

Illinois Valley Community College

Guidelines and Procedures
for Non-Tenured Faculty
Evaluation System

October 2007

Illinois Valley Community College
Guidelines and Procedures for Non-Tenured Faculty
Evaluation System

Contents

I.	Purpose of System	3
II.	Introduction	3
III.	Evaluation Components	5
IV.	Development Plan	8
VI.	Appendix	
A.	Observation Form	10
B.	Contributions to the Institution	14
C.	Professional Development Activity Record	16
D.	Student Course Feedback Guidelines	17
E.	Faculty Handbook Expectations of Faculty at IVCC	24
F.	Categories for Portfolio Development and Evaluation	26
G.	Development Plan	28

I. Purpose of System

As professional educators, we understand that learning is a continuous process not only for our students but for ourselves. Therefore, the purposes of this review system include:

1. The fair and impartial documentation of performance in regard to identified expectations of faculty;
2. Serving as a catalyst for continuous improvement of the art of teaching, counseling, and the enhancement of student learning;
3. Serving as a vehicle for reflection to identify strengths, areas for improvement, and facilitating ongoing growth and development;
4. Documentation and verification of competencies and qualifications as required in the Illinois Tenure Act; and
5. The identification and documentation of characteristics that will be used in preparing recommendations related to tenure.

II. Introduction

Illinois Valley Community College's Evaluation System for non-tenured faculty members applies to all faculty, including teaching faculty, laboratory instructors, and counselors. The system consists of six (6) required components and one (1) optional component: administrative observations, self evaluation, peer observation (optional), student course feedback, professional development, contributions to the institution and a portfolio.

Component	Appendix	Person	Track Dates	Year 1		Year 2		Year 3	
				1 ST	2 ND	1 ST	2 ND	1 ST	2 ND
1. Administrative Observation	A	DEAN	XX	X	X	X	X		
		VP OR DESIGNEE	X	X	X	X	X		
2. Peer(s) Observation(s) (Optional)	A	PEER	X						
3. Self Evaluation	A	FACULTY	XXX	XX	XX	XX	XX		
4. Student Course Feedback	D	STUDENT	X	X	X	X	X	X	
5. Professional Development Activity Record	C	FACULTY		X DRAFT	X REVIEW		X FINAL		
6. Contributions to the Institution	B	DEAN	X	X	X		X		
7. Portfolio	F	FACULTY	X	X	X	X	SHARE		
8. Development Plan (if needed, reviewed annually)	G								

This system is intended to be formative, but may serve a summative purpose. It is also designed to meet the requirements of the Illinois Tenure Law, as outlined below:

Article IIIB-2 (Tenure) of the Illinois Public Community College Act

Tenure

Any faculty member who has been employed in any district for a period of 3 consecutive school years shall enter upon tenure unless dismissed as hereinafter provided. However, a board may at its option extend such period for one additional school year by giving the faculty member notice not later than 60 days before the end of the school year or term during the school year or term immediately receding the school year or term in which tenure would otherwise be conferred. Such notice must state the corrective actions which the faculty member should take to satisfactorily complete service requirements for tenure. The specific reasons for the one-year extension shall be confidential but shall be issued to the teacher upon request. The foregoing provision for a three-year period and optional one-year extension shall not be construed to interfere with or abrogate local board rules or contracts which now or hereafter may provide for a lesser period of service before entering upon tenure. A tenured faculty member shall have a vested contract right in continued employment as a faculty member subject to termination only upon occurrence of one or more of the following:

- a. just cause for dismissal, or
- b. A reduction in the number of faculty members employed by the board or a discontinuance of some particular type of teaching service or program.

Dismissal of a Non-Tenure Faculty Member

Every Board shall provided by rule or contract for a procedure to evaluate the performance and qualifications of non-tenure faculty members. If the implementation of such procedure for the ensuing school year or term, the Board shall give notice thereof to the faculty member not later than 60 days before the end of the school year or term. The specific reasons for the dismissal shall be confidential but shall be issued to the teacher upon request. If the Board fails to give such notice, within the time period, the faculty member shall be deemed reemployed for the ensuing school year. If the Board fails to give such notice within the time provide during the third year or during the fourth year in the case of a one-year extension, the faculty member shall enter upon tenure during the ensuing school year or term.

