



Date: March 11, 2019

To: Ali Mageehon, Vice President of Instruction

From: Rod Keller

**Re: Administrative Tenure Track Evaluation: Ben Holt**

**Article 16—Evaluation (AFT/SWOCC CBA)**

- 16.1 Purpose of Evaluation: The primary purpose of evaluation is to:
- A. Assess the effectiveness of the faculty member as an instructor in his/her division.
  - B. Assess the faculty member's performance of job junctions as specified in his/her position description.
  - C. Assist the instructor in the performance of his/her duties.
  - D. Encourage and support the professional development of faculty members.
- 16.3 Evaluation Process for Tenured, Tenure Track, Visiting, and Adjunct Faculty: The evaluation process for tenured, tenure track, visiting and adjunct faculty shall consist of a Peer Evaluation, a Faculty Portfolio, an Administrative Evaluation, and a Report of Yearly Service as defined below.
- 16.3.I.3 Following completion of the peer evaluation process, the Director and/or Associate Dean will prepare and submit a written administrative report, with recommendations, to the Vice President of Instruction and Student Services. The Administrative Evaluation shall encompass all areas of the faculty member's performance, both academic and non-academic, as set forth in 16.1, and will include information from the peer evaluation. A copy of the Peer Evaluation Summary will be attached to the Administrative Evaluation as well as any faculty response to their Peer Evaluation Summary.

**Discipline: Mathematics**

**Members of the Peer Review Committee:** Sean Hutcherson (chair), Maidie Rosengarden, and Mike Winston.

**PROCESS SUMMARY:** We have adhered to the SWOCC tenure review process. We established a peer tenure review committee chaired by Sean Hutcherson and committee members Maidie Rosengarden, and Mike Winston. They observed Ben's classroom teaching and submitted a written evaluation. The committee met with Ben to discuss their observations, and Sean wrote a summary which he presented to the division dean. The dean and Sean met with Ben to discuss his evaluations and his professional contributions to the college.

The division dean has also observed Ben's MTH 95 Intermediate Algebra and MTH 243 Probability & Statistics courses and examined his first year teaching portfolio.

## PROFESSIONAL ROLES:

### Teaching

Ben is a solid teacher whose careful preparation makes his efforts appear natural. He introduces his teaching philosophy with a guiding principle from his former teacher: "I cannot teach you mathematics; I can only guide you in your efforts to learn." Ben's mature teaching philosophy emphasizes the following areas:

- **Establish and Maintain Community in the Classroom.** "A centerpiece of my teaching philosophy is that active learning requires engaged minds who are willing and prepared to discuss and present ideas to other students. . . . The completion of what I try to accomplish in lecture only happens when my students begin to learn from each other."
- **Set Clear Standards and Expectations at the Outset.** "Automating the homework and exam creation process has enabled me both to take a practice-until-you- get-it approach, and to make learning outcomes clear from the very beginning."
- **Put the Means of Meeting Standards and Expectations Directly into the Hands of Students.** "Students have unlimited opportunities for exam practice by being able to take as many practice exams as they wish. This approach has two very beneficial consequences: 1) from the very beginning, students are presented the standard to which they will be held, and 2) students have a clear path for practicing skills until they master them."
- **Guided Practice is Essential to Success.** "My experience with young learners has taught me that, in general, students really do want to learn, and if we make our expectations exceedingly clear, and we show students exactly what they need to do, students will rise to meet those expectations. This is why every topic we cover in class has an active component where students attempt the kind of work which they eventually will have to do on their own with individual help from their instructor."
- **Utilize Free Resources for the Benefit of Students.** "I created . . . a free, easy-to-use, online statistical software package which enables students to easily perform many common statistical procedures without having to purchase an expensive software package, and without having to make a significant investment of time to learn free, but less intuitive, packages."
- **Use Dynamic Tools to Illustrate Dynamic Ideas.** "Web-based technology has enabled me to impart a visceral understanding of such delicate ideas in a way which simply is not possible with a white-board."
- **Emphasize and Celebrate the Interdisciplinary Nature of Learning.** "From applications I have developed for my students, to popular websites I have created and still maintain, developing online tools has drawn upon a large cross-section of the skills, concepts, and tastes which I acquired in both my undergraduate and graduate studies: research skills, mathematics, graphic design, computer programming, a love of language, a solid understanding of general grammatical concepts, the pedagogy of reading, business administration, psychology, communication studies, and even history."
- **Mathematics is Essential to Being an Informed Citizen.** "I try to motivate my students to learn mathematics not only from the standpoint of being well rounded and broadly educated, but also through the lens of becoming informed and able participants in a

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society that demands a citizenry that knows how to warily interpret both verbal and numerical arguments.”

