## TRC Guide for Reflection on Student Evaluations

The tenure process at Highline College has always been aligned with best practices for analyzing student evaluations. Rather than relying solely on them for the granting of tenure, the TRC considers other measures as well, including class evaluations by colleagues, self-reflections by probationers, and evidence of professional development. We take a holistic approach, looking at as many aspects of the probationer’s growth in the classroom and on campus as possible. As Stark and Freishtat (2014) suggest, in order to get a good sense of who the probationer is, we all take responsibility (TRC, TWC, Division Chairs) to “watch each other teach and talk to each other about teaching.” The TRC relies on the TWC to share those conversations about teaching through the quarterly reports. We use that to gauge whether or not the probationer is getting to talk about teaching and is getting useful feedback on their teaching from their TWC.

Here is [a guideline](https://cetl.kennesaw.edu/interpreting-course-evaluations-tips-reviewers) which the TRC agrees provides good recommendations for working with student evaluations, interpreting them, and then translating them to the TRC so that we can have evidence-based discussions focusing on the various tenure criteria: (full URL) <https://cetl.kennesaw.edu/interpreting-course-evaluations-tips-reviewers>