



TENURE REVIEW HANDBOOK



*Revised Tenure Policy Approved by the Board of Trustees
April 14, 2009*

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Office of Academic Affairs**

TABLE OF CONTENTS

PREFACE	i
INTRODUCTION.....	ii
PART I: TENURE POLICY	1
<i>Adopted by the HCCC Board of Trustees, April 14, 2009</i>	
<i>Adopted by the HCCC Board of Trustees, March 17, 1998</i>	
PART II: REVIEW PROCESS FOR TENURE CONSIDERATION	5
REVIEW PROCESS FOR TENURE CONSIDERATION.....	6
NON-TENURE TRACK OR TEMPORARY FULL-TIME FACULTY	7
CRITERIA FOR TENURE EVALUATION	8
TENURE ORIENTATION AND PROFESSIONAL DEVELOPMENT	10
THE TENURE FOLDER	11
RECOMMENDATION BY THE DIVISION DEAN OR DIRECTOR	13
THE TENURE REVIEW BOARD	14
TENURE REVIEW BOARD PROCEDURES	15
TENURE DENIAL.....	16
PROCEDURE FOR APPEAL OF TENURE DENIAL	17
STATEMENT ON PROFESSIONAL ETHICS	19
GUIDELINES AND FORMS FOR TENURE REVIEW.....	20
TIMELINES FOR TENURE REVIEW.....	28
PART III: APPENDICES	32
Appendix I: Class Observation Report.....	33
Appendix II: Comprehensive Evaluation of Full-Time Faculty	35
Appendix III: Student Evaluation of Instruction	41

PREFACE

Hudson County Community College's original *Tenure Plan* was adopted by the Board of Trustees on December 13, 1990. The present *Tenure Handbook* (2009) incorporates revisions to the previous version (1998) as recommended by a task force of senior tenured faculty members representing all academic Divisions of the College, working in conjunction with the Dean of Instruction and Vice President for Academic Affairs. Recommendations for changes to the tenure policies and procedures were endorsed by the President and approved by the Board of Trustees on April 14, 2009.

INTRODUCTION

Hudson County Community College's objective is to fill its faculty positions with extraordinary men and women of uncommon teaching ability, energy, enthusiasm and commitment. The College wishes to employ faculty who bring to their division and to the College breadth and depth of knowledge, pedagogical effectiveness and life experiences that will enrich their disciplines and stimulate student learning. Faculty recommended for tenure, therefore, must reflect this standard of excellence in the performance of their faculty duties and their interaction with students and colleagues.

From an institutional perspective, the tenure review period is that crucial interval during which we create the future of Hudson County Community College, we limit or expand our vision of that future and we enhance or diminish the quality of educational opportunity that we provide for our diverse student body.

The purpose of this Tenure Handbook is to provide faculty and administrators with information concerning Hudson County Community College's Tenure Plan and the procedures for evaluating faculty for tenure status. The Tenure Plan was adopted by the Board of Trustees on April 14, 2009.

The Handbook is divided into three sections:

- Part I: Focuses on policies established by the HCCC Board of Trustees.
- Part II: Outlines the ongoing review procedures during a faculty member's five-year probationary period and final evaluation by the Tenure Review Board. Topics include (a) Review Process for Tenure Consideration; (b) Statement of Professional Ethics adopted by the Council of the American Association of University Professors; and (c) Timelines for Tenure Review.
- Part III: The Appendices include such important supplements as the *Class Observation Report* form used in the evaluation of classroom teaching; the *Comprehensive Evaluation* form completed annually by the faculty member and supervisors; and the *Student Evaluation Questionnaire* which solicits student perception of the faculty member's effectiveness. These documents play an important role in the tenure review process and provide evidence that the review process and recommendation are based on a partnership of faculty, administrative colleagues and students.

PART I: TENURE POLICY

TENURE POLICY

(Adopted by the HCCC Board of Trustees, April 14, 2009)

Consistent with the HCCC mission and the requirements of the New Jersey Administrative Code (NJAC 9A:7-3.1 through 3.5), in 1990 the Board of Trustees adopted an official Faculty Tenure Policy to ensure the availability of a core of instructors with demonstrated teaching ability, professional growth, institutional service and commitment to student success at the College.

The Tenure Policy was first revised in 1997, following a comprehensive review led by a task force of tenured faculty from each academic division of the College, comments from senior administrators, a legal review of the NJAC regulations and endorsement by the President. Revisions to the Policy included raising the tenured faculty ceiling from a maximum of 60 to 77 percent, establishing the standard of a simple majority vote by the Tenure Review Board for recommending the award of tenure, strengthening the guidelines for preparation of the tenure portfolio, and implementing an appeal process for individuals who are denied tenure.

In 2007, HCCC reached another juncture that included expanding student enrollment, an increase in the size of full-time faculty, changes to the administrative structure and the renaming and repositioning of programs and faculty as part of the reorganization of the Academic Affairs Division. A Tenure Policy Review Task Force was established with a charge to review the Policy and to identify recommendations for its refinement.

The task force completed its work, which includes: the adoption of a 5-year tenure process; the creation of division tenure mentorship committees; clarified procedures for non-tenure track faculty to apply for tenure-track faculty vacancies; and, revised annual evaluation and reappointment standards. These task force recommendations have undergone legal and senior administrative review. The Academic and Student Affairs sub-committee of the Board of Trustees and the HCCC President endorsed the Tenure Policy revisions.

Revision of the College's Tenure Policy was among the recommendations made by the Middle States visitation team in 2008.

TENURE POLICY

(Adopted by the HCCC Board of Trustees, March 17, 1998)

The New Jersey State Commission on Higher Education has adopted administrative regulations to implement the tenure statutes governing community colleges which have been incorporated into the New Jersey Administrative Code and have the force of law (NJAC 9A:7-3.1 through 9A:7-3.5).

In accordance with these regulations, the Board of Trustees is required to prepare a tenure plan for the College that indicates the steps to be taken to achieve a future balance in the proportion of faculty ultimately tenured. Furthermore, the Board of Trustees is required to establish internal policies which indicate that it will impose specific restrictions or more intensive and exacting review procedures for any reappointment conferring tenure which brings the proportion of individuals in a department (or major academic sub-unit) or in the college, as a whole, above the ratio deemed necessary by the Board of Trustees to maintain an appropriate balance between tenured and non-tenured faculty. In addition, the Board must annually monitor the projected proportion of tenured faculty and the progress being made to achieve the institutional goal of limiting the proportion of tenured faculty.

