

TO: 
Vice Chancellor for Academic Affairs, Planning and Research

FROM: 
President

COPIES TO: 
Vice Chancellor for Human Resources and Staff Development
Executive Director for Academic Personnel

DATE: 

SUBJECT: 
Recommendation for Contract Renewal/Tenure for (Name of Faculty Candidate)

I am recommending approval for a contract for (Name of Faculty Candidate) at College. Below is a summary of his/her performance and his/her contributions to her department and to the college and the district.

Professional Effectiveness:

Contributions to the Department:

Contributions to the College:

Professional Development:

Tenure Project:

Other:

cc: Vice President
Dean
Department Chairperson
Faculty Candidate
Approval of Research Paper/Project Plan by Department Chairperson

Approval of Research Paper/Project Plan by Administration

Demonstrated teaching effectiveness (review of teaching materials, evaluations, grade reports, etc., due each semester)

Compliance with City Colleges of Chicago and College policies (teacher program, assignments, attendance, record keeping, etc.)

College and Community Contributions
COLLEGE

CHECK LIST FOR CONTRACT RENEWAL REQUIREMENTS - SECOND YEAR

Faculty Name: ___________________________ Social Security Number: __________

Department Chairperson: ___________________________

Dean: ___________________________

Instructions: The date and initials of both the non-tenured faculty member and the dean should appear on the line preceding each statement. Notes to support any item should be attached to demonstrate progress, areas of attention, change, etc.

Year Two:

_____ Demonstrated progress on Educational Plan (attach copies of grade reports)

_____ Demonstrated progress on Research Paper/Project Plan (due each semester)

_____ Demonstrated teaching effectiveness (review of teaching materials, evaluations, grade reports, etc., due each semester)

_____ Compliance with City Colleges of Chicago and _____________ College policies (teacher program, assignments, attendance, record keeping, etc.)

_____ College and Community Contributions
COLLEGE

CHECK LIST FOR TENURE REQUIREMENTS

Faculty Name: ___________________________ Social Security Number: __________

Department Chairperson: ____________________________

Dean: ____________________________

Instructions: The date and initials of both the non-tenured faculty member and the dean should appear on the line preceding each statement. Notes to support any item should be attached to demonstrate progress, areas of attention, change, etc.

Year Three:

____ Closure on Educational Plan (official transcripts, due end of fifth contract semester)

____ Closure on Research Paper/Project Plan (due end of fifth contract semester)

____ Demonstrated teaching effectiveness (review of teaching materials, evaluations, grade reports, etc., due each semester)

____ Compliance with City Colleges of Chicago and __________________ College policies (teacher program, assignments, attendance, record keeping, etc.)

____ College and Community Contributions
Contract Renewal Criteria
Minimum Requirements
First Year

Teaching Effectiveness

♦ Colleague, administrative and student evaluation
♦ Student retention success
♦ Classroom conduct and stability
♦ Periodic review meetings for evaluation
♦ Use of learning resource materials
♦ Development of instructional materials
♦ Lecture content
♦ Innovative techniques
♦ Student rapport
♦ Classroom presentation

Involvement in College Activities and Responsibilities

♦ Philosophy of the community college
♦ Utilize new techniques
♦ Departmental activities

Professional Growth

♦ Professional societies and/or conferences
♦ Review of professional literature
♦ Graduate credit courses, or equivalent
♦ Research paper topic approved
CONTRACT RENEWAL PLAN - FIRST YEAR

This to confirm our discussion of ____________, 20__. Your plan to address the requirements for contract renewal is as follows:

I Fifteen Graduate Hours

Course(s) Title

Credit Hours

Institution

Address

Planned Date of Completion

II Research Project/Paper

Title

Concept

III Evaluations

See Section IV - Evaluation Forms - appropriate category (Non-Tenured Teaching Faculty or Non-Tenured Librarians)

__________________________________________
Signature of Faculty Member

__________________________
Date

Approved - Signature of Department Chairperson

__________________________
Date

Approved - Signature of Administrator

__________________________
Date

cc: President
Human Resources - Central Office
Contract Renewal Criteria
Minimum Requirements
Second Year