III. Evaluation Components

A. Administrative Observation

The observation will be conducted by the appropriate dean and vice president (VP) or designee. The administrator will use the Observation Form (Appendix A). Each year, two of the dean visits and one of the VP observations will be conducted on a mutually agreed upon time by the faculty member and the evaluator; these dates will be exclusive of the first two weeks and the last two weeks of the 16 week semester, or a proportional limitation if the course is not offered over 16 weeks. Faculty members are encouraged to invite the evaluator to a session that will highlight their professional activities. The remaining observations will be at the dean and/or VP's discretion. There might be exceptions where observations may be announced or unannounced.

Observations will be conducted according to the following schedule:

- Year 1—Twice in the first semester and once in the second semester by the dean; once per semester by the VP or designee.
- Year 2—Twice per semester by dean and VP or designee
- Year 3—Twice in the first semester by dean, and VP or designee

The evaluator and faculty member will meet to discuss and sign the evaluation, ideally within two weeks of the observation.

Signed copies will be inserted in the faculty member's personnel file. The faculty member has the right to respond to any material filed and his/her response shall be attached to the copy that is included in the personnel file. (**Collective Bargaining Agreement**: Article V-Instructors Rights 1-2).

B. Self-Evaluation

The faculty member will, for the session in which they were observed, fill out the Observation Form (Appendix A) without written comments if they wish, and bring the form with them to the meeting with the evaluator to be used as a basis for discussion. The self-evaluation will be attached to the signed evaluation form to be placed in the faculty member's personnel file.

C. Contributions to the Institution

1. The Contributions to the Institution form (Appendix B) will be completed on the following schedule:
 - Year 1--Once per semester by dean
 - Year 2--Once per year by dean
 - Year 3--Once in the fall semester by dean

2. Both the dean and the faculty member will sign the evaluation form

D. Professional Development

The faculty member shall complete a draft of the Professional Development Activity Record for Professional Development Evaluation (Appendix C) jointly with his/her dean by the end of the first full year of the faculty member's employment at IVCC. The evaluation of this plan will begin at the end of the first semester of the second year of service. The document is intended as a work in progress that can and will change as goals and interests change. The form will be filled out in conjunction with and through discussion with the faculty member's dean, and signed by both the faculty member and the dean.

It is expected that during the first year of employment the faculty member will attend, at the College's expense, a conference—such as the Lilly Conference, the League for Innovation's Innovations or Technology Conferences, or the National Academic Advising Association—which focuses on innovative teaching and learning academic related topics for community colleges. Attendance at such conferences should be included in the faculty member's Professional Development Activity Record for Professional Development Evaluation (Appendix C).

E. Student Course Feedback

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

Administration: The Student Course Feedback Instrument (Appendix D) will be administered to all classes/sections/courses taught by a faculty member during spring and fall semester of Year 1, 2 and 3 of the evaluation cycle.

The student feedback survey will be administered at midterm. The survey should be administered in the beginning of the class period and should take no more than 25 minutes to complete. Please select a student in your class to open the packet, pass out the forms, read the enclosed instructions and collect the surveys. The student should deliver the envelope to the Information Desk in the main lobby.

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

Students will be informed of the following:

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

Interpretation of Data: It is understood that both positive and negative comments will likely be provided by students. Trends that may emerge will be discussed by the faculty member and Dean as they relate to the objectives of the course. Negative comments from individual students will not be used in a punitive way; however, information regarding a breach of professional, ethical, or legal conduct will result in an appropriate response. In the interpretation of the data, considerations such as class size will be made.

F. Optional Peer Observation

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

G. Portfolio

Non-tenured faculty will develop a portfolio during the non-tenure period and prior to being considered for tenure. The portfolio—which may be electronic, paper, or a combination, should include artifacts¹ that demonstrate the excellence and development of the instructor in teaching, understanding the unique mission of the comprehensive community college, and otherwise meeting the expectations outlined in the Faculty Handbook Expectations of Faculty at IVCC (Appendix E). The purpose of the portfolio is to create a structure for faculty to compile a record of accomplishments to support the dean's tenure recommendation.

These guidelines are intended to be used to assist the instructor in compiling his or her portfolio, and is not intended to be comprehensive, nor should faculty feel obligated to provide documentation in each sub-category on the attached list. These

¹ An "artifact" is documentation that provides evidence supporting the faculty member's achievements in any or all of the categories outlined in this document. Examples of artifacts are conference agendas, papers presented, student work products, course syllabi, examples of assessment strategies used, administrative evaluations, etc.

guidelines are organized in five categories: teaching, extracurricular activities, institutional involvement, professional development, and community activities. Artifacts in each category should be included in the final portfolio.