Other regulations concerning tenure include:

1. Reappointments conferring tenure which raise the ratio of tenured faculty above the level considered appropriate shall be made only when judged by the Board of Trustees as being in the best interest of the college.
2. Tenure should be awarded only to individuals whose performance during their probationary period gives clear evidence of their ability and willingness to make a significant and continuing contribution to the growth and development of the institution.
3. Tenure should be awarded after presentation of positive evidence of excellence in teaching, scholarly achievement, service to the College and the community, and the fulfillment of professional responsibilities, and not solely because negative evidence to the contrary is not presented.

Thus, the Board of Trustees has a legal obligation to maintain a balance between tenured and non-tenured faculty members to maintain institutional flexibility to respond to the changing educational needs of future generations of students, and is required to use a standard of excellence in selecting faculty members to receive a reappointment including the conferral of tenure. This policy has been prepared in part to respond to the mandate imposed by the New Jersey Administrative Code.

In addition to criteria for assessing faculty members for tenure, the regulations require that tenured faculty members should receive comprehensive evaluations at least once every five years. Comprehensive evaluations should include student input, and such factors as continued teaching competence, professional preparation, attainments that are directly related to teaching or administrative assignments, contributions to campus life beyond formal, assigned instructional activity, and significant research, scholarly or community activity.

Hudson County Community College recognizes high quality, diversity, and adaptability to new ideas among its tenured faculty and has confidence that such characteristics can be retained and advanced through proper use of in-service training, and promotion policies, coupled with fair and humane working conditions. Continuous appointment of a significant proportion of the College's faculty provides continuity of educational leadership, fosters institutional and community loyalty and participation, and affords the protection of academic freedom.

However, the College is very conscious of the need to remain flexible so as to accommodate necessary expansion, program shifts, a changing student body and new demands which are constantly being placed on it for varying educational services. The College further recognizes that all institutions must provide for a regular infusion of new qualities if they are to preserve forward looking, alive and innovative climates. Finally, a reasonable distribution of persons who vary in age, rank, experience, sex, academic training and racial and ethnic backgrounds is necessary to a healthy college community which adequately serves its clientele and fosters democratic ideals.

In addition to the standards outlined above (i.e. demonstrated excellence in teaching, scholarly achievement, contribution to the college and community, fulfillment of professional responsibilities, and willingness to make a significant and continuing contribution to the growth and development of the institution), the following constitute specifics of Hudson County Community College's Tenure Plan:

1. The College shall establish 77 percent as the maximum tenure percentage for the College to be achieved by the year 2005.

Divisions that are above the yearly projected tenure percentages will not be allowed to tenure additional faculty save in very exceptional cases which will be the subject of a special meeting of the Board Personnel Committee. In all such cases, the division must demonstrate a dramatic need for the individual and a method whereby the college will not exceed 77 percent by the year 2005.

2. The College shall establish both tenure and non-tenure track categories for the hiring of new faculty. The category shall be specified in the employment contract for each new faculty at the time of his or her hire.
3. All faculty members will be fully informed as to the College's Tenure Plan and new faculty members will be employed only after they thoroughly understand what the plan means and a clear statement of the possible short term nature of their employment is included in their contracts.
4. All faculty members who are employed in tenure track positions will be provided an orientation to the tenure review process by an Orientation Committee within the first month of their hire.
5. Reappointments conferring tenure shall be offered only to faculty members who possess an appropriate degree or its equivalent, except under unusual circumstances when the granting of tenure to an individual not having these qualifications is judged by the Board of Trustees as being in the best interest of the college.

PART II: REVIEW PROCESS FOR TENURE CONSIDERATION

REVIEW PROCESS FOR TENURE CONSIDERATION

The single most important consideration in producing quality education is the development and continuous employment of a well-qualified faculty. A decision to offer a tenure appointment is a substantial one, since it provides reasonable assurance of employment for the faculty member. The monetary aspect alone, resulting from a decision for a tenure appointment, could be well over one million dollars. It is essential, therefore, that each recommendation be carefully and judiciously studied and be supported by thorough and detailed knowledge of the applicant's past performance and future value to the institution. These decisions must be fully documented and made in a firm, decisive, rigorous and timely manner.

Students and the institution will benefit from the continuous appointment of a significant proportion of a College faculty which will provide a continuity of educational leadership, foster institutional loyalty, encourage active participation in institutional affairs, and create and protect academic freedom, which is essential to sound academic deliberation and decisions. While incorporating practices providing the greatest support for advancing these institutional and student interests, the college will also provide information, support, encouragement, training and fairness in procedures which will facilitate and guide the efforts of those who seek tenure.

In addition to the establishment of continuity of faculty leadership, it is also deemed essential that the institution have the renewing effects of a continual infusion of new talent. A broad range of experiential, training, and cultural and ethnic diversity is desired among the faculty and will be sought through continuous review of the cumulative vitae of existing staff. Among the factors taken into consideration for new applicants for tenure will be the projected impact upon this cumulative diversity.

Tenure will be given to classroom instructional personnel on the basis of excellence in the following areas: (1) teaching; (2) scholarly achievement; (3) service to the college and the community; and (4) fulfillment of professional responsibilities. In all cases, primary emphasis shall be applied in the area of teaching performance.

Conferral of tenure shall be made by a resolution of the Board of Trustees, and the resolution must state that "...the Board of Trustees deems this appointment to be in the best interest of the College." (NJAC 9A:7.3.2)

Mere satisfactory performance, as reflected in an evaluation of the combined areas, will not suffice for the award of tenure. The College views tenure as a two-way commitment: The candidates commit themselves to strive for excellence in all aspects of performance, while the College commits itself institutionally to continue supporting the faculty members' academic activities.

NON-TENURE TRACK OR TEMPORARY FULL-TIME FACULTY

Full-time faculty hired on a non-tenure track or temporary full-time basis are eligible to apply for tenure-track positions that may become available. They must undergo the full interview process as do all other candidates (internal or external), minus a teaching demonstration, unless requested by either the search committee or the candidate. If a non-tenure track or temporary full-time faculty member is hired on a tenure track line, all continuous prior full-time service is credited toward tenure candidacy. (Note that a continuous service gap in excess of one [15-week] academic term is not so credited.)

Since tenure review takes place during the fifth year of service, a non-tenure track or temporary full-time faculty member may have less time to prepare a tenure folder than someone hired initially on a tenure-track line. For this reason, tenure orientation and mentoring is provided for non-tenure track or temporary faculty, who are encouraged to participate. In addition, annual supervisory reviews for non-tenure track or temporary faculty are conducted with regard to established criteria for tenure (see part III – Appendices, page 32).

CRITERIA FOR TENURE EVALUATION

The following criteria are intended to delineate common areas of performance to be evaluated during the tenure review process. The list is not all inclusive and is not intended to eliminate from consideration additional standards of performance common to the profession.