Teaching Effectiveness

♦ Colleague, administrative and student evaluation
♦ Student retention success
♦ Classroom conduct and stability
♦ Periodic review meetings for evaluation
♦ Development of course objectives
♦ Use of learning resource materials
♦ Continued development of new instructional materials
♦ Lecture content
♦ Innovative techniques
♦ Student rapport
♦ Classroom presentation

Involvement in College Activities and Responsibilities

♦ Philosophy of the community college
♦ Utilize new techniques
♦ Departmental activities
♦ College committees
♦ Community service

Professional Growth

♦ Professional societies and/or conferences
♦ Professional workshops
♦ Review of professional literature
♦ Graduate credit courses, or equivalent
♦ Substantial research to complete paper
CONTRACT RENEWAL PLAN - SECOND YEAR

This to confirm our discussion of ________________, (Insert date and year). Your plan to address the requirements for contract renewal is as follows:

I  Fifteen Graduate Hours

    Course(s) Title

    Credit Hours

    Institution

    Address

    Planned Date of Completion

II  Research Project/Paper

    Title

    Statement of Purpose (Thesis)

    Tentative Abstract

    Project Outline

    Plan of Research Method
III Evaluations

See Section IV - Evaluation Forms - appropriate category (Non-Tenured Teaching Faculty or Non-Tenured Librarians)

________________________  ________________________
Signature of Faculty Member  Date

Approved - Signature of Department Chairperson  ________________________
                                                                                       Date

Approved - Signature of Administrator  ________________________
                                                                                       Date

cc: President
Human Resources - Central Office
Contract Renewal/Tenure Criteria
Minimum Requirements
Third Year

Teaching Effectiveness
♦ Colleague, administrative and student evaluations
♦ Student retention success
♦ Classroom conduct and stability
♦ Periodic review meetings for evaluation
♦ Continued development of course objectives
♦ Use of learning resource materials
♦ Continued development of new instructional materials
♦ Continued development of new course syllabi/lesson plan (approved) and assessment activities
♦ Lecture content
♦ Innovative techniques
♦ Student rapport
♦ Classroom presentation

Involvement in College Activities and Responsibilities
♦ Philosophy of the community college
♦ Utilize new techniques
♦ Departmental activities
♦ College committees
♦ Community service
♦ District activities

Professional Growth
♦ Professional societies and/or conferences
♦ Professional workshops
♦ Review of professional literature
♦ Graduate credit courses, or equivalent
♦ Completion of research paper writing
CONTRACT RENEWAL/TENURE PLAN - THIRD YEAR

This to confirm our discussion of ______________, (Insert date and year). Your plan to address the requirements for the issuance of tenure is as follows:

I  Fifteen Graduate Hours

   Course(s) Title

   Credit Hours

   Institution

   Address

   Planned Date of Completion

II  Research Project/Paper

   This document must be of the quality and state that you would submit for a thesis at the master's level.

   Title (cover page)

   Table of Contents

   Statement of Purpose (Thesis)

   Abstract

   History of Project

   Method of Research and Findings

   Evaluation

   Tenure Paper

   Appendices
III Evaluations

See Section IV - Evaluation Forms - appropriate category (Non-Tenured Teaching Faculty or Non-Tenured Librarians)

Signature of Faculty Member ___________________________________________ Date __________

Approved - Signature of Department Chairperson ____________________________ Date __________

Approved - Signature of Administrator _____________________________________ Date __________

cc: President
Human Resources - Central Office
RECOMMENDED VITAE COMPONENTS

I. Heading: Personal Information, Name
   1. Office: Address, Phone, Fax, E-mail
   2. Home: Address, Phone, Fax, E-mail

II. Educational Background
    1. Institute
    2. Degree (If no degree, indicate course(s) taken, summarize by college attended)
    3. Date

III. Additional Formal Education/Professional Development/Workshops (list each separately)
     1. Program Title
     2. Sponsoring Organization
     3. CEU's (if applicable)
     4. Date