The guidelines will be shared with faculty by his/her dean and during the New Faculty Orientation. Faculty member may access the Guidelines by visiting the IVCC website. Portfolio submissions should be brief summaries of activities, outcomes, etc., and should include sufficient relevant information to be easily understood by others. Artifacts may be attached.

Faculty are encouraged to submit artifacts and reports to their dean on a regular basis; deans are encouraged to have faculty present examples of excellence at division meetings. Furthermore, it is suggested that faculty members and deans use conferences that occur during the evaluation process to discuss the progress of portfolio development and identify artifacts that may be appropriate to be included in the faculty members' portfolio. At the time of tenure review, the faculty member should select the contents of the portfolio that best represent the range of activities that represents his or her performance during the period of non-tenure. The faculty member should use Appendix F, Categories for Portfolio Development and Evaluation as guidelines.

All faculty eligible for tenure within an academic year will be invited to a Non-Tenure-Review session at the beginning of the fall (or spring, for those eligible in the following fall semester). The purpose of the Non-Tenure-Review session is to provide faculty an opportunity to share what they plan to include in their portfolio and get feedback from administration and their colleagues.

Faculty will share the portfolio with the appropriate dean, the Associate Vice President for Career and Technical Education, and the Vice President for Academic Affairs for review. A one-hour meeting will be scheduled for that purpose within the two months preceding the deadline for tenure recommendations to be made. In most cases, this will be in December or January—at the preference of the candidate for tenure.

IV. Development Plan (if needed)

If the faculty member's performance in any category is identified as needing improvement, a Development Plan (Appendix G) will be created by the dean, with input from the faculty member, and signed by the dean and faculty member. It will be placed in the faculty member's personnel file. The faculty member has the right to union representation during this process.

- a) Identify and describe the area(s) in which development is required.
- b) Outline development activities.
- c) Define a timeline for development; this timeline will vary according to the details of the Development Plan.

- d) Identify expectations/standards for development.
- e) Specify how performance will be evaluated during the development period.
- f) Identify how development will be measured.
- g) Outline manner and frequency of communication between the dean and faculty member during the development period.

Strategies may include any of the components of the evaluation processes including classroom observation and/or student course feedback.

If the faculty member's ability to complete the Development Plan changes, the plan can be amended, with agreement between the faculty member and the dean.

If performance does not improve per item "e" above, the result may be dismissal of non-tenure faculty member (**Article IIIB-2**).

ILLINOIS VALLEY COMMUNITY COLLEGE

NON-TENURED FACULTY
OBSERVATION FORM
APPENDIX A

Instructor: _____ Date: _____
 Course: _____ Section: _____
 Observer: _____

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

EE = Exceeds Expectations

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

DN = Does Not Meet Expectations

DNO = Did not have occasion to observe

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

Observation Criteria **EE ME DN DNO**

Subject Matter

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

Comments:

Observation Criteria **EE ME DN DNO**

Teaching Techniques

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

Observation Criteria

EE ME DN DNO

Teaching Techniques

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Observation Criteria

EE ME DN DNO

Student Expectations/ Assessment

- 14. Evidence exists of clear and appropriate expectations of the students. (ex. Outside assignments, exams, papers)
- 15. Student progress is evaluated on a regular basis using multiple measures of assessment.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Observation Criteria

EE ME DN DNO

Motivation Of Students

16. Demonstrates enthusiasm towards subject matter.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

17. Maintains an environment conducive to learning.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

18. Provides opportunities for students to practice critical thinking and analysis.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

19. Displays respect and courtesy to the students.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

20. Encourages students to express their ideas, opinions, and viewpoints.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

Comments:

Observation Criteria

EE ME DN DNO

Media And Materials

21. Uses media/materials that facilitate student learning.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

22. Uses technology effectively.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

23. Uses technology appropriately.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

Comments:

Summary Comments:

Evaluator's Signature- - Date

Faculty Member's Signature- - Date

Faculty Member conducted Self Evaluation

Faculty Member Comments (Optional):

ILLINOIS VALLEY COMMUNITY COLLEGE
NON-TENURED FACULTY
CONTRIBUTIONS TO THE INSTITUTION
APPENDIX B

Instructor: _____ Date: _____

Dean: _____

Please place a mark next to the response that best describes the faculty member's institutional effectiveness in each area.

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

EE = Exceeds Expectations

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

DN = Does Not Meet Expectations

DNO = Did not have occasion to observe

*Each section must include a written comment.