- I. Excellence in teaching performance and in carrying out other primary responsibilities as outlined in the employment job description, including but not limited to:
 - A. Currency and depth of knowledge of teaching field or job duties;
 - B. Proficiency in written and oral English enabling clear, effective communication to students and colleagues;
 - C. Use of teaching methods and materials challenging to students and appropriate to the subject matter, responsive to the needs of the students and consistent with diverse practices. This is not intended to discourage a variety of successful pedagogical approaches to learning;
 - D. Sensitivity to the diverse ways students learn;
 - E. Sensitivity and responsiveness to the needs of individual students and their special circumstances when appropriate; and
 - F. Careful attention to effective organizational skills in the classroom.
- II. Scholarly achievement, mastery of subject matter, professional contributions and continued professional growth as demonstrated by:
 - A. Possession of an appropriate degree or its equivalent;
 - B. Increasing participation in self-initiated professional activities such as course work, pursuit of additional graduate degree, attendance at workshops, seminars, professional meetings;
 - C. Active participation in professional and discipline-based associations;
 - D. Participation in publications, conference presentations, artistic exhibits, classroom research, development of new courses or curricula; and
 - E. Speaking engagements, consulting and rendering of other professional services.

III. Service to student learning, the Division, the College and the community as demonstrated by:

- A. Service on college-wide and division committees;
- B. Assistance in recruitment activities such as high school visitations;
- C. Participation in community-oriented programs;
- D. Participation in student guidance, counseling and/or club advisor;
- E. Work with local school faculty;
- F. Participation in student placement or career-day activities;
- G. Membership and work with public and private community service organizations and/or county and state governmental agencies and committees;
- H. Participation in community affairs as a representative of the college;
- I. Participation in public awareness programs;
- J. Service as program, area, level (or other) coordinator; and
- K. Attendance and participation in college sponsored activities (e.g., graduation, orientations and convocations).

IV. Fulfillment of professional responsibilities, respect for the rights of students, the teaching profession and colleagues by:

- A. Patience, fairness and promptness in the evaluation and discussion of student work;
- B. Contractual obligation to maintain regular and timely office hours and advisement of students;
- C. Consistent responsibility in fulfilling official college requirements and division agreements;
- D. Working in a spirit of cooperation to develop and maintain a collegial atmosphere among faculty and staff;
- E. Striving to be objective in the professional judgment of colleagues; and
- F. Acting in accordance with the ethics of the profession and with a sense of personal integrity. (See page [19](#) for *Statement on Professional Ethics*, Council of the American Association of University Professors, June 1987)

TENURE ORIENTATION AND PROFESSIONAL DEVELOPMENT

- Soon after their initial hire, new full-time tenure track faculty will meet with the Tenure Orientation Committee, comprising the Vice President of Academic Affairs, Division Deans or Directors of the new faculty members, recently tenured faculty from each candidate's Division (if possible), and the Director of Human Resources. The Tenure Orientation Committee will distribute the Tenure Review Handbook and review the five-year timeline of evaluation and tenure review procedures.
- The Tenure Orientation Committee will meet also with new full-time non-tenure track faculty, distribute the Tenure Review Handbook, and discuss the tenure process should their status change to tenure-track.
- Each academic division will establish a Division Tenure Committee of three tenured faculty (including "at-large" faculty from other Divisions, as needed) serving for 3-year terms. Tenure-track faculty will have the option of submitting their developing tenure folders to the Division Tenure Committee, which will review the folders and make recommendations. This ongoing review by the Division Tenure Committee will not be a *formal* part of the tenure review process; its evaluations and recommendations are confidential and are not part of the candidate's personnel file or the tenure folder itself.
- Unless budgetary restrictions preclude travel, the College will provide funding for one major discipline-oriented conference each year for tenure-track faculty. Workshops specifically designed for the professional development of tenure-track faculty will be offered.
- New tenure-track faculty members are encouraged to serve on Division or College committees, and the College will provide a list of suitable committees. Tenure-track faculty are otherwise encouraged to focus their efforts on teaching, additional graduate study and scholarship, and professional development, instead of an abundance of added committee work or other college service.

THE TENURE FOLDER

It is the candidate's obligation to prepare a tenure folder of no more than 100 pages with substantial documentation to include the following:

1. Evidence of the faculty member's contribution to student learning, the Division, the College, and the community through involvement in activities such as those outlined in the preceding section;
2. An updated standard curriculum vitae;
3. Five-year summary of activities in the professional teaching area(s) of the candidate;
4. Five-year summary of courses taught, developed and implemented;
5. A summary of the candidate's plans for future professional and personal growth;
6. Letters attesting to professional recognition, superior ability in the area of employment, and excellence of service to the College and community. Three such letters must come from sources outside of the College;
7. List of titles and/or copies of scholarship (e.g., publications, exhibits, performances, demonstrations) completed during the five-year probationary period at the college;
8. Documentation of any unusual achievements;
9. Presentation of evaluation materials:

During the four- to five-year period that the typical faculty member is employed on a probationary basis prior to the tenure decision, a rigorous process of evaluation and improvement counseling should have occurred. This cumulative effort should produce the following:

- A. At least six classroom observation reports by the supervisor;
- B. At least four annual comprehensive evaluations by the supervisor;
- C. Four annual self-evaluations, with subsequent review and written recommendations for improvement from the Division Dean or Director;
- D. Four-year compilation of student evaluations.
- E. Four-year compilation of final grades and beginning/ending enrollment data for all courses taught.

In addition to the above, the candidate is urged to submit with the tenure folder other documents that demonstrate his or her excellence in teaching such as:

- Peer classroom observations;
- Letters of endorsement from colleagues, which attest to matters of teaching ability and service to students, other faculty members, the Division, and the College; and
- Folders documenting course materials, including syllabi, assignments, exams and supplementary hand-outs.

Supporting materials beyond the 100-page main folder should be submitted in the form of a separate bound appendix.

Three copies of the tenure folder must be submitted by the candidate to the Office of Academic Affairs and one copy to the Division Dean or Director by November 15th of the candidate's fifth academic year of service at the College. The Division Dean or Director must be prepared to discuss the folder at the tenure review meeting. Regardless of whether the Division Dean or Director's recommendation is for or against the award of tenure, detailed written evidence, in narrative form, must be presented.

Note: In the case of faculty hired in mid-year, service is counted by academic year, that is, from the previous August 15th date. In such cases, or when non-tenure track service or temporary full-time service may be counted toward tenure eligibility, faculty should consult with their Division Dean/Director to confirm their tenure-review year.