IV. Professional Experience in Education (list current, then prior in order of most recent)
    1. Institution
    2. Position
    3. Dates

V. Other Professional Experience
   1. Institution/Organization
   2. Position
   3. Dates

VI. Professional Memberships and Offices Held
    1. Organization
    2. Position Held
    3. Dates

VII. Community/Civic Activities and Offices Held
     1. Organization
     2. Position Held
     3. Dates

VIII. Publications
      1. Title
      2. Periodical or Publisher
      3. Date
IX. Conference Presentations
   1. Conference title and location
   2. Sponsoring Organization
   3. Date

X. Honors, Recognitions and Awards
   1. Name
   2. Awarding Organization/Institution
   3. Activity Recognized
   4. Date

XI. Department Activities at (Name of City College):
    1. Committee or Project
    2. Date

XII. College-wide Activities at (Name of City College):
     1. Committee, Activity or Project
     2. Date

XIII. District Activities at City Colleges of Chicago
      1. Committee, Activity or Project
      2. Date

XIV. Activities While at Other Colleges
     1. Committee, College, Activity or Project
     2. Date

XV. Signature and Date
# Classroom Evaluation of Non-Tenured Teaching Faculty

<table>
<thead>
<tr>
<th>Instructor's Name:</th>
<th>Class Name:</th>
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<tbody>
<tr>
<td>Evaluator's Name:</td>
<td>Date:</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Students Enrolled:</th>
<th>Number Attending:</th>
<th>Number Tardy:</th>
</tr>
</thead>
</table>

## Teaching Skills

### Presentation Opening
- Gains students' attention in a professional manner.
- Introduces key points and objectives of day's class.
- Text, and course outline presented in a professional manner.
- Method of evaluation and grading clearly presented.

### Presentation Closing
- Paraphrases key points and ties to learning objectives.
- Provides students with assignment or challenge using information just imparted.
- Method of instruction encourages active thinking and learning.

## Student Interaction
- Helps build esteem of students who are floundering.
- Displays respect for and interest in students.
- Learns students' names and uses them.
- Uses examples that relate to students' interests and experiences.
- Communicates high expectations to students while remaining available for help.
- Knows and integrates campus learning support services into instruction.
- Maximizes student time on task in the classroom and lab.
- Actively works to sustain student attention.
- Integrates good study habit instruction into class material.
- Regularly refers students to reference and study materials.
- Includes both quiet or low-achieving students and those who are vocal or successful in questioning and discussions.
- Fosters group activities, such as study groups and team projects.
- Incorporates real-life applications into instruction.
- Is available to students outside of class.
### Writing Across the Curriculum / Critical Thinking

<table>
<thead>
<tr>
<th>Incorporates writing in appropriate and creative manner into course outline and assignments.</th>
<th>Excellent</th>
<th>Good</th>
<th>Opportunity for Growth</th>
<th>Insufficient to Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examinations require writing.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Comments clearly on students' writing skills and helps build on these skills.</td>
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<tr>
<td>Assignments and class discussions help to build critical thinking skills.</td>
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<tr>
<td>Examinations require critical thinking.</td>
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</tbody>
</table>

### Verbal Communication Skills

**Verbal**

<table>
<thead>
<tr>
<th>Varies tone and tempo of voice to maintain interest and provide emphasis.</th>
<th>Excellent</th>
<th>Good</th>
<th>Opportunity for Growth</th>
<th>Insufficient to Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Varies volume of voice for attention and can be heard throughout the room.</td>
<td></td>
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</tbody>
</table>

**Verbal Interaction**

<table>
<thead>
<tr>
<th>The instructor repeats/restates material in different format as necessary.</th>
<th>Excellent</th>
<th>Good</th>
<th>Opportunity for Growth</th>
<th>Insufficient to Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senses interest/understanding of the group and adjusts pacing accordingly.</td>
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<tr>
<td>Allows appropriate time to cover outline material.</td>
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<tr>
<td>Responds to students' questions and uses the question as a teaching technique.</td>
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</table>