His peer committee comments on connections between Ben’s teaching philosophy and classroom: “The committee observed Ben’s contagious, positive energy in the classroom and informal learning spaces as written in the Teaching Philosophy. He has worked well examining curricular alignment, text materials, and has worked for better physical space for his students.”

Ben’s peer evaluation committee makes these observations about his teaching:

- “Professor Holt’s interaction with the students was professional and relatable. He spoke clearly to the class and personably when engaged in one-on-one teaching moments. He was friendly at all times.”
- “I was impressed with Ben’s teaching ability. He was very prepared and came across as very knowledgeable of the subject he was helping his students to learn.”
- “Professor Holt is an excellent teacher. He clearly knows his field and is experienced enough to find innovative methods and means to help his students grasp the material. Additionally, he clearly cares for his students’ growth and success.”

My own observations support that of the committee. Ben does have a positive, encouraging approach to teaching. He does a good job of helping students feel relaxed and comfortable. He has a calming influence on students. Students demonstrate critical thinking. At times he has students put their pencils down, not take notes, but be present. He reminds them that they are exercising many skills as they simplify problems.

His class organization exhibits the pattern of lecture, group work, and problem presentation. He uses the screen and the board effectively to introduce, explain, and illustrate concepts and problems. He does an excellent job of demonstrating the thought and solution process line upon line and precept upon precept.

Ben reflects on his first term at Southwestern. He observes that his classes are well-organized, the classroom dynamic is student-centered, and his peer committee evaluations are generally favorable. In responding to his students ratings of course instruction, Ben considers some students’ concern that grade does not reflect what they’ve learned in the course or possible concerns that one of his courses may have needed more variety.

### **Advising**

Ben is still being assigned advisees. He currently has five advisees. He is learning more about his role as an advisor at Southwestern.

### **College/Program Responsibilities**

Ben willingly participates and contributes his talents and abilities to the department and division at Southwestern. He attends all department and division meetings. He is currently on the Instructional Technology committee. The committee has been charged to examine how to evaluate online courses for accreditation and to develop strategies for improving student/teacher communication and engagement for online classes.

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### **Assigned Release Time Activities/Administrative Aspects of Instruction**

Ben is still in the beginning stages here at Southwestern, and his contributions will continue to grow. Ben contributes to department responsibilities and has intentionally stepped up to assist with clarifying and redesigning the MTH 244 Probability & Statistics II.

### **Collegiality/Professional Demeanor**

Ben is a professional. He responsibly identifies needs of both students and Southwestern. Then he works on solid plans to arrive at solutions. He encourages and strengthens those around him. One of his committee members writes: "Ben has been a wonderful addition to the Mathematics Department at Southwestern Oregon Community College. He is a hard-worker who is very dedicated to helping his students make sense of mathematics. It has been a pleasure having Ben as a colleague.

### **Student Ratings of Instruction**

Ben has positive student ratings of instruction. Unfortunately, fall 2018 students were not able to submit written comments. Ben's highest ratings are for the following areas:

- The feedback on my work was helpful.
- The feedback on my work was timely.
- This course increased by understanding of the subject
- I felt comfortable asking questions and making comments when I wanted.

### **Commendations:**

Ben's peer committee makes the following commendations stating: "After meeting with Ben as a group, speaking with him individually, and observing him in the classroom, the committee has concluded that Ben is a valuable member of the Mathematics Department and an asset to Southwestern Oregon Community College."

Ben is a strong, organized, thoroughly prepared teacher who is developing an understanding of the courses' purposes and content. He effectively identifies students' abilities and needs and adapts his teaching to reach as many students as possible. He begins to understand and demonstrates Southwestern's vision, core themes, and values. He's a valuable contributing member of the college.

### **Recommendation/s:**

I recommend that Ben continue to broaden his teaching background and to involve himself in leadership responsibilities at Southwestern. His perspectives, his interactions with students, and his hard work are much needed at this institution.

### **Positive Evaluation**

Ben's peer evaluation committee and the dean acknowledge that he has completed a positive evaluation review. Sean Hutcherson concludes the committee summary: "In summary, the committee praises Ben for his strong performance teaching mathematics classes and recommends a positive evaluation for his first year at Southwestern Oregon Community College."

Attach peer evaluation report.

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Date: \_\_\_\_\_

*Faculty Signature:*

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Faculty Comments:

*Dean/Director Signature:*

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*Vice President of Instruction Signature:*

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