Tenure candidates are solely responsible for the contents of their Tenure Folders. No responsibility is borne by faculty colleagues, members of the Tenure Orientation Committee or the Division Tenure Committee, supervisors, or any other member of the College.

RECOMMENDATION BY THE DIVISION DEAN OR DIRECTOR

A recommendation for or against tenure appointment should be made by the Division Dean or Director to the Vice President of Academic Affairs.

The comprehensive tenure recommendation should include the following:

1. A summary of all previous evaluation and counseling conferences;
2. A statement describing the faculty member's contribution to student learning, the division, the College and the community;
3. An assessment of the candidate's professional growth;
4. A summary of the candidate's plans for future professional and personal growth;
5. A statement regarding the candidate's knowledge of the College's philosophy, objectives, policies and practices, with an indication of whether or not these agree reasonably well with the individual's philosophy, thus enabling him or her to grow in harmony with the institution; and
6. A prediction of the candidate's future contribution to the College, in terms of specific, as well as general, objectives.

The information and evidence generated by the evaluation and recommending process, which are designed to help the faculty member improve himself/herself and function effectively as a contributing member of Hudson County Community College's faculty, should indicate clearly that the candidate being recommended for tenure is well above average, both in past performance and future potential.

Because a recommendation for tenure must be made with the best interests of several generations of students in mind, the faculty member's contribution should have been rated as outstanding, with the promise of significant future contribution.

THE TENURE REVIEW BOARD

A Tenure Review Board shall be convened for the purpose of reviewing the materials submitted by the faculty member and the written recommendation of the individual's Division Dean or Director. In addition, the Tenure Review Board shall interview the candidate and the candidate's supervisor, as well as make inquiries with other College personnel and offices in determining a recommendation for tenure.

Membership of the Tenure Review Board shall consist of the following:

- *Dean of Instruction, Chair, Non-Voting*
- *Member of the Dean's Council*
- *Vice President of Student Affairs (or designee)*
- *Four (4) tenured faculty members, one elected by each Division*
- *One (1) HCCC Professional Association faculty representative*
- *Affirmative Action Officer, (or AAO designee), non-voting*
The Affirmative Action Officer's (non-voting) membership provides assurance of a fair hearing. In the case of tenure denial, unsuccessful appeal, and subsequent legal challenge, it is in the College's best interest to have had the AAO present during all Tenure Review Board proceedings.

Total: Seven (7) voting members

- Each candidate's supervisor (Associate Dean or Director) appears before the Tenure Review Board as a witness to the candidate's credentials and qualifications for tenure and makes a recommendation to the Tenure Review Board. An Associate Dean or Director may not serve on the Tenure Review Board if a tenure candidate from her/his division is under review.
- Members of the Tenure Review Board may not provide written recommendations for tenure candidates. To do so would constitute a conflict of interest.

TENURE REVIEW BOARD PROCEDURES

1. The Vice President of Academic Affairs shall convene a meeting of the Review Board for the purpose of evaluating the tenure candidates after November 15.
2. When the Tenure Review Board is formed during the prior academic year, the full list of tenure candidates shall be made known and available. Tenure Review Board members should accept the position only if they can serve in an unbiased way with regard to the tenure criteria. Any possible conflicts of interests should be discussed with the Vice President of Academic Affairs.
3. Following the individual examination of portfolios, the Tenure Review Board shall convene at least one day prior to the candidate interview to discuss the portfolios and any other factors raised by Tenure Review Board members. This will help to set the agenda for the interview and allow the candidate to address any of the Tenure Review Board's concerns. At its discretion, the Tenure Review Board is also empowered to request additional documentation from the candidate, the Division office files, or from other offices or personnel of the College. The Tenure Review Board may also choose to schedule a second interview with the candidate.
4. Members of the Tenure Review Board must maintain confidentiality with regard to all tenure review proceedings.
5. Tenure Review Board members shall base their votes on *all four areas* of evaluation, with teaching as the primary emphasis: (1) teaching performance; (2) scholarly achievement and professional contributions and growth; (3) service to student learning, the Division, the College, and the community; (4) fulfillment of professional responsibilities, and respect for students, faculty and other colleagues, and the profession.
6. The final vote of the Tenure Review Board shall be cast by secret ballot. A simple majority shall be required for a recommendation for the award of tenure. No abstentions will be permitted.
7. The Dean of Instruction shall forward the recommendation of the Tenure Review Board to the Vice President for Academic Affairs for review, submission, and advice to the President of the College.
8. The President shall review the recommendation of the Tenure Review Board and determine if a recommendation to award tenure will be presented to the Board of Trustees for consideration. The President shall communicate his or her decision in writing to the faculty member.

TENURE DENIAL

Tenure shall be denied to faculty whose performance during the five-year probationary period and whose portfolio presentation do not give clear evidence of excellence in teaching, scholarly achievement, service to the college and the community, fulfillment of professional responsibilities, and the ability and willingness to make a significant and continuing contribution to the growth and development of the College.

In addition, tenure may be denied for the following illustrative conditions, any or all of which, in the opinion of the Tenure Review Board, may apply to candidates for tenure. The Board of Trustees may choose to deny tenure for reasons not stipulated below, but for any reason within the statutory purview granted to the Board of Trustees under state law and regulations:

1. A discernible pattern of declining student enrollments in the subject area a candidate was employed to teach initially; or
2. Failure to receive consistently satisfactory annual evaluations; or
3. Misconduct, as defined by the AAUP's *Statement on Professional Ethics*; or
4. A demonstrable lack of work in areas of the academic enterprise (teaching, service to the College and community, and professional growth and contributions) which are directly related to student enrollments; or
5. Any other reason or reasons that are supported by the facts, within the Board of Trustees' broad authority and discretion, in accordance with the law, reasonable and proper, whether derived from evaluation reports or from any other source, not necessarily specifically related to the faculty member's performance.

PROCEDURE FOR APPEAL OF TENURE DENIAL

A faculty member who believes that his or her tenure application was not properly evaluated may initiate the following appeal procedure within ten (10) days of the President's notification that a recommendation for tenure will not be presented to the Board of Trustees for consideration:

Step One

Notify the President, in writing, of the intent to appeal the decision not to recommend for tenure. Copies of the notification shall be sent to the Vice President for Academic Affairs, the Dean of Instruction, and the Division Dean or Director.

Step Two

The Vice President for Academic Affairs, following consultation with the President, shall convene a meeting with the faculty member, the Division Dean/Director, and the Dean of Instruction to discuss the reasons for the decision not to recommend for tenure.