### Written Communication Skills

<table>
<thead>
<tr>
<th>Teacher's materials are well written with professional presentation.</th>
<th>Excellent</th>
<th>Good</th>
<th>Opportunity for Growth</th>
<th>Insufficient to Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher's assignments are given in writing to assure that there is no misunderstanding regarding the assignment.</td>
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<tr>
<td>Teacher provides students with written statements on required readings, course outline, office hours, and academic support available.</td>
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</tbody>
</table>
### Feedback To Students

<table>
<thead>
<tr>
<th>Action</th>
<th>Excellent</th>
<th>Good</th>
<th>Opportunity for Growth</th>
<th>Insufficient to Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides comments on student work, emphasizing students’ strengths while also addressing areas for improvement.</td>
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<tr>
<td>Maintains eye contact during class to see who is following and who needs help.</td>
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<tr>
<td>Uses after-exam review time to reteach problem material.</td>
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<tr>
<td>Provides regular quizzes and addresses problem areas identified by results.</td>
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<tr>
<td>Directs students to tutoring and support when indicated and follows up on results.</td>
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</tbody>
</table>

### Learning Environment Management

#### Techniques

- Handles problem students (talkers, resisters, interrupters) appropriately.
- Utilizes technological and/or audio visual resources.
- Provides easy to see aids that have positive impact on learning.
- Exhibits ability to determine whether or not students understand material.

#### Small Groups

- Helps groups organize.
- Clarifies directions.
- Checks on progress.
- Announces time intervals.
- Uses groups to advance course objectives.

### Organization / Preparation

- Has clear goals and purposes and successfully communicates these to the students.
- Comes prepared to teach each day.
- Links class presentations to the course “big picture.”
- Provides frequent cues on what’s important, what’s next and what has come before.
- Reinforces key points with board work and handouts.
- Keeps to course calendar without rushing.
- Tests what has been taught.
General Comments / Additional Observations:

Strengths and Weaknesses of Presentation:

Suggestions for Improvement:

Signature of Evaluator: ___________________________ Date

A:\classrm.doc
Summary of Classroom Visitation Evaluations

Of Non-tenured Teaching Faculty
By Department Chairperson

A:\CHAIRSUM.doc

Instructor's Name: ____________________________________________

Semester/Year: _______________________________________________

Please summarize the comments of the evaluators who have observed this instructor's classes that best illustrate the effectiveness of the instructor in the categories listed below. Use as much space as necessary to include all pertinent comments.

Teaching Skills:

Student Interaction:
Writing Across the Curriculum/Critical Thinking

Verbal Communication Skills:

Feedback to Students:

In addition, comment specifically on the following:

- Grading system for each kind of assignment is clearly explained in writing to students.

- Statement of progress to date and expectations for the future are provided to students at midterm.

- Gives pre-tests or writing samples to determine students' entry level skills.
Learning Environment Management:

Changes/Improvements Since Last Evaluation:
(Teaching Effectiveness)
Part 1. To be completed by candidate:

Please provide documentation of your teaching effectiveness in the categories listed below. Use as much space as needed.

Innovation:

Faculty member will provide evidence of innovative techniques to department head and discuss the results of such techniques on specific forms.

Some examples of innovation include the following:

- Use of Technology

- Innovative pedagogical approaches
  - i.e., small class work, team projects, student discussion leaders, video work or any other interactive techniques.

- Unusual assignments and their effectiveness
  - samples of these assignments and their successes should be presented
- Integration with other courses taken by students

- Partnering with other teachers on teaching concepts/efforts/achievements.

- Outside of class speakers, projects

- Unusual writing assignments and the results

- Actions taken to contact students who did not attend regularly

Part II. To be completed by Department Chairperson.

Retention/Grading
- How many students did the teacher have at day ten, mid-term, and end of the semester each semester in each class?
  - Was it clear that students had the proper pre-requisites to take the courses? Were any students referred or re-assigned to more appropriate courses?

- How does the retention rate of this candidate compare to colleagues teaching this same course? Provide data.
• How does the candidate's success/credit ratio compare with colleagues teaching this same course? Provide data.