1. The faculty member participates effectively in college activities. (Examples: meetings, student organizations, forums, guest speakers, other presentations, grants, job placement, etc.)

Exceeds Expectations Meets Expectations Does Not Meet Expectations

Comments:

2. The faculty member participates effectively in instructional and program responsibilities. (Examples: syllabi updates, state/college reporting & updates, scheduling, advisory committees, department/subject area activities, articulation w/ high schools & 4 year schools, curriculum development)

Exceeds Expectations Meets Expectations Does Not Meet Expectations

Comments:

3. The faculty member models IVCC's core values in all relationships with colleagues, administration, and support/professional staff and contributes to the culture of the College.

Exceeds Expectations Meets Expectations Does Not Meet Expectations

Comments:

4. The faculty member models IVCC's core values in all interactions with students.

Exceeds Expectations Meets Expectations Does Not Meet Expectations

Comments:

Dean's Signature—Date

Faculty Member's Signature--Date

ILLINOIS VALLEY COMMUNITY COLLEGE

NON-TENURED FACULTY
**PROFESSIONAL DEVELOPMENT ACTIVITY RECORD
FOR PROFESSIONAL DEVELOPMENT EVALUATION
APPENDIX C**

Instructor: _____

Dean: _____

Date: _____

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

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

Purpose

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

Administration

The Student Course Feedback Instrument (Appendix D) will be administered to all classes/sections/courses taught by a faculty member during spring and fall semester of Year 1, 2 and 3 of the evaluation cycle.

The student feedback survey will be administered at midterm. The survey should be administered in the beginning of the class period and should take no more than 25 minutes to complete. Please select a student in your class to open the packet, pass out the forms, read the enclosed instructions and collect the surveys. The student should deliver the envelope to the Information Desk in the main lobby.

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

Students will be informed of the following:

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

Interpretation of Data

It is understood that both positive and negative comments will likely be provided by students. Trends that may emerge will be discussed by the faculty member and Dean as they relate to the objectives of the course. Negative comments from individual students will not be used in a punitive way however information regarding a breach of professional, ethical, or legal conduct will result in an appropriate response. In the interpretation of the data, considerations such as class size will be made.

SAMPLE INSTRUCTIONS – Faculty Member



ILLINOIS VALLEY
COMMUNITY COLLEGE

Memorandum (FACULTY MEMBER)

To: Faculty Member

From: Faculty Member's Dean

Date: October 23, 2007

Re: Student Course Feedback

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

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

Students will be informed of the following:

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

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

Thank you for helping to facilitate this activity.

SAMPLE INSTRUCTIONS – Student Facilitator



ILLINOIS VALLEY
COMMUNITY COLLEGE

Memorandum (STUDENT FACILITATOR)

To: Student Facilitator – On Campus

From: Faculty Member's Dean

Date: October 23, 2007

Re: Student Course Feedback

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

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

Thank you for helping to administer this activity.

Student Course Feedback

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

Part I. Student Participation Information

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

1. I ask questions in class or contribute to class discussions.
Very Often Often Sometimes Never
2. I prepare two or more drafts of a paper or assignment before turning it in.
Very Often Often Sometimes Never
3. I work on a paper or project that requires integrating ideas or information from various sources.
Very Often Often Sometimes Never
4. I come to class without completing reading or assignments.
Very Often Often Sometimes Never
5. I work with other students on projects during class or outside of class to prepare class assignments.
Very Often Often Sometimes Never
6. I participate in a community-based project as a part of this course.
Very Often Often Sometimes Never
7. I discuss grades or assignments with my instructor.
Very Often Often Sometimes Never
8. I discuss ideas from the readings or class with the instructor outside of class.
Very Often Often Sometimes Never
9. I work harder than I thought I could to meet the instructor's standards and expectations.
Very Often Often Sometimes Never

10. I discuss ideas from my readings or class with others outside of class (students, family, friends, co-workers, etc.)
Very Often Often Sometimes Never
11. I have serious conversations with students who differ from me in terms of their religious beliefs, political opinions, or personal values.
Very Often Often Sometimes Never
12. Which best describes the reason you took this course?
- A. Requirement for your degree/certificate
 - B. Requirement for your degree/certificate but outside your major area of study (ie: general education requirement)
 - C. Elective for your degree/certificate
 - D. Personal Interest
 - E. Prerequisite
13. Please share any other comments about your experience in this course. (Please consider all aspects of this course including labs, lectures, field experiences, etc.)
14. I attend IVCC:
- A. Full-Time (12 credit hours or more)
 - B. Part-Time (Less than 12 credit hours)
15. In this course I:
- A. Attended all class sessions
 - B. Missed 1 – 2 classes
 - C. Missed 3 – 5 classes
 - D. Missed 6 or more classes
16. On average, how many hours a week have you spent on this course outside of class?
- A. 0 – 3
 - B. 4 – 6
 - C. 7 – 9
 - D. 10 plus