Step Three

If after this meeting, the faculty member still believes he or she was not properly evaluated, he or she must submit to the Vice President for Academic Affairs, within ten (10) days of the meeting, a written statement summarizing the specific circumstances of the appeal along with supporting documentation. Such supporting documentation must be limited to information and materials originally presented to the Tenure Review Board.

The Vice President for Academic Affairs, following consultation with the President, shall request a meeting of the Tenure Appeal Committee.

The Committee shall be composed of the following:

1. Two tenured faculty members, chosen by lot by the Vice President for Academic Affairs from among the pool of alternate Review Board faculty elected from each Division of the College (excluding the member from the applicant's Division).
2. One evaluator from outside the College to be chosen by the Vice President for Academic Affairs. The outside evaluator shall serve as chair of the committee.
 - a) The role of the Tenure Appeal Committee shall be to assess the fairness and completeness of the original review by the Tenure Review Board. Accordingly, materials and evidence of credentials brought by the tenure candidate before the Tenure Appeal Committee shall be limited to the same as presented originally to the Tenure Review Board. Further, in pursuing its assessment of the initial review, the Tenure Appeal Committee shall convene a meeting with the Tenure Review Board and may conduct an interview with the tenure candidate's Division Dean or Director, if deemed appropriate.

- b) The Tenure Appeal Committee shall make its decision concerning the fairness and completeness of the original review by simple majority vote (of at least two to one). The chairperson shall forward the Committee's decision to the Vice President for Academic Affairs for submission to the President.
- c) The President shall make the final determination if a tenure recommendation will be presented to the Board of Trustees for its consideration. The President shall communicate his or her final decision in writing to the faculty member.

STATEMENT ON PROFESSIONAL ETHICS

The following Statement on Professional Ethics, a revision of a statement originally adopted in 1966, was adopted by the Council of the American Association of University Professors in June 1987 and endorsed by the 73rd annual meeting as Association policy.

Faculty members, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the responsibilities placed upon them. Their primary responsibility to their subjects is to seek and to state the truth as they see it. To this end they devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although they may follow subsidiary interests, they must never seriously hamper or compromise their freedom of inquiry.

As teachers, faculty members encourage the free pursuit of learning in their students. They hold before them the best scholarly standards of their discipline. They demonstrate respect for the student as an individual, and adhere to their proper role as intellectual guides and counselors. They make every reasonable effort to foster honest academic conduct and to assure that evaluation of students reflects their true merit. They respect the confidential nature of the relationship between faculty member and student. They avoid any exploitation of students for private advantage and acknowledge significant assistance from them. They protect the academic freedom of students.

As colleagues, faculty members have obligations that derive from common membership in the community of scholars. They respect and defend the free inquiry of their associates. In the exchange of criticism and ideas, they show due respect for the opinions of others. They acknowledge their academic debts and strive to be objective in their professional judgment of colleagues. They accept their share of faculty responsibilities for the governance of their institution.

As members of their institutions, faculty members seek above all to be effective teachers and scholars. Although they observe the stated regulations of their institutions, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. They determine the amount and character of the work they do outside their institution with due regard to their paramount responsibilities within it. When considering the interruption or termination of their service, they recognize the effect of their decisions upon the program of the institution and give due notice of their intentions.

As members of their community, faculty members have the rights and obligations of all citizens. They measure the urgency of these obligations in the light of their responsibilities to their subject areas, to their students, to their profession and to their institutions. When they speak or act as private persons, they avoid creating the impression that they speak or act for their colleges or universities. As citizens engaged in a profession that depends upon freedom for its health and integrity, faculty members have a particular obligation to promote conditions of free inquiry and further public understanding of academic freedom.

GUIDELINES AND FORMS FOR TENURE REVIEW

INTRODUCTION

The following guidelines and forms (*pages 21 to 27*) are designed to assist faculty in the preparation of their portfolios for tenure consideration. They are meant to be a guide in compiling the most informative, concise and convincing picture of a faculty member's accomplishments. Following each section table, a brief narrative may be written to further explain items included in that section only.

Each applicant should submit a cover letter and application which briefly states why he/she should be considered for tenure. The use of appendices is encouraged. Supporting materials designed to provide additional evidence of accomplishments should be referenced in the appropriate section narrative, and then included in separate appendices, (e.g., Appendix A: Courses developed; Appendix B: Publications)

All accomplishments which cannot be included under the sections indicated should be listed under Item E, other Relevant Information.

HUDSON COUNTY COMMUNITY COLLEGE

TENURE FORM

Name: _____

Faculty ID Number: _____

Rank and Discipline: _____

Division: _____

Date of Initial Appointment to HCCC: _____

RECOMMENDATION:

Division Dean/Director: _____ **Recommended** _____ **Not Recommended**

Signature: _____ **Date:** _____

**Dean of Instruction/
Community Education:** _____ **Recommended** _____ **Not Recommended**

Signature: _____ **Date:** _____

**Vice President for
Academic Affairs:** _____ **Recommended** _____ **Not Recommended**

Signature: _____ **Date:** _____

President: _____ **Recommended** _____ **Not Recommended**

Signature: _____ **Date:** _____

Board of Trustees Action: _____ **Adopted** _____ **Denied** **Date:** _____

A. TEACHING ABILITY AND EFFECTIVENESS

SECTION 1

COURSES TAUGHT

Period Beginning: _____ Ending: _____

Semester/Year	Course Number/Title	Section	Credits	Beginning/Ending Enrollment

A. TEACHING ABILITY AND EFFECTIVENESS

SECTION 2

STUDENT EVALUATIONS

Period Beginning: _____ **Period Ending:** _____

Please attach copies, in chronologically descending order, of student classroom evaluations for each semester they were administered.

SECTION 3

FACULTY EVALUATIONS

Copies of faculty classroom/laboratory observations (supervisory and/or peer) should be attached in chronologically descending order. Correspondence concerning classroom activities and observations should also be attached here in chronologically descending order.

SECTION 4

OTHER EVIDENCE OF TEACHING ABILITY AND EFFECTIVENESS

Please attach any evidence which you feel attests to your abilities and teaching effectiveness such as evidence of the performance of your students in subsequent courses, in transfer programs or in business and industry.

B. PROFESSIONAL DEVELOPMENT, SCHOLARSHIP, AND MASTERY OF SUBJECT MATTER

SECTION 1

LIST OF PUBLICATIONS AND EXHIBITIONS

List in chronologically descending order the title, type and date of each document published or exhibited. This should include books, monographs, manuals, articles, research reports, published/distributed or displayed internally and externally. Where possible, include copies of relevant materials in the appendix.