• Any evidence of grade inflation.

Changes/Improvements since last evaluation:
(Teaching Effectiveness)

Additional Comments:

A:\EFFECTSU.doc

Signature of Department Chairperson

Date

Signature of Candidate

Date
Evaluation of Instruction

Of Non-tenured Teaching Faculty
By Student

A \STUDEVAL.doc

Teacher's Name: ____________________________ Today's Date ____________________________

Course Name/Section: ____________________________ Semester: ____________________________

Your Major Area of Study ____________________________

1. Course Information:
   a. Why did you take this course?

   ___________________________________________________
   ___________________________________________________
   ___________________________________________________

   b. What did you expect to get out of this course?

   ___________________________________________________
   ___________________________________________________
   ___________________________________________________

   c. Did you get it? Explain

   ___________________________________________________
   ___________________________________________________
   ___________________________________________________

2. What is the most useful and/or interesting thing you learned in this course?

   ___________________________________________________
   ___________________________________________________
   ___________________________________________________

3. What did you like most about this course?

   ___________________________________________________
   ___________________________________________________
   ___________________________________________________

4. What did you like least about this course?

   ___________________________________________________
   ___________________________________________________
5. What did you like most about the teacher?

6. What did you like least about the teacher?

7. How could the course be improved?

8. How clearly did the teacher state his/her expectation of you and provide instructions for completing class and homework assignments, examinations, laboratories, group discussions, etc.?

9. Are homework assignments collected, reviewed, evaluated, and returned in a timely manner?

10. Are examinations graded, returned, and discussed in a timely manner?

11. How would you rate the teacher's availability to you outside of class? Give examples.

12. Additional Comments?
# EVALUATION OF CLINICAL INSTRUCTION OF NON-TENURED TEACHING FACULTY BY STUDENTS

**Instructor's Name**

**Clinical Area**

**Date of Rotation**

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>ALWAYS</th>
<th>USUALLY</th>
<th>SOMETIMES</th>
<th>NEVER</th>
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<tbody>
<tr>
<td>1. Makes expectations clear to student at beginning of rotation.</td>
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<tr>
<td>Comments:</td>
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<tr>
<td>2. Lets student know when expectations <strong>are</strong> being met.</td>
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<tr>
<td>Comments:</td>
<td></td>
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<tr>
<td>3. Lets student know when expectations <strong>are not</strong> being met.</td>
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<td>Comments:</td>
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<tr>
<td>4. Is available when student needs guidance and assistance.</td>
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<td>Comments:</td>
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<tr>
<td>5. Demonstrates effectively the role of the professional nurse.</td>
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<td>Comments:</td>
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<td>Comments:</td>
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<td>7. Allows flexibility in providing learning experiences.</td>
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<td>Comments:</td>
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<tr>
<td>8. Encourages a cooperative working relationship.</td>
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<td>Comments:</td>
<td></td>
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<tr>
<td>CRITERIA</td>
<td>ALWAYS</td>
<td>USUALLY</td>
<td>SOMETIMES</td>
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<td>9. Helps student to recognize how his/her actions are part of the nursing process.</td>
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<td>Comments:</td>
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<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
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<tr>
<td>11. Promotes cooperative working relationships with staff and peers.</td>
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<td>Comments:</td>
<td></td>
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<tr>
<td>12. Relates with hospital staff in a professional manner.</td>
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<tr>
<td>Comments:</td>
<td></td>
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<tr>
<td>13. Helps student work with variations in hospital policies and procedures.</td>
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<tr>
<td>Comments:</td>
<td></td>
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<tr>
<td>14. Helps student deal with negative role models.</td>
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<tr>
<td>Comments:</td>
<td></td>
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<td>15. Conducts clinical conferences in a way that enhances the transfer of learning.</td>
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<td>Comments:</td>
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<tr>
<td>Comments:</td>
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<td>17. Other:</td>
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<td></td>
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<td></td>
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<tr>
<td>Comments:</td>
<td></td>
<td></td>
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</tbody>
</table>
Summary Of Student Evaluation of Instruction

Of Non-tenured Teaching Faculty
By Department Chairperson

A \STUDSUMM.doc

Instructor's Name: ________________________________

Semester / Year: __________________________________

Course Name and Section: ____________________________

Please summarize the comments made on the Student Evaluation of Instruction for the non-tenured teaching faculty members listed above. Be as specific as possible, and provide as much information as possible under each category. Use as much space as necessary to support responses.