17. I am current with my work in this class.
- A. All of the time
 - B. Most of the time
 - C. Some of the time
 - D. Little of the time or never
18. The grade I am currently earning is best estimated as:
- A. A
 - B. B
 - C. C
 - D. D or lower
19. How many credit hours have you *completed* so far towards your degree or certificate?
- A. 45 or more
 - B. 30 to 44
 - C. 16 to 29
 - D. 0 to 15

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

20. I understand the relationship between the material presented and the course objectives.
21. I understand the instructor's expectations of me in this class.
22. The presentations, lectures and activities are well planned and organized.
23. The instructor is enthusiastic about the subject matter.
24. I feel comfortable enough in this class to express my ideas and opinions.
25. The instructor makes sure that I understand the material being presented.
26. The instructor varies his or her teaching methods (lecture, discussion, video, small-group, visual aids, music, "hands on" etc.) to help me better understand the material.
27. I am treated with courtesy and respect.

- 28. The assigned homework, papers, and/or projects help me meet and learn the objectives of the course.**
- 29. I feel that the tests and/or exams reflect the content and objectives of this course.**
- 30. I feel that the exams allow me to demonstrate and apply my knowledge of the subject.**
- 31. I feel that the instructor returned tests and/or assignments in a reasonable amount of time.**
- 32. I feel that I clearly understand the grading methods used, and they are constantly applied.**
- 33. The instructor is generally available during office hours to give assistance.**
- 34. I feel challenged to learn in this class.**
- 35. This class meets as scheduled on a regular basis.**
- 36. I feel the facility and equipment in the classroom enhanced my learning experience in this class.**

**FACULTY HANDBOOK EXPECTATIONS OF FACULTY AT IVCC
APPENDIX E**

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

RESPONSIBILITIES TO STUDENTS

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

RESPONSIBILITIES TO THE COLLEGE

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

RESPONSIBILITIES TO THE COMMUNITY

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

PROFESSIONAL DEVELOPMENT

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

ILLINOIS VALLEY COMMUNITY COLLEGE

NON-TENURED FACULTY

**CATEGORIES FOR PORTFOLIO DEVELOPMENT AND EVALUATION
APPENDIX F**

Outlined below are five categories of development and expertise that are expected of faculty at IVCC. Examples are listed under each category; however, these are just provided as guidance and activities should not be viewed as limited to the examples. Each example should include a complete description, and artifacts may be attached, either electronically or in hard copy.

A. Teaching and Assessment of Student Learning

Artifacts might include student evaluations, projects, other evidence of student learning. Listed below are suggested categories; please do not feel limited to them.

- In-class activities
- Innovative teaching/learning strategies
- Assessment strategies
- Collaborative teaching/learning activities
- Student evaluations
- Student work products

B. Extracurricular Activities

This might include any out-of-class activities that support student learning, such as those identified below; please feel free to add appropriate activities.

- Conducting a field trip
- Sponsoring a student organization
- Other out-of-class student support activities.

C. Professional Conduct, Development and Recognition

Under this category you might include activities such as those listed below, but don't feel limited by this list.

- Letters of support from colleagues
- Evidence of demonstration of collegial relationships with other faculty and staff
- Courses or workshops
- Professional conference attendance and/or presentations
- Publications
- Memberships in professional organizations, including offices held
- Exhibitions

- Awards received
- Degrees or certificates earned

D. Institutional Participation

This category might include the following:

- Curricula revised or developed
- Committee participation
- Division meetings/activities
- Involvement in College events

E. Community Activities

Included in this area are activities such as the following:

- Involvement in community boards,
- Involvement in organizations or
- Involvement in events
- Recruitment or outreach activities
- Other community activities

ILLINOIS VALLEY COMMUNITY COLLEGE

NON-TENURED FACULTY
DEVELOPMENT PLAN
APPENDIX G

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

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

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

Development Activities	Timeline for Activities	Development Performance Measures

3. Identify expectations/standards for development.

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

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

Faculty Member

Date

Dean

Date

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