<u>Title</u>	<u>Type of Publication or Exhibition</u>	<u>Date</u>
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SECTION 2

DEGREES, DIPLOMAS, CERTIFICATES

List all degrees, diplomas, certificates received or anticipated and major/minor areas of study. Where program of study is incomplete, indicate the courses taken, the grades achieved and the anticipated date of graduation.

Period Beginning: _____ **Ending:** _____

Degree/Diploma/ Certificate	Major/Minor Area of Study	Date Completed/ Anticipated	Courses Taken	Grades	Institution
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B. PROFESSIONAL DEVELOPMENT, SCHOLARSHIP, AND MASTERY OF SUBJECT MATTER

SECTION 3

SEMINARS, CONFERENCES, WORKSHOPS

<u>Title of Seminar/ Workshop</u>	<u>Dates</u>	<u>Location</u>	<u>Brief Statement of Professional Outcome</u>
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SECTION 4

PROFESSIONAL MEMBERSHIP/ACTIVE SOCIETAL PARTICIPATION

Period Beginning: _____ Ending: _____

<u>Name of Society</u>	<u>Office Held (e.g. member)</u>	<u>Committee Work (if appropriate)</u>	<u>Other Responsibilities/ Contributions</u>
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SECTION 5

PRESENTATIONS AND OTHER SERVICES

Period Beginning: _____ Ending: _____

Please list in chronological order papers presented at technical meetings, speaking engagements, consulting, and other professional services rendered.

<u>Type of Event</u>	<u>Date</u>	<u>Location</u>	<u>Brief Statement of Outcome</u>
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C. SERVICE TO THE COLLEGE AND COMMUNITY

SECTION 1

COLLEGE COMMITTEES

Period Beginning: _____ **Ending:** _____

<u>Committee Name</u>	<u>Status on Committee</u> <u>e.g., Chair</u>	<u>Semester(s) of</u> <u>Participation</u>	<u>Committee Assignments</u> <u>or Other Committee</u> <u>Services Completed</u>
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SECTION 2

ADMINISTRATIVE AND OTHER ASSISTANCE

Please list any administrative or other activities you completed which rendered service to the College (e.g., serving as a program coordinator) which will help the Tenure Review Board to understand your contribution.

Period Beginning: _____ **Ending:** _____

<u>Brief Description of Activity</u>	<u>Date(s) Performed</u>	<u>College Sector Benefits</u>
--------------------------------------	--------------------------	--------------------------------

SECTION 3

COMMUNITY SERVICE AND ACTIVITIES

Please list participation in community affairs as a representative of the College; service to governmental agencies, industry, public and private organizations:

<u>Brief Description</u> <u>of Activity/Service</u>	<u>Date(s) Performed</u>	<u>Organization</u> <u>Involved/Benefiting</u>
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C. SERVICE TO COLLEGE AND COMMUNITY

SECTION 4

DEVELOPMENT OF COURSES, PROGRAMS, GRANTS AND OTHER RESOURCES

Period Beginning: _____ Ending: _____

<u>Items Developed</u>	<u>Date/Period of Development</u>	<u>Brief Statement of Outcome</u>
------------------------	---------------------------------------	---------------------------------------

D. ANNUAL EVALUATIONS

Please attach a copy of your annual comprehensive evaluations in chronologically descending order. Correspondence and other materials which are part of the evaluation process such as self-evaluations should be included in the portfolio.

E. OTHER RELEVANT INFORMATION

Additional accomplishments which cannot be included under the previous sections should be listed in this section, in chronologically descending order.

F. EXTERNAL AND/OR INTERNAL LETTERS OF REFERENCE (*if appropriate*)

This section should include references from individuals familiar with your teaching, scholarship, professional and community service activities. Please identify those who have written recommendations, briefly describe their relationship to you, and how the letters were solicited. Three such letters must come from sources outside the College.

TIMELINES FOR TENURE REVIEW

Tenure Review timelines are intended to be a guide to the activities that must be performed during the faculty member's probationary period and as part of the review process for tenure consideration.

FIRST YEAR

AUGUST

- Employment begins for the tenure-track candidate
- Tenure Orientation Committee meets with the tenure-track candidate to discuss the review procedures during the five-year probationary period. The Tenure Review Handbook outlining the Tenure Plan, Review Procedures and Guidelines is distributed. Included on the Tenure Orientation Committee are the Vice President of Academic Affairs, Division Deans or Directors, recently tenured faculty from each candidate's Division (if possible), and the Director of Human Resources.

SEPTEMBER-OCTOBER

- Candidate meets with Division Tenure Committee.
- Class Observation conducted by the Division Dean/Director between the 4th and 6th week of the semester.
- Class Observation Report discussed with the candidate within two weeks and then forwarded to the Vice President of Academic Affairs. If deemed necessary, a plan of additional observation by the end of the semester is established by the Division Dean/Director.
- Student evaluation questionnaires are completed and reviewed by the candidate and his/her immediate supervisor when they become available.

END OF THE FALL SEMESTER

- Copies of observation report(s) and summary of student evaluation questionnaires are submitted to the candidate and placed in the personnel file.

FEBRUARY

- Candidate submits Self-Evaluation to Division Dean/Director by February 1.
- Class Observation conducted by the Division Dean/Director between the 4th and 6th week of the semester.

- Class Observation Report discussed with the candidate within two weeks and then forwarded to the Vice President of Academic Affairs. If deemed necessary, a plan of additional observation by the end of the semester is established by the Division Dean/Director.
- Student evaluation questionnaires are completed and reviewed by the candidate and his/her immediate supervisor when they become available.
- Division Dean/Director submits Comprehensive Evaluation (including candidate's Self-Evaluation) to the Vice President of Academic Affairs.
- Vice President of Academic Affairs and/or Division Dean/Director meet with the candidate to discuss the Comprehensive Evaluation and recommendation to be submitted to the Vice President for Academic Affairs for review.

MARCH

- College President notifies candidate of continued employment or termination by March 15th.

APRIL-MAY

- Candidate meets with Division Tenure Committee.
- Tenure Orientation Committee, Tenure Review Board, and Division Tenure Committees are selected for the subsequent academic year.

SECOND YEAR

Same as First Year, in addition:

MAY

- Division Dean or Director provides a written evaluation of the candidate's progress toward a viable candidacy for tenure, including a review of all four tenure criteria areas and discusses it with the candidate.

THIRD YEAR

Same as first year.

FOURTH YEAR

Same as years 1 - 3. In addition:

JANUARY-FEBRUARY

- Department of Human Resources identifies by January 15th faculty members scheduled for tenure review during the following academic year. The list is confirmed by Division Deans/Directors and the Vice President of Academic Affairs.
- Vice President of Academic Affairs notifies the candidate by February 1st of (1) eligibility for tenure consideration; and (2) the November 15th deadline for submission of a Tenure folder to the Office of Academic Affairs and the Division Dean/Director.