• Did students get out of the course what they expected?

• What did students learn in the course?

• What did students like/dislike about the course?

• What did students like/dislike about the instructor?
• How did the students think that the course could be improved?

• How did students rate the clarity of the teacher’s instructions, assignments, and statements of expectations for the course?

• How did the students rate the availability of the instructor to them outside of class?

• Were there any significant differences among sections/courses taught by this instructor?

• Changes/improvements noted since previous semester.

• Additional comments.
Summary Of Outreach to Students

Of Non-tenured Teaching Faculty
By Candidate

A\OUTREACH doc

Instructor’s Name: ________________________________

Semester / Year: ________________________________

Use as much space as needed to support responses.

Academic Outreach:

• Provides support materials for students who need assistance.

• Provides review sessions outside of regular class time prior to each midterm and final examination.

• Establishes and facilitates discussion sessions if it is clear that concepts are unclear to large numbers of students.

• Helps establish study groups to enable students to work together on their class work.

• Recommends students who could possibly be hired as tutors.

• Advises students in classes/programs in time to participate in early registration.

• Follows up with students to encourage registration.

• Obtains knowledge regarding pre-requisites and program requirements to help all students who come for advisement.
Non-Academic Outreach:

- Works on projects with students.
- Serves as an advisor to student organizations and clubs.
- Assists with clubs already in existence or as a resource for special projects.
- Encourages students to become involved in school activities.

Community Outreach:

- Serves as a resource to the college in recruitment and speaking with high school and other prospective students.
- Serves as speaker for student organizations.

Changes/Improvements Since Previous Evaluation:

[Signature of Department Chairperson]

Date
Summary Of Service to the College

Of Non-tenured Teaching Faculty
By Candidate

Instructor's Name: ________________________________

Semester / Year: ________________________________

Use as much space as needed to document achievements.

Service to the College:

• Acts formally or informally as a student recruiter.

• Prepares appropriate materials for brochures or briefings on department, discipline or program.

• Develops other events/activities to serve the entire college.

• Highlights activities of students that faculty member supervised or sponsored for the college.

Participation on Department Committees:

• Describe the committee.

• What precisely did the faculty member add to this committee?
• What was accomplished by this participation?

**Participation on College Committees:**

• Describe the committee.

• What precisely did the faculty member add to this committee?

• What was accomplished by this participation?

**Additional Service to College:**

• Develops concepts and ideas that could serve the College.

• Develops new courses or programs.

• Recommends and/or develops new materials or software to college officers.

• Represents the college with outside organizations, professional associations and agencies.
• Serves as speaker when called upon. Volunteers when opportunities present themselves.

Additional Comments:

Signature of Department Chairperson

Date

A:\SERVICES.doc
EVALUATION OF EFFECTIVENESS OF NON-TENURED LIBRARIANS  
(BY ADMINISTRATORS, DEPARTMENT CHAIRPERSONS AND FACULTY MEMBERS)

Librarian's Name: ____________________________  
Semester/Year: ______________________________

A most important element in the development of competence is specific and accurate feedback concerning performance strengths and the areas in need of further development. Through their contact and observation, a librarian's peers represent the best means to assess various areas of librarian performance.

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Opportunity For Growth</th>
<th>Insufficient Information To Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Exhibits a basic and current knowledge of library/LRC resources and their use.</td>
<td></td>
<td></td>
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<tr>
<td>2.</td>
<td>Exhibits an awareness of materials needed to support the curriculum and assists with the selection of such.</td>
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<tr>
<td>3.</td>
<td>Contributes to solutions of library/LRC-related problems.</td>
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<td>4.</td>
<td>Interviews patron to ascertain information needed and communicates effectively.</td>
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<td>5.</td>
<td>When appropriate, directs students to alternative print and non-print materials in answering specific requests.</td>
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<tr>
<td>6.</td>
<td>Works with individual students in order to teach library/LRC techniques and use as needed.</td>
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<td>7.</td>
<td>When appropriate, supervises support staff and delegates responsibility.</td>
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<tr>
<td>8.</td>
<td>Demonstrates patience and courtesy with students and staff.</td>
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<td>9.</td>
<td>Perceives and handles potentially disruptive situations with skill.</td>
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<td>10.</td>
<td>Keeps current in the library/LRC field by professional reading, publishing, attending conferences and taking additional coursework.</td>
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<tr>
<td>11.</td>
<td>Accepts constructive criticism and seeks feedback and suggestions as to how improvement can take place.</td>
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<tr>
<td>12.</td>
<td>Makes an effort to research in one's own field.</td>
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</table>
|   | Excellent | Good | Opportunity For Growth | Insuffi
<table>
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<th>To Cons</th>
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<tbody>
<tr>
<td>13.</td>
<td>Exhibits a working knowledge of the new technologies in the library/LRC field.</td>
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<td>14.</td>
<td>Follows stated district, college and department regulations and procedures.</td>
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<td>15.</td>
<td>Conducts lectures or orientations on the resources of the library/LRC.</td>
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<td>16.</td>
<td>Makes effective use of time and fulfills duties creatively.</td>
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<td>17.</td>
<td>Learns to operate and maintain library/LRC equipment at an adequate level.</td>
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<tr>
<td>18.</td>
<td>Explores new avenues to improve the quality of library/LRC services.</td>
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<td>19.</td>
<td>Exhibits pride in the library/LRC.</td>
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<td>20.</td>
<td>Cooperates with community, peers and support staff.</td>
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<td>21.</td>
<td>Maintains liaison with colleagues in collection building.</td>
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<td>22.</td>
<td>Attends departmental, college and district meetings regularly.</td>
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<tr>
<td>23.</td>
<td>Participates actively on college committees and in campus life.</td>
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<tr>
<td>24.</td>
<td>Writes clearly and accurately.</td>
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<td>25.</td>
<td>Keeps records and provides reports as necessary.</td>
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<tr>
<td>26.</td>
<td>Demonstrates effective oral and written communication skills.</td>
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<tr>
<td>27.</td>
<td>Exhibits promptness and regular attendance.</td>
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</tbody>
</table>

Comments - In particular, if you identify areas in which the librarian can improve, please also list means by which improvement can take place. Comments/explanations are required for “Excellent” or “Opportunity for Growth.”

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

Signature of Evaluator
(Administrator, Department Chairperson, Faculty Member) ____________________________

Date ____________________________
SUMMARY OF EFFECTIVENESS
OF NON- TENURED LIBRARIANS
BY DEPARTMENT CHAIRPERSON

A:\LIBEFSUM.WPD

Librarian's Name: ____________________________

Semester / Year: ____________________________

Please provide a summary of librarian effectiveness based on evaluations of peers and faculty from other departments. Provide as much information as possible for each of the categories listed below. Use as much space as needed to support responses.

- Demonstrates basic and current knowledge of library/ LRC resources and their uses. Keeps current in the field and stays abreast of innovations and technologies.

- Interviews students effectively and directs them to appropriate resources.

- Works effectively with students individually and in small group or classroom settings to teach library / LRC techniques and use.

- Works effectively with other librarians and LRC support staff.

- Works effectively with faculty from other departments.
• Works to improve the quality of library / LRC services.

• Operates and maintains library equipment at an adequate level.

• Demonstrates effective written and oral communication skills.

• Exhibits promptness and regular attendance at all times.

• Changes/improvements since last evaluation.