FIFTH YEAR

SEPTEMBER-OCTOBER

- Candidate meets with Division Tenure Committee.
- Class Observation conducted by the Division Dean/Director between the 4th and 6th week of the semester.
- Class Observation Report discussed with the candidate within two weeks and then forwarded to the Vice President of Academic Affairs. If deemed necessary, a plan of additional observation by the end of the semester is established by the Division Dean/Director.
- Student evaluation questionnaires are completed and reviewed by the candidate and his/her immediate supervisor when they become available.

NOVEMBER

- By November 15th, candidate submits one (1) copy of the Tenure Folder to Division Dean/Director and three (3) copies to the Office of Academic Affairs.
- Division Dean/Director submits recommendation concerning candidate's tenure to the Vice President of Academic Affairs.
- Tenure Review Board convenes for orientation and preparation for review.

JANUARY-FEBRUARY

- Tenure Review Board conducts and completes review of all tenure candidates. No later than February 15th, the Vice President of Academic Affairs, as Chair of the Tenure Review Board, forwards the recommendations of the Tenure Review Board to the Vice President for Academic Affairs for review, submission, and advice to the President of the College.
- The President reviews the recommendation of the Tenure Review Board and determines if a recommendation to award tenure will be presented to the Board of Trustees for consideration.

MARCH

- The President communicates his or her decision in writing to the candidate, as well as a decision concerning continued employment or termination.
- In the case of a decision not to recommend tenure, the Vice President for Academic Affairs, following consultation with the President, convenes a meeting with the faculty member, the Vice President of Academic Affairs, and the Division Dean/Director to discuss the reasons for the decision not to recommend tenure.
- A faculty member who is denied a recommendation for tenure may choose to appeal by submitting to the Vice President for Academic Affairs a written statement summarizing the specific circumstances of the appeal along with supporting documentation, within ten (10) business days of the date of the above meeting.
- In the case of one or more appeals, the Vice President for Academic Affairs convenes the Tenure Appeal Committee.
- The Tenure Appeal Committee conducts a hearing of the appeal(s) and forwards its recommendation to the Vice President for Academic Affairs for review, submission, and advice to the President.

APRIL

- As appropriate, the President submits recommendations(s) for tenure to the Board of Trustees for review and approval.

PART III: APPENDICES



HUDSON COUNTY COMMUNITY COLLEGE GUIDELINES FOR CLASS OBSERVATION REPORTS

The observation report consists of three parts. In Part 1 you are asked to give a brief description of the subject matter covered in the class. In your description please include reference to any specific texts, skills concepts or topics discussed in class. In Part 2 you are asked to comment on the conduct of the class itself including the instructor's ability to communicate clearly, respond to questions, provoke curiosity and the general atmosphere of the classroom. In Part 3 you are asked to give your overall recommendations regarding the class.

It is helpful to be specific in your comments, providing concrete examples when possible. For convenience please use the back of this form to begin your evaluation, appending additional pages as necessary. Note that the instructor being observed has the option of commenting on the observation and his or her remarks should be attached to the report. Finally, both the observer and the faculty member should sign and date the report at the bottom of the last page.

PART 1. Summary of Subject Matter of the Class. Identify the texts, topics, skills or ideas which were the central focus of the class.

PART 2. Teaching. The following topics are meant as suggestions and you should not feel limited by them. Feel free to note features of the class which you think are relevant to giving an accurate account.

1. General command and understanding of the subject matter.
2. Preparation. Do students appear to be prepared for the class? Has there been an attempt to connect this discussion to prior lectures, discussions or fundamental themes of the course?
3. Presentation/Discussion. Was the lecture organized and detailed? Did it follow a logical sequence? Was the material clearly presented? Comment on the nature and quality of class discussion.
4. Explanation. Did the instructor pause, summarize, provide analyses and relevant examples at proper intervals as required by the difficulty or level of material? Was he or she responsive to student questions?
5. Evaluation. What ways were used to see if students understood the subject matter?
6. Teaching aids. If used, were AV materials, and/or blackboard, charts and other aids effectively employed to enhance understanding? Were they well prepared and used efficiently? Was the AV material correlated with the lecture? If employed, were demonstrations coordinated well with the lecture or material being discussed?
7. General classroom environment. Was there good rapport with students? Was their curiosity aroused; were they attentive and interested? Did the instructor communicate enthusiasm for the subject matter?

FOR COURSES WITH LABORATORIES

8. Ability to handle and execute laboratory sessions. Comment on instructor's availability during the lab, safety practices, pre and post-lab session if necessary, laboratory discipline and related issues.
9. Development of laboratory experiments. Has the instructor contributed to the development of new and innovative lab experiments?

PART 3. Overall Recommendation. Please provide a recommendation regarding the class as a whole noting specific strengths as well as suggesting areas where improvement may be necessary or desirable.

Instructor's Comments (Optional): Attach instructor's comments on the observation to the last page of the report.

PLEASE USE THE BACK OF THIS FORM TO BEGIN THE REPORT



Instructor's Name _____
Course Number and Title _____ Term/Year ____/____
Date of Observation _____ Students Enrolled/Present ____/____
Observer's Name _____ Title _____

ATTACH ADDITIONAL PAGES AS NECESSARY • FACULTY MEMBER AND OBSERVER MUST SIGN AND DATE REPORT
(please type)

etor _____ date _____ observer _____ date _____



COMPREHENSIVE EVALUATION OF FULL-TIME FACULTY

EVALUATION OF TENURED/NON-TENURED FULL-TIME FACULTY

The criteria by which the faculty member is to be evaluated are:

- 1. Teaching performance**
- 2. Contributions to college and community**
- 3. Professional development.**

The evaluation process will include:

- 1. A self evaluation.**
- 2. Evaluation by students.**

This part of the evaluation shall follow the established procedure of seeking student input via a standardized questionnaire.

- 3. Evaluation by the Division Dean/Program Director.**

This evaluation shall include one or more class observations by the Division Dean/Program Director or his/her designee. Prior to submission of the evaluation forms (self-evaluation, supervisor's evaluation), the candidate by his/her signature shall indicate that she/he has reviewed these materials.

- 4. Evaluation by Senior Administration.**

The Vice President of Academic Affairs shall make recommendations to the Vice President of Academic Affairs concerning the faculty member. The Vice President shall review the recommendation and advise the President concerning the faculty member.



**COMPREHENSIVE EVALUATION COVER SHEET
TENURED/NON-TENURED FULL-TIME FACULTY**

DATE: _____

NAME: _____

TITLE: _____

DATE OF INITIAL APPOINTMENT: _____

IMMEDIATE SUPERVISOR: _____



CHECKLIST

- ☐ Part I - To be completed by candidate.
- ☐ Part II - To be completed by the Division Dean/Program Director.
- ☐ Part III - To be completed by the Vice President of Academic Affairs.
- ☐ Part IV - To be completed by the Vice President for Academic Affairs.
- ☐ Part V – To be completed by the President.

Candidate's Signature: _____

I am submitting written comments to the next level: _____

Date of Board of Trustees Action

Reappointment for the Period

Not Reappointed



**TENURED/NON-TENURED FULL-TIME FACULTY
INDIVIDUAL SELF-ASSESSMENT**

Date: _____

As part of the review and evaluation process, please complete the following self-assessment:

Name: _____

Title: _____

Date of Appointment to College: _____

Date of Appointment to Present Position: _____

Previous Position(s) at HCCC: _____

The self-evaluation should include:

- (a) An overview of performance and achievements during the current academic year;
- (b) A complete description of current professional responsibilities, including teaching and special assignments;
- (c) An analysis of professional contributions to the college community;
- (d) A statement of professional development activities over the past year, including publications, advanced degrees undertaken or completed, conferences attended and similar efforts;
- (e) A statement of professional goals and objectives.

Please attach:

- ☐ Copies of Classroom Observation Reports
- ☐ Summaries of Student Evaluations
- ☐ Copies of any other relevant documents



**TENURED/NON-TENURED FACULTY EVALUATION
DIVISION DEAN/PROGRAM DIRECTOR**

Please attach comments on the faculty member's performance in each of the following areas (Specify strengths, weaknesses and areas needing improvement):

1. Teaching, including:
 - a. Preparation
 - b. Knowledge of subject
 - c. Methods
 - d. Ability to communicate
 - e. Rapport with students
2. Contributions to College and community, including:
 - a. Committee work
 - b. Special projects
 - c. Curriculum development
 - d. Coordination
 - e. Presentations
 - f. Involvement in student organizations, activities, etc.
 - g. Involvement in community organizations, activities, etc.
 - h. Willingness to accept new and/or (un)anticipated work assignments
3. Professional development efforts, including:
 - a. Attendance at conferences and workshops
 - b. Further study
 - c. Publications and presentations
 - d. Involvement in professional organizations
4. Other: Reliability, organizational Skills, fulfillment of professional responsibilities such as: timely submission of course grades and attendance, registration, etc.

Recommended

☐

Signature

Date

Not recommended

☐

Signature

Date



**TENURED/NON-TENURED FULL-TIME FACULTY EVALUATION
RECOMMENDATION**

☐ I recommend ☐ do not recommend _____
(Name of candidate)

for re-appointment to the position of _____

❖ Vice President of Academic Affairs

Date

☐ I recommend ☐ do not recommend _____
(Name of candidate)

for re-appointment to the position of _____

❖ Vice President for Academic Affairs

Date

☐ I recommend ☐ do not recommend _____
(Name of candidate)

for re-appointment to the position of _____

❖ President

Date



Hudson County Community College

Student Evaluation of Instruction

Title of Course: _____

Course Number and Section: _____

Division: _____

Instructor: _____



SOC101N01130

F10-1772

Current Semester and Year: _____

Date: _____

MARKING INSTRUCTIONS

USE A PENCIL, PLEASE!

Correct Mark

Completely fill the oval



Erase any changes or stray marks completely

Incorrect Marks



To the Students:

Hudson County Community College is committed to providing its students with instruction of the highest quality. Students can help us fulfill this commitment by furnishing candid and honest reactions to the instruction they are receiving. This questionnaire gives you the opportunity to express your views concerning this course and the way it has been taught. Please indicate your level of agreement with each of the statements shown below by marking one of the choices.

IMPORTANT: Using, as a point of reference, your experience in other courses you've taken at this college, please mark one response for each of the following statements as **appropriate to this course**.

Statement	Always	Usually	Not Usually	Never	Not Sure
1. The instructor presents course material in a way that helps students learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The instructor helps make difficult material clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The instructor speaks clearly and distinctly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The instructor uses a variety of teaching methods.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The instructor has a thorough knowledge of the subject.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The instructor shows how the subject relates to other fields.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The instructor assigns and returns homework, quizzes, exams and papers on time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. The instructor provides comments on my work that help me improve.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. The instructor's grading standards are fair and consistent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. The instructor seems concerned about student progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. The instructor is available and willing to give assistance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. The instructor is prepared for each class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. The instructor begins classes on time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. The instructor holds the class for the entire period.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Statement

15. The instructor provides each student with a syllabus at the beginning of the semester.	Always <input type="radio"/>	Usually <input type="radio"/>	Not Usually <input type="radio"/>	Never <input type="radio"/>	Not Sure <input type="radio"/>
16. The amount of information the instructor expects students to learn is:	Too much <input type="radio"/>	A lot <input type="radio"/>	Just right <input type="radio"/>	Not enough <input type="radio"/>	Not Sure <input type="radio"/>
17. The amount of work the instructor expects students to complete is:	Too much <input type="radio"/>	A lot <input type="radio"/>	Just right <input type="radio"/>	Not enough <input type="radio"/>	Not Sure <input type="radio"/>
18. For overall effectiveness I would rate this instructor:	Excellent <input type="radio"/>	Good <input type="radio"/>	Average <input type="radio"/>	Poor <input type="radio"/>	Not Sure <input type="radio"/>
19. How well do you think you are doing in this course?	Excellent <input type="radio"/>	Good <input type="radio"/>	Average <input type="radio"/>	Poor <input type="radio"/>	Not Sure <input type="radio"/>
20. What grade do you expect to receive in this course?	A/Exit <input type="radio"/>	B/Pass <input type="radio"/>	C <input type="radio"/>	D/Repeat <input type="radio"/>	Fail <input type="radio"/>
21. How many hours per week on average do you spend studying or completing assignments for this course?	0 - 1 <input type="radio"/>	2 - 3 <input type="radio"/>	4 - 5 <input type="radio"/>	6 - 7 <input type="radio"/>	8 or more <input type="radio"/>
22. How many times have you been absent from class?	0 - 1 <input type="radio"/>	2 - 3 <input type="radio"/>	4 - 5 <input type="radio"/>	6 - 7 <input type="radio"/>	8 or more <input type="radio"/>

TELL US HOW YOU FEEL ABOUT THIS COURSE (e.g. Instructor, textbooks, course materials, lab activities):



a world of possibilities