Signature of Department Chairperson

Date
EVALUATION OF EFFECTIVENESS
OF NON - TENURED LIBRARIANS
BY STUDENTS

Librarian's Name: ____________________________

Date: ____________________________

1. a. Why did you come to the library?
   - Class assignment
   - Personal project or interest
   - Other (specify if you wish) __________

   b. How did you expect the library to help you?

   c. Did you get help?
   Yes __    No __

2. What is the most useful and/or interesting thing you learned from this visit to the library?

   ___________________________________________________________________

3. Did you use: (check all that you used)
   Card catalog __    Books __    Electronic database __
   Reader's Guide __    Encyclopedia(s) __    Magazines/Newspapers __
   Microfilm __    Photocopier __    Other ____________ __

4. a. Did you receive assistance with any of the materials?

   ___________________________________________________________________

   b. Did you have to ask for help, or was it volunteered?

   ___________________________________________________________________

5. Was the library a friendly and helpful place?

   ___________________________________________________________________

6. Was the librarian helpful and courteous?

   ___________________________________________________________________

7. Was additional information provided beyond what you asked for?

   ___________________________________________________________________
8. Did you feel that you were bothering the librarian with your question(s)?

_____________________________________________________________________

9. Would you go back to the same librarian?

_____________________________________________________________________

10. Do you feel you can do more on your own as a result of the information/assistance received?

_____________________________________________________________________

11. Comment on any of the above.

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________
SUMMARY OF STUDENT EVALUATION OF EFFECTIVENESS
OF NON-TENURED LIBRARIANS
BY DEPARTMENT CHAIRPERSON

Instructor's Name:

Semester/Year:

Please provide a summary of comments written by students on this semester's Student Evaluation of Librarian Effectiveness for the above-named librarian in each of the categories listed below. Please give as many specific examples as possible. Use as much space as needed to support responses.

- Was the librarian helpful?

- Did the librarian offer his/her services to students without being asked?

- Help received by the librarian:

- Most useful/interesting information learned from the library visit:

- Librarian gave students skills to use library more effectively or independently next visit.
• Did the students believe the librarian to be courteous and conscientious?

• Did the librarian make the library a welcoming environment?

• Changes/improvements since last evaluation:


Signature of Department Chairperson

____________________________________

Date
SUMMARY OF OUTREACH TO STUDENTS OF NON-TENURED LIBRARIANS
BY CANDIDATE

Instructor's Name:

Semester/Year:

Use as much space as needed to support responses.

Academic Outreach:

- Provides support materials for students who need assistance.

- Helps establish study groups to enable students to work together on their class work.

- Works with library/resource center to recommend appropriate materials for students.

- Participates in or develops orientation programs.

- Classroom presentations.

- Prepares and distributes information about services offered.
Non-Academic Outreach:

- Works on projects with students.
- Serves as adviser to student organizations and clubs.
- Assists with clubs already in formation or a resource for special projects.
- Encourages students to become involved in school activities.

Community Outreach:

- Serves as a resource to the college in recruitment and speaking with high school or prospective students.
- Serves as speaker for student organizations.

Changes/Improvements Since Previous Evaluation:

Signature of Department Chairperson

Date
SUMMARY OF SERVICE TO THE COLLEGE
OF NON-TENURED LIBRARIANS
BY CANDIDATE

Instructor's Name:

Semester/Year:

Use as much space as needed to document achievements.

Service to the College:

- Acts formally or informally as student recruiter.

- Prepares appropriate materials for brochures or briefings on department, discipline or program.

- Develops other events/activities to serve the entire college.

- Highlights activities of students that faculty member supervised or sponsored for the college.

Participation on Department Committees:

- Describe the committee.

- What precisely did the faculty member add to this committee?
• What was accomplished by this participation?

**Participation on College Committees:**

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• What precisely did the faculty member add to this committee?

• What was accomplished by this participation?

**Additional Service to College:**

• Develops concepts and ideas that could serve the College

• Develops new courses or programs.

• Recommends and/or develops new materials or software to college offices

• Represents the college with outside organizations, professional associations, and agencies.

• Serves as speaker when called upon. Volunteers when opportunities present themselves.
Additional Comments:

Signature of Department Chairperson